



UTILIZING GAMIFICATION AS A MOTIVATIONAL TOOL IN FASHION RETAIL

Bachelor's thesis
International Business
Spring 2024
Julia Weck

International Business -koulutus

Tekijä Julia Weck

Työn nimi Utilizing gamification as a motivational tool in fashion retail

Ohjaaja Annaleena Kolehmainen

Tiivistelmä

Vuosi 2024

Opinnäytetyön tavoitteena oli lähteä selvittämään, miten pelillistämistä voisi hyödyntää muodin vähittäiskaupan työntekijöiden motivoimiseksi. Työssä oli tarkoituksena selvittää, miten työntekijät kokevat pelillistämisen sekä sen vaikutus heidän työmotivaatioonsa. Samalla tarkoituksena oli minimoida negatiiviset vaikutukset, kuten kilpailu, sillä kilpailullinen ympäristö ei välttämättä ole kaikille motivoiva tekijä. Opinnäytetyön toimeksiantaja haluaa pysyä anonyyminä tutkimuksessa.

Teoriaosuus opinnäytetyössä koostui pelillistämisestä yleisesti työpaikalla ja sen vaikutuksista motivaatioon, motivaatioteorioista ja, miten ne yhdistyvät pelillistämiseen, motivaatiosta ja palkitsemisesta, sekä asiakaspalvelun tärkeydestä myyjän roolissa muodin vähittäiskaupassa. Teoriaosuus antoi tutkijalle hyvän alun lähteä suunnittelemaan pelillistämistä, joka minimoisi negatiiviset vaikutukset työmotivaatioon.

Opinnäytetyö oli tutkimuksellinen työ, ja tutkimus suoritettiin monimenetelmällisellä tavalla, jossa hyödynnettiin molempia kvalitatiivista ja kvantitatiivista dataa, ja pääpaino oli kvalitatiivisessa datassa. Tutkimuksessa työntekijöille tehtiin bingo kortti, joka sisälsi erilaisia kohtia liittyen toimeksiantaja yrityksen asiakaspalvelu tavoitteisiin, joka oli suunniteltu yhdessä ketjupäällikön ja kenttäpäällikön kanssa, jotta se vastaisi yrityksen asiakaspalvelu standardeihin ja tavoitteisiin. Bington jälkeen tutkimusdata kerättiin Forms-kyselyllä. Kysely sisälsi kohtia, jotka liittyivät motivaatioon, ja kyseiseen pelillistämiskokemukseen.

Tutkimustyön perusteella voidaan todeta, että pelillistämistä voidaan hyödyntää motivaatiotyökaluna muodin vähittäiskaupan työntekijöille. Suuri osa työntekijöistä oli sitä mieltä, että he mielellään osallistuisivat tulevaisuudessa samantyyliin pelillistämistä, ja mielellään myös samantyyliin bingoon. Moni kyselyyn vastanneista kuitenkin toivoi, että pelillistämistä toteutettaisiin yhdessä tiimin kanssa, eikä yksittäin, mutta eri mahdollisuuksia pelillistämistä tulevaisuudessa on monia. Johtopäätöksenä voidaan todeta, että yrityksen kannattaa hyödyntää pelillistämistä myös tulevaisuudessa.

Avainsanat Pelillistäminen, työntekijä motivaatio, muodin vähittäiskauppa, asiakaspalvelu
Sivut 41 sivua ja liitteitä 3 sivua

International Business Degree

Author Julia Weck

Subject Utilizing gamification as a motivational tool in fashion retail

Supervisors Annaleena Kolehmainen

Abstract

Year 2024

The aim for this thesis was to find out if gamification can be utilized in fashion retail to boost the employees' motivation. The objective was to discover how the employees experience the gamification activity and does it affect their work motivation. The commissioning company prefers to stay anonymous.

The theoretical framework consisted of gamification in the workplace, and the negative impacts that gamification can have, motivation, and the importance of customer service in the fashion retail industry. The theory on motivation and motivational theories were important, and it allowed for a better understanding on what motivates employees at work. The theoretical framework aided in designing the gamification activity in a way that reduced the negative impacts, and to make the design truly motivating for the employees.

The research for this thesis was done with a mixed method, where the main focus was on qualitative data. The research method was chosen, in order to examine, the quantitative data to see if there was any correlation, for example whether it had an impact on how long the employees had been working at the company, and did they complete the bingo card fully. The employees were given a bingo card, that had different points related to customer service and sales, and it was designed together with the chain manager and the field manager to specifically fit to the company's standards and objectives. After the bingo game, the data was gathered with an online survey. It is important to note that it was attempted to minimize as much as possible, the negative impacts that gamification can have, by researching the topic thoroughly prior to implementing the experiment. An example of this would be competition which this research tried to minimize, since not everyone is motivated by competition, and thus it can also lead to decreasing motivation.

With the results of this research, it can be concluded that gamification can in fact be utilized in fashion retail to boost the employees' motivation. Most of the employees, who participated in the gamification experiment, were interested in trying similar gamification activities in the future. The majority of the employees also said that they would be more interested in gamification activities that are done as a team instead of individually. To conclude, there are a lot of gamification activities that can be tried out next for the company, but many also hoped to see bingo again.

Keywords Gamification, employee motivation, fashion retail, customer service

Pages 41 pages and appendices 3 pages

Content

1	Introduction	1
1.1	Background.....	1
1.2	Research aim and research question.....	2
1.3	Commissioning company	2
2	Theoretical Framework	4
2.1	Literature review	4
2.2	Gamification in the workplace	6
2.2.1	Negative aspect of gamification in the workplace.....	7
2.3	Motivation	9
2.3.1	Extrinsic and intrinsic motivation.....	9
2.3.2	Motivation theories	10
2.3.3	Motivation and rewarding.....	12
2.4	Importance of customer service in fashion retail.....	13
2.4.1	Physical store vs online Store.....	14
2.4.2	Qualities to succeed as a salesperson in fashion retail in Finland....	16
3	Methodology	17
3.1	Research method.....	17
3.2	Research approach.....	18
3.3	Data collection	19
3.4	Survey design	19
3.5	Ethics.....	20
3.6	Reliability, validity, and limitations	20
4	Finding and Analysis.....	22
5	Recommendations	32
6	Conclusion	35
	References	37

Figures, tables and equations

Figure 1. Work gamification framework.....	5
Figure 2. Maslow's Hierarchy of Needs.....	11

Figure 3. Percentage of participant who were able to finish the bingo card fully of those that took part in bingo.	22
Figure 4. Division of participants willingness to participate.	23
Figure 5. Age division of the participants.....	24
Figure 6. How long the participants have worked at the company and did they complete the bingo card fully.....	25
Figure 7. Ranking motivational factors for the participants.	26
Figure 8. Was there competition in the bingo game?	27
Figure 9. Division of participants and whether the reward lottery affected their decision to participate.	28
Figure 10. Did the gamification activity affect positively to work motivation?	30
Figure 11. Willingness to participate in gamification activities in the future.	31

Appendices

Appendix 1. Online survey questions

Appendix 2. Data management plan

1 Introduction

1.1 Background

Gamification can be used as a motivational tool to create more engagement in the workplace. Gamification introduced elements that are engaging and excite people to do as more. With the help of gamification ordinary tasks are more engaging, and tasks can be seen more goal-oriented (Liebenson. 2018, p.232). It can be used in many ways and in many instances: education, work environment, movement therapy and so much more. Gamification uses game-like elements to activities and tasks, such as scoreboards, badges and turning an ordinary task into a game-like experience. Companies keep finding new and innovative ways to utilize gamification to fit their specific needs. (Uzialko, 2023). Gamifying workplace can lead to better results and performance (Sailer et al., 2017, p.371). However, gamification can also lead to poor results, if not planned correctly for the specific group, and thus the results often lead to amotivation and lack of engagement (Hammedi, et al., 2021, p.264-265; Rutledge, et al., 2018, p.1018-1019).

The self-determination theory is arguably the most used motivational framework, when it comes to gamification (Rapp, et al., 2019, p.5). However, gamification can be implemented in multiple motivational theories. In Maslow's hierarchy of needs, gamification creates targets and goals for the employees to be able to fulfill their needs in order to get higher on the hierarchy. Gamification can provide short-term and long-term goals, which makes the employees more motivated to achieve the self-actualization level of the hierarchy. McClelland's theory explains that there are three main motivators that motivate an individual: a need for achievement, affiliation, and power. These needs affect what type of gamification works the best for the individuals. Most of the motivational theories suggest that gamification can improve motivation in the workplace, if they are planned correctly to suite the employees needs and goals. (Singh, 2020, p.7983-7987).

Customer service has an important role in the fashion industry, and especially in the retail stores. The level of customer service affects the entire brand imagine and brand loyalty. Customers are more likely to become regular shoppers of the brand if they receive excellent customer service (Tyre & Hockenberry, 2019). Bad customer service experiences can reflect on the whole brand image. Thus, the retail employees must be motivated to succeed in their sales and to get regular returning customers.

1.2 Research aim and research question

This research aims to understand what factors might affect the effectiveness of using gamification in fashion retail. The research aim is to have a better understanding of how gamification could be used to improve motivation for retail workers in the fashion industry. Gamification works best, when it is enjoyable, fun and engaging, which is why the research is done in a way that does not result in employees feeling as they would have to compete with each other.

The research question for this thesis is “Can gamification be utilized in fashion retail as a motivational tool, and how?”.

The research objective is to find out if gamification works as a motivator within the fashion retail industry. This research allows for a better understanding of implementing gamification to the fashion industry. The researcher wants to determine how fashion retail employees engage in the gamification activity, and most importantly how the employees experience it as it is crucial to understand the employee’s opinions about the experience. For this research, it is highly important to gain a better understanding of motivation and gamification, and the theories related to them, and conduct the experiment based on that research to gain optimal results. The key objective is to find ways that the commissioning company can utilize gamification in the future, not only for motivation but also for other purposes, such as training purposes, and if gamification should be even utilized at all, which depends on how the employees will experience the gamification activity.

The author believes that gamification can be implemented to the fashion retail industry in many forms. However, most forms of gamification can cause negative effects to the workplace, therefore author’s goal is to find out if there is a way to implement gamification to the retail sector without causing competition, since competition might not be the best motivator for everyone.

1.3 Commissioning company

The commissioning company prefers to stay anonymous for this thesis. The commissioning company is a Finnish clothing brand. The company is looking for new ways to keep their employees motivated and engaged with their daily tasks and brand objectives. Also, it is important to mention that during the Covid-19 pandemic, there were some restrictions, which

affected some of the customer service standards that the brand is aiming to reach, and it has been hard for the sales personnel to go back to those old standards. The research aims to motivate the employees to reach higher, and eventually meet the standards that the company is aiming for.

2 Theoretical Framework

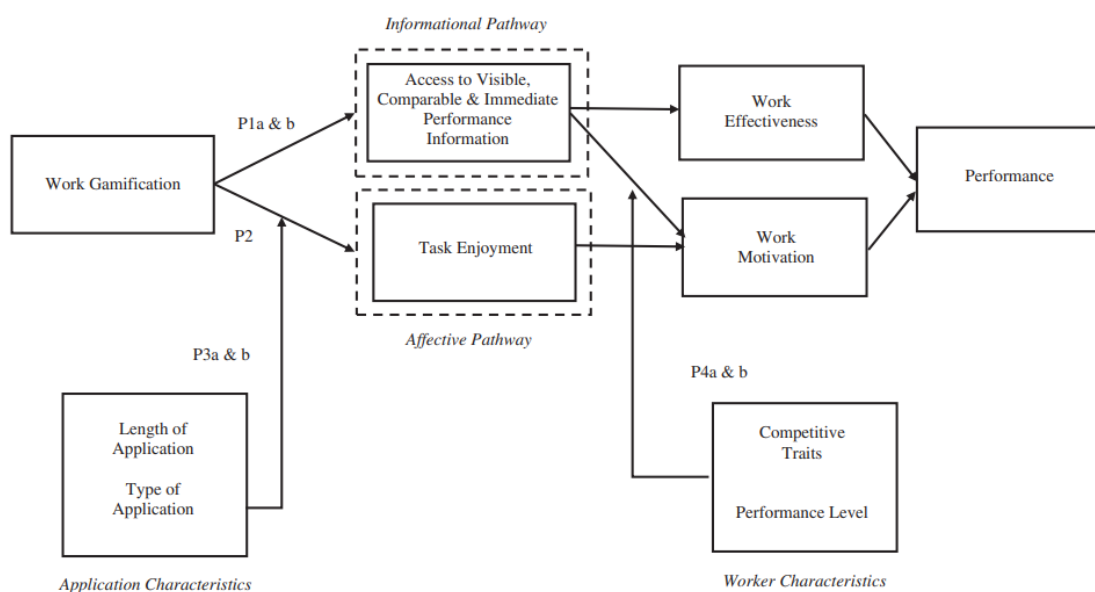
2.1 Literature review

This literature review is conducted to describe previous studies and literature on gamification and its effects on motivation. A qualitative study conducted by Miri and Macke with case companies that studied not only gamification but also the effects of serious games on motivation at work had interesting results. In this study the serious games were an escape room and a quiz game. The escape room acted as sort of a team building activity, which showed to improve the work environment. The other cases used gamification activities, such as a website used to gamify in-house trainings. The study results show that the implementation of the gamification activities could have been improved to meet better results. The study also shows that the serious game had more impact on the employee's motivation and engagement at work. (Miri & Macke, 2022, p.266-274). However, this study does not conclude that gamification activities do not increase motivation and engagement, but more so that the serious game activities in this particular study showed that for the participants it was easier to improve motivation and engagement through these serious game activities.

Pura (2022, p.61-67) studied the effects of gamification linked to remote work. Although the research focused on remote work, the findings of the research can be implemented elsewhere also. The research shows that having good relationships within the work community is an important factor in work motivation and engagement. This suggest that gamification activities should not only focus on individual tasks, but also team efforts. Many participants in this study had a positive view about gamification, and those unsure pointed out that it is very dependent on the implementation. The study also mentions how gamification might not be suitable for every employee, where one main factor is because of the competitiveness of gamification. Other good reasons mentioned in this research as to why gamification might not work for everyone are due to the fact that some employees are not able to progress on the same levels that others can, and the gamification activity might not do them any good. The research concludes that gamification in remote working environments is a good way to boost employee motivation and engagement if the activity is a collaborative effort. The study suggests that gamification can lead to better results if the activities were team efforts instead of individuals competing against each other. This could potentially also enhance the number of individuals who enjoy the activity, as the competitive factor is reduced.

Cardador (et al., 2017 p.356-363) conducted a theoretical framework for work gamification. Prior to this framework there was no clear framework that allowed to understand why, how, and when gamification influences work motivation. Their framework is based on prior literature and studies on gamification, performance management and work motivation. The framework suggest that work gamification is more effective than any other performance management system for work effectiveness and motivation currently, and gamification could possibly enhance these systems. Gamification also increases task enjoyment, which positively effects motivation as well. The framework also suggests that length and type of the application, and competitive traits and performance level effect the effectiveness of work gamification. The framework works as a first step to understanding gamification and its affects better. The study concludes that gamification has show real benefits for motivation, but the organization using gamification must know what factors to implement to reach efficient results.

Figure 1. Work gamification framework (Cardador et al., 2017)



Studies on gamification and motivation mostly suggest that it can in fact have an impact on increased motivation at a workplace. However, different studies show that there could be improvements made to get better results from gamification activities.

2.2 Gamification in the workplace

Gamification itself has a long history and the word “gamification” was not even heard of before the 2000s. The act of gamification can be traced back to the early 1900s when the Boy Scout movement was founded. Boy Scouts earned badges and achievements by completing tasks and learning, which in today’s world would be called gamification. In 1980s the power of games affecting engagement was starting to be recognized. It was not until 2010s when the gamification truly started to gain more attraction. Since then, gamification has grown and is utilized more often than ever. Gamification started to grow by it being popular among learning activities and it can now be found nearly everywhere. Software technology has made it possible for gamification to grow even bigger. Pokémon Go is a great example of this. (Cloke, 2019). Nowadays it is possible to find apps that gamify drinking water or apps that gamify regular chores. Large companies also utilize gamification in their marketing: giving customers the opportunity to earn points by purchasing from them, and by making a scratchcards to earn discounts or free products. With the help of advanced technology, gamification has been able to rise in popularity and nowadays it is easy to implement gamification to business strategies (Cloke, 2019).

When the hype for gamification truly started in the 2010s, businesses started to add gamification to their business strategies and began to adapt gamification to boost employee engagement and motivation (Cloke, 2019). Research shows that gamification can be utilized to improve motivation and has an impact on performance as well (Groening & Binnewies, 2019, p.163). Gamification is studied to show proof of it improving motivation and satisfaction for employees, but it must be well designed to fit with the target group, and the implementation of gamification must be well thought out to ensure positive outcomes (Sailer, et al., 2017, p.378). Studies show that gamification can help to fulfil psychological needs, which will then improve intrinsic motivation and thus employee’s performance can improve (Mitchell et al., 2020, p.328).

Gamification in a workplace setting can be utilized for many things, such as motivation, engagement, and wellbeing. Gamification can help in the training process, to motivate long-term employees, and to create more engaging team building activities. Gamification is most used to motivate the employees to achieve higher things and perform better. However, gamification can also be used to improve the work environment for example by team building activities. (Fallon, 2023).

There are multiple different ways that businesses can utilize gamification. The implementation of gamification also has an impact on how the employees engage in it and what the outcomes of it are. Most common uses of gamification include leaderboards, badges, and rewards. However, there are more than just these ways to use gamification. Gamification can be done via trivia, bingo, role playing, and so much more. One downside about gamification is that not everyone enjoys competition, which leaderboards for example often create. The key to utilizing gamification in its best interest is to find what motivates the employees and make decision based on it. (Andreev, 2023; Barney, n.d.). As technology keeps advancing, gamification can grow with it. Newer technologies bring more opportunities to gamify tasks.

2.2.1 Negative aspect of gamification in the workplace

Although gamification has proof of increasing motivation and performance at a workplace, there are studies that also show negative consequences. Hammedi et al. (2021, p.264) came to the conclusion in their study that the employees, who were having negative impacts while doing the gamification experiment, were not willing to participate as much as the employees who had positive consequences due to gamification. Hammedi et al. (2021, p.265) study concludes that gamification can in fact have positive impact, but it mostly depends on how willing the employees are to participate in the gamification activity. Thus, it is highly recommended that the participants are asked whether they want to be a part of the activity or not.

Multiple studies also reveal that negative outcomes are also often shown when the gamified activity is poorly planned, and then it can be more harmful than beneficial for the employees. To decrease the possibility of this happening, the organizers of the gamification activity must take serious thought on how to design the activity and truly think what the end outcome to be is. The end goal objectives should be well thought out and the organizers should have a good enough understanding of gamification, as well as the learning outcomes from it. (Hammedi et al., 2021, p.265; Rutledge et al., 2018, p.1019). Rutledge et al. (2018, p.1018) also concludes that the gamification activity must be challenging enough for each employee to motivate them, but as mentioned previously, it must be done so, that each employee has an opportunity to do good, and not feel as they are not able to climb up from the lower "rank". In Hammedi et al. (2021, p.266) study, it is also stated that it is vital to not only jump into trendy activity, such as gamification, but also to find a way to make it fit into the company culture and strategy to make it truly effective.

Competition can also cause harmful consequences during gamification activities. This is relevant to how individuals are motivated. Some feel that competition is what truly thrives them to do better and to do more. Others are not that motivated by competition between them and their colleagues. (Singh, 2020, p.7986). There are also studies that reveal gamification causing stress due to its challenges and the competition it can cause between employees. Employees who perform low during gamification activities, can start to lose motivation and interest. The stress that comes with gamification is not only harmful for the individual's motivation and performance, but also to their overall well-being at the workplace. To decrease the harmful outcomes that competition can bring, the activity should be designed in a way that does not lead to competition among individuals, but rather it would be a team effort. (Rutledge et al., 2018, p.1019; Hammedi et al., 2021, p.265).

With the rise of popularity among gamification use in businesses, questions about the ethics of gamification have also risen. To define whether the gamification is ethical or not, there should be a discussion on what is the true intention of the activity, and to think about the negative and positive outcomes and who is it more beneficial for (the organizer or the user). To reduce risks of unethical actions, it is vital to be transparent, know what the intentions are, and to offer a choice whether to participate in the activity. Main problem with gamification and ethics is that people see it as manipulative and exploitative, which transparency and honesty can reduce the risk of. (Marczewski, 2017, p.56-59). Ethical issues arise between the individuals participating in the activity and the organizers of the activity. "Who gets the most benefits out of the experiment?", is an important question to ask, when making gamification ethical. Gamification as itself is not necessarily morally wrong and unethical, but it can be if not planned correctly. However, saying that gamification is not unethical, the ethics should not be entirely dismissed. (Kim & Werbach, 2016, p.168-169). Gamification being seen as manipulative was also shown to be due to the social pressure that comes in certain activities of gamification (Mitchell et al., 2020, p.327). The pressure to perform high, made the employees more motivated, but this can also be seen as being manipulative by the organizers of the activity. The ethics of gamification is still very little researched and should be taken into consideration more often (Rapp et al., 2019, p.5).

Organizations should not jump into gamification with little to no knowledge of it just because it is trendy. Gamification requires research on how to implement it correctly and to understand what the main motivator for their employees is. Poorly planned gamification activities can cause more harm than good. This will reduce the risks of negative outcomes from the gamification activities.

2.3 Motivation

2.3.1 Extrinsic and intrinsic motivation

To understand work motivation better, it is important to understand what extrinsic and intrinsic motivation mean. Extrinsic is goal-seeking and the motivation is based on external factors (Ryan & Deci, 2000, p.60). Intrinsic motivation comes from enjoyment, and when the task or activity is truly fun (Ryan & Deci, 2000, p.56). Intrinsic motivation is something that generates based on the individual's own goals and wants (Ilievska, 2023).

Intrinsic and extrinsic motivation are easily found in a workplace. It is easy to spot whether the employees are there for themselves, or just because they must. Some people will do the bare minimum of their job descriptions and others will be constantly looking for more to do. Employees who mostly only do the bare minimum needed are driven by the extrinsic motivation, such as rewards, bonuses and pay. The individuals who are constantly looking for helping others and are always on the move, are driven by the intrinsic motivation, where they are truly enjoying themselves. (Ilievska, 2023).

Extrinsic motivation does not mean that the employees lack motivation although they might not be doing as much work as employees who are intrinsically motivated. Being extrinsically motivated means that the employees are looking for constant rewarding or recognition and feedback on their work to stay motivated as the employees who are intrinsically motivated are motivated by finding meaning in their work and they embrace challenges they create themselves. For an employer, it is crucial to understand what motivates the employees to be able to create a work environment and work culture that satisfies the employees, which will increase motivation and thus also performance. (Ilievska, 2023).

Gamification has been proven to add intrinsic motivation. However, there are factors that affect it, such as age, experience in games and willingness to participate. Gamification is not only about rewarding but also about the experience it creates which will then affect intrinsic motivation. (Dahlstrøm, 2012, p.10). Gamification can also be correlated with extrinsic motivation, when outside forces, such as rewards and social pressure, affect the employee's performance (Mitchell et al., 2020, 327). Thus, the employer must be well-aware of what motivates the employees to make a successful gamification activity for them.

2.3.2 Motivation theories

Motivation is directly connected to productivity and performance at work. Multiple researchers have studied motivation and have tried to get a better understanding of motivation, and the most common factor affecting motivation is the psychological needs that need to be satisfied. The self-determination theory claims that psychological needs are universal and common to all. The self-determination theory suggests that if the psychological needs are not satisfied there will be negative consequences. The theory is based on three basic psychological needs: competence, autonomy, and relatedness. The theory suggest that employees are autonomously motivated and satisfied at work when their basic psychological needs are satisfied, and if not, the employees are unmotivated and discouraged at work. (Deci & Ryan, 2014, p.13-14; 28). Research shows that if gamification is done correctly and efficiently, it can have an impact on fulfilling the three basic psychological needs and help the employee to find intrinsic motivation. However, if done incompetently and deficiently the result might have negative outcomes. (Rutledge et al., 2018, p.1019).

Maslow's theory of human motivation is based on five levels of needs: physiological, safety and security, love and belonging, self-esteem, and self-actualization. Maslow's theory is presented as a hierarchy, where the lowest level of needs are the most basic needs of a human. Before being able to satisfy other needs, the lower levels need to be fulfilled first. The theory argues that the most basic need is for physical survival, and this is the first thing that motivates human behaviour. Some researchers have argued that the order of the levels is not entirely fixed, as humans are complex creatures and for some self-esteem might be more powerful motivator than love and belonging. Some might never achieve the highest level of the hierarchy due to life experiences pushing them back down a level. The highest level of the hierarchy is the self-actualization, where a person's full potential can be found, and personal growth is the motivator. At a workplace it is vital that the employer is able to fulfil and satisfy these needs in order to achieve high performing employees. (McLeod, 2023). To satisfy the self-actualization need, gamification will encourage employees to achieve higher things and perform better. Gamification at workplace can help individuals to conquer the different levels of the hierarchy (Singh, 2020, p.7983).

Figure 2. Maslow's Hierarchy of Needs (McLeod, 2023).



Maslow's theory differs from the self-determination theory as the self-determination theory does not believe that all needs Maslow is describing are basic needs. Self-determination theory also does not suggest that there needs to be a certain hierarchy to satisfy the needs and the needs are being satisfied in different aspects of life. Lastly the self-determination theory focuses more on the level to which the psychological need needs to be filled and satisfied. This suggests better outcomes in employee performance and work satisfaction than if the focus would be on the strength of the psychological need. (Deci & Ryan, 2014, p.15-16).

McClelland's theory for human motivation is based on three primary needs: the need for achievement, the need for power, and the need for affiliation. These needs are the primary motivators that drive a person to succeed. There is one need that is more dominant and that is the need that truly motivates an individual to higher performance. People whose main motivator is the need for power are more competitive and thrive to succeed and control. The need for achievement must be something in reach, something that is not too difficult to achieve, but cannot be too reachable. When individual's main motivator is the need for affiliation, the individual wants to feel belonging and want to form relationships with their colleagues and cooperate with the team. The three needs are developed by individual's past life experiences and background and are formed by social interactions. It is important that managers understand individuals needs and can create tasks, which fulfil these needs for higher performance and achievements. (Galton College, 2017). For McClelland's theory of human motivation, it is important to understand, which primary need is the one that truly

drives the individual's motivation. Thus, when discussing gamification, the effectiveness of it is related to what type of need controls the individual. For people that are empowered by achievements, gamification in general is an effective way to boost performance and motivation. The need for affiliation is gained by being a part of a larger group, so gamification done together rather than against others might be more suitable for them. For those that desire the need for power and wish to see recognition for their work and enjoy competition, leaderboards are potentially the best choice for them when considering gamification. (Singh, 2020, p.7986).

The goal-setting theory shows proof that higher achieving goals result in better performance than goals that are easy to achieve do. The theory suggests that as long as the individual is committed, the goal is achievable, and there are no other goals in the way, the task difficulty and performance have a linear relationship. The individual is motivated by the feeling of success, which is an outcome of them meeting goals and being able to perform well at their job. The goal-setting theory does not only impact individuals but can also be used with group efforts. (Locke & Latham, 2006). The theory also suggests that a difficult goal is better than no goals, and the phrase "do your best", is the key in the goal-setting theory (Singh, 2020, p.7985; Locke & Latham, 2006). With the goal-setting theory there are many aspects of gamification that can be implemented to fit with the theory. However, the theory suggests that the gamification should then be consistent, and the difficulty should be increasing. (Singh, 2020, p.7985).

2.3.3 Motivation and rewarding

Rewarding is one big part of gamification and motivation, whether it is in a digital or non-digital form. It is believed that rewarding can be seen to be harmful because the concept is misunderstood. Many assume that rewarding can increase performance, but once an individual stops receiving rewards from that certain activity, they will lose interest and motivation to continue. Based on Cameron and Pierce's research, they have concluded that this misunderstanding of rewarding being harmful is due to the early theories and research. The early studies on rewarding focused on the wrong things and the studies were quite narrow to capture the entire concept of rewarding. They believe that these studies have no proof that rewarding would be harmful as the studies show no evidence of it. Cameron and Pierce continue to state that when properly arranged, rewarding will have a positive impact on individual's performance and enjoyment. (Cameron & Pierce, 2002, p.11-33).

There are still problems with rewarding that can lead to harmful consequences. If rewarding is only conducted to get people to do what someone wants, it can lead to negative impacts on motivation. Rewarding everyday can lead to demotivation and the performance can lower back to the original performance. (Cameron & Pierce, 2002, p.201). Research which focused on the effectiveness of digital achievements also concluded that high quantity of achievements unlocked was not as motivating as low quantity. The more difficult tasks showed better outcomes on motivation and performance, than easy tasks that lead to more achievements. (Groening & Binnewies, 2019, p.163). Based on this the author concludes that occasional rewarding is better than rewarding continuously over similar type of tasks.

Based on Deci and Ryan's (2014, p. 26) research about self-determination theory, it shows that rewards are received better when it is done in a noncontrolling way and truly emphasizing that it is for motivational reasons. This keeps the employees autonomously motivated. In Groening and Binnewies' (2019, p.163) research, they also stated that the effectiveness of gamification is related on how to do correctly, and not whether to do it at all. McClelland's theory was also used in a research, which concluded that individual's needs also affect how they perceive the reward, which means that the management should also be considering individual needs to better understand what type of rewards to give out (Rybnicek et al., 2019, p.470-473).

2.4 Importance of customer service in fashion retail

It is crucial to sell products, but great customer service in stores can have even a greater impact than selling multiple products. If the customer service exceeds the customers expectations, they are more likely to return and shop there again. (Tyre & Hockenberry, 2019). Having unique products, that have value to them, and excellent customer service is a key for separating from the competition. The key to selling products is knowing how to communicate with the customer. Retail employees must be motivated to be able to perform well in customer service.

In Yle's article it is said that customer service becomes more important in smaller stores, where the sales personnel have a better opportunity to assist the customer based on their needs. Some people might only be shopping to see what is in the stores, but some are looking for specific items and need assistance from the sales personnel, especially during the holiday/party seasons. It is crucial for the sales personnel to be able to read people as customers that are not looking for help might find the salesperson to be "pushy". The sales personnel need to have a certain sense when talking to a customer, whether to let them look

by themselves or whether to stay and keep assisting them. (Kähkönen, 2015). The case company is a smaller store, and it is important that every customer is recognized and asked if they need any help. Customer service is highly important as it can affect the whole chain's image.

Customer loyalty and store loyalty is impacted by the level of service they receive. It is important that the retail store's service meets the customers' needs. This does not only impact the store's customer loyalty, where the customer visited, but also impacts the whole chain as the customer might be affected by one bad experience and reflect that experience to the entire chain. (Erasmus & Grabowski, 2013, p.3). In Erasmus and Grabowski (2013, p.8) research they found it to be interesting that customers said that one factor they consider when shopping is the personnel and how they interact with customers.

Researchers suggest that the retail personnel have a connection to the store image and thus their behavior, attitude and also clothing can affect customers' willingness to purchase from that store (Yan et al., 2011, p.355).

2.4.1 Physical store vs online Store

It is important to understand why customers prefer physical stores, and to create value for the store using that information. Also, if the customers prefer online shopping, that information can be used to import those factors in to the in-store experience, if applicable, to attract more customers. Online shopping has increased, which affects the physical store locations. Due to Covid-19, online shopping was increased as there were restrictions and health issues to consider (Shaw, et al., 2022). Worldwide statistics on Statista shows that after the Covid-19 pandemic 68% of shoppers have a habit of mostly shopping online, 25% of the shoppers buy online and pick up in-store, and 20% of the respondents temporarily stopped in-store shopping due to Covid-19, lastly 16% said they shop more in-store than online (Tighe, 2023). It has been studied that only 51% of Finnish consumers were wanting to go shopping in-store for clothing and footwear during spring 2020 (Kaupan Liitto, 2020). The consumers' overall spendings, including online and offline, on clothing and footwear dropped by 24% during 2020 compared to the previous year. (Kaupan Liitto, 2021). Muoti- ja urheilukauppa ry (2022) states that during the beginning of the year 2022 online store sales dropped and more and more consumers were wanting to return to shop in store, when it was finally possible after the pandemic started to get better.

There are different perks online and in-store shopping can bring. Online shopping is more convenient, and you can shop online 24/7, unlike shopping in-store, where there are specific hours when shopping is available. Online shopping also offers often more discounts than what is available in-stores, and online discounts are usually more easily accessible. However, in-store offers assistance and guidance, which some might consider to be more convenient than shopping online. (Shrivastava, 2023). It is easier to make purchasing decisions, when there is someone assisting on the decision. For some, it can be less time-consuming to get immediate help from the retail employees than spending hours on online shops searching for something specific. (Green, 2020).

Online stores also have a bigger variety of selection to choose from, which physical stores can not compete with (Shrivastava, 2023). However, physical stores are often more attractive and visible pleasing than online shops. Physical store locations bring more trust, when trying to get returning and loyal customers. Ben Green (2020) described physical store locations bringing a sense of security to the customers, as they will feel more comfortable making shopping decisions online once they have seen the location and products in person first.

Online stores often lack the opportunity for social interactions. In-store it is easier to ask for opinions or other questions that might come while shopping, whether it is asking a friend or the employee (Shrivastava, 2023). As artificial intelligence has developed, it has also reached the fashion industry. Nowadays there are multiple artificial intelligence chatbots, which can assist on shopping and create similar experiences that shopping in-store could do. However, these chatbots are still not perfect and have flaws in them. Research shows that fashion chatbots often have limited variety in products, can easily create frustration for the users due to not being able to multitask, long product descriptions, and the bots are slow when gathering the information, lastly chatbots are also criticized on lacking interactivity, which has an impact on the user experience and enjoyment, that will likely not conclude in a purchasing decision. (Aslam, 2023, p.7-8). Chatbots in the fashion industry should be more developed before they can fully create an engaging and enjoyable shopping experience for the users.

Customers come to retail stores to be able to see the products in real life and being able to try them on before committing to buying the item. More importantly, customers come to retail stores to have someone assisting and guiding them on their purchasing decisions. Whether an individual prefers online shopping or in-store shopping, it comes down to personal preferences and opinions (Shrivastava, 2023). Some people might enjoy more shopping alone and being in their own space, where online shopping is more convenient for them. On

the other hand, some people enjoy making shopping an experience with their friends and family, where in-store shopping is more suitable for them. Also, in-store shopping requires travel, which might be time-consuming and more costly for people not living near physical stores, where online shopping becomes handier (Frag, et al., 2007, p.139-140).

2.4.2 Qualities to succeed as a salesperson in fashion retail in Finland

Based on research done in Finland as a bachelor level thesis, the sales personnel should possess the qualities to be outgoing and social. The same thesis also stated that some of the most important qualities to have in a salesperson is enthusiasm, listening skills, and a positive attitude. (Kauhanen, 2020, p.38-39). There are very limited public studies on qualities to succeed as a salesperson in Finland. Every business also has their own standards for their sales personnel, but in general there is not much research done about the qualities to succeed in Finland that is public access.

Based on the authors experience in fashion retail it is important to have great listening skills to map what the customer is looking for and understand their needs, it is also important to be able to read the room, to understand whether the customer wants to be looking by themselves or if they want the help. Kähkönen (2015) as well discovered in her article that it is important to approach the customer with care and not be too pushy. Having a positive attitude does make a difference and is an important quality to possess, which also Kauhanen (2020, p.39) agrees on. Product knowledge is an important quality as well, especially for the commissioning company.

3 Methodology

The main aim for this study is to have better knowledge, whether gamification should be utilized in the fashion retail industry as a motivator for the employees. The researcher wants to understand how the retail employees experience the gamification experiment, and whether they would be willing to participate in more gamification activities in the future. The research question for this study is “Can gamification be utilized in fashion retail as a motivational tool, and how?”.

3.1 Research method

The chosen research method for this study is a mixed research method, where both quantitative and qualitative data are utilized. Mixed method allows the researcher to gain a wider understanding, than by only using qualitative or quantitative methods (George, 2021). Quantitative and qualitative research is often thought to be the opposites, but this is far from the truth. Quantitative data can be used as a base for qualitative research, and the qualitative data can then help to gain a deeper understanding of the phenomena which was prior researched using quantitative data, to gain a better understanding why and how it is happening. (Tenny et al., 2022). The main focus of this research is to understand how the retail employees experience the gamification experiment and, thus the research will more focus on the qualitative data than the quantitative data. The mixed method will be conducted as an embedded design, meaning that the data will be gathered at the same time from the same survey (George, 2021). As there is not a lot of research on this specific topic, the embedded design allows the research to get general background knowledge with quantitative data before analysing the qualitative data, and that is why the researcher chose to complete the study using the mixed method.

Quantitative research gathers numerical data, that can be systematically analysed to discover, measure and analyse trends and patterns. Quantitative research is more generalized than qualitative, since it does not answer questions such as “how” and “why”. (SIS International Research, n.d.). In this research, quantitative data was collected to gather objective information about the participants willingness to join the experiment and if they would be interested in participating in gamification activities in the future. The numerical data helps to find patterns and possible correlation in the research (Bhandari, 2020). The quantitative data was used to discover if there were patterns between the amount of time the individual had worked at the store and their willingness to participate. The relationship

between the individuals age was also researched, if that had any correlation whether they were willing to participate. With the numerical, quantified data, it is easier to analyse and understand the qualitative data that was gathered with the survey.

Qualitative research gathers data that cannot be put into numbers, and it allows to gain a deeper understanding of the participants experiences and attitudes. With qualitative research it is possible to find explanations and analyse the patterns with the participants behaviour and attitudes. (Tenny et al., 2022). Qualitative research method makes it possible for the researcher to understand why and how the participants are having certain experiences and feelings about the gamification activity. Qualitative approach also allows the researcher to analyse themes and patterns which come with the data analysis, which is not possible when only analysing quantitative data. (Pathak et al., 2013). As the researcher is trying to understand how gamification can be utilized in the fashion retail industry, qualitative research approach allows to examine the participants' experiences more broadly to find the best solution to utilize gamification in the industry. The researcher used an online survey to gather both quantitative and qualitative data at the same time. The method allowed the research to be less time-consuming and more efficient. Qualitative data was gathered with open-ended questions.

3.2 Research approach

The research was done with an experiment, where the employees are given a bingo card to complete. The bingo card is focused on customer service and sales. To protect the anonymity for the commissioning company, the bingo card is also not being published. The points in bingo card boxes were designed to fit the specific brand and what is expected from the employees. The bingo card had different points related to the brand's customer service objectives, and other points such as, getting a customer to join the loyalty program. The bingo game was conducted during 13.2.-11.3.2024., meaning the employees had four full weeks to complete the bingo card completely.

The researcher wanted to avoid negative outcomes, that were researched prior to conducting the study, which include avoiding competition, giving the employees an option to not participate (willingness), and the design of the bingo game was made to fit the employees' everyday tasks. The bingo game itself should not cause competition as there is no reward for being the first to complete it. The researcher did offer an opportunity to take a part in a lottery, where one person would win a product prize. However, participating in the lottery did not have any association with whether the individual completed the bingo card fully. The

researcher has prior experience and knowledge, from working at the company, of what is expected from the employees in this brand, and the points in each bingo card box was discussed and made together with the chain manager and the field manager to ensure that the bingo game design was well-fitted with the brand's objectives. The bingo game was designed to motivate the employees in their everyday work tasks, and not to give them extra tasks to complete. This ensured that the gamification activity was well-planned and suited for the employees.

3.3 Data collection

The research uses primary data, which is gathered with a survey from the employees who participated in the experiment of gamification. The researcher chose an online survey to collect the data with because the survey allowed everyone to participate, as all the brand's stores had participant, and interviews would have been more time-consuming and would have concluded to less responses. Online surveys are considered to be more convenient, as the participants can answer in their own time, and there is no time limit to answer once starting the survey. Online survey is a cost-effective way to gather data, whether it is qualitative or quantitative. (Regmi et al., 2016). Online surveys are criticized on having problems with sampling (Wright, 2005). However, this research was targeted to a specific group of people and the link to the survey was only shared to the participating stores' emails. The sample size could have been approximately 50-60, however the survey ended up getting 37 responses. Online survey is also beneficial as it allows the researcher to have immediate access to the data even when the survey is still up. Both qualitative and quantitative data was gathered with the same online survey.

3.4 Survey design

The survey can be found in the appendix 1. The survey consisted of both open-ended questions and close-ended questions. The main part of the survey was to get a better understanding of how the employees experienced the gamification, and whether they would be willing to participate in different gamification activities later in the future. The survey was also designed to gather information about what motivates them at work to discover what types of gamification activities should be considered to utilize next. The survey was open from 13.3.-10.4.2024.

The survey was anonymous. However, the participants were able to leave their contact information in case they wanted to participate in the lottery to win a product prize, but the contact information was irrelevant to the survey questions and the findings of the research.

The survey took around 7 minutes to answer, and it got 37 responses.

3.5 Ethics

Prior research for this thesis revealed that rewarding can appear as manipulative for participants. With the results for this thesis, some participants were not willing to participate, and most of them did not participate at all. However, there was one participant that said they were not willing to participate, yet they did and mentioned that the possibility of a reward had an impact on that decision. With this it can be concluded that mainly the experiment was not manipulative.

Each employee was informed why the research took place, and where the survey answers would be used in. However, due to the survey being anonymous the survey answers were not able to be withdrawn as it was impossible to know whose answer was who's. The employees' privacy is protected by the anonymous survey and the answers, also from the lottery, were confidentially placed in a secure environment and not shared forward, except for contacting the chain manager and the field manager on who won the price.

3.6 Reliability, validity, and limitations

Reliability is important in research as it determines the quality of the research findings (Krishnaswami & Satyaprasad, 2010, p.86). Reliability of the research is a measure on how well the research can be repeated, while getting the same results (O'Gorman & MacIntosh, 2014, p.171). It is said that reliability can be affected by the researcher's presence, and it might affect the results of the study since the respondent might not answer truthfully because they are thinking too much about what the researcher would think is the correct answer (O'Gorman & MacIntosh, 2014, p.166). However, since the survey is conducted online and there is no one observing the respondent doing the survey, it should not affect the respondents' answers. The research was conducted with a commissioning company, and it was designed to fit with the company's employees, which means that the research might not conclude to same results in other companies. However, similar experiments with the same brand can be expected to lead to the same results. With this being said, it is possible that

personal backgrounds might cause different results, such as personal interest in the topic, age and the time they have been with the company. There is a possibility that someone did answer the survey multiple times due to the survey being sent to the stores email, which made it impossible for the researcher to find out how many times a participant answered the survey.

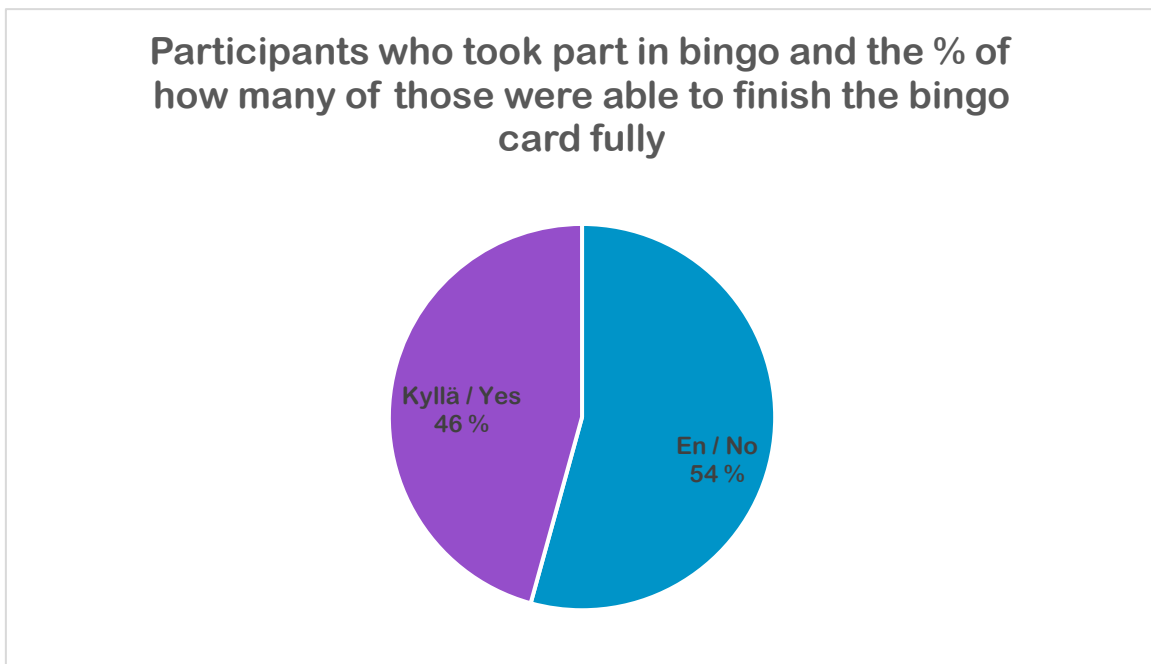
Validity in research refers to how well the research findings correlate with the initial purpose of the research (Krishnaswami & Satyaprasad, 2010, p.93). With the use of secondary data, the validity of the research rises (O'Gorman & MacIntosh, 2014, p.86). Validity can be divided into internal and external validity. Internal validity refers to how well can the researcher be ensured that the variable is the cause of the effect, which in this case would be how to ensure that the rise in motivation is due to the gamification activity and not something else. External validity on the other hand refers to how well the results can be generalized for the field. (O'Gorman & MacIntosh, 2014, p.171). The specific brand does have personal sales goals for each workday for their employees, which can be argued to affect their motivation, as these personal sales goals also offer bonuses (rewards) for completing them. Meaning that there are other external factors affecting motivation than the gamification activity. However, since the personal sales goals are not a new adjustment, it can be presumed that this did not affect the results of the experiment and thus does not decrease the internal validity of the study. This research was done with a commissioning company, and thus the results can truly only be considered concerning this specific brand and the results should not be taken as general results that would fit to the whole fashion retail industry, which does lower the external validity of the research.

There were some limitations affecting the research. Some of the employees work less than 10 hours per week as part-time employees, which means that they might have been unable to complete the bingo card in the given time frame. While some of the employees work full-time and were able to complete the bingo card in the given time frame with ease. The research was only conducted in Finland, and as different cultures have different standards for fashion retail employees, this research is not necessarily valid in other countries.

4 Finding and Analysis

The survey got 37 responses, and from those 35 participated in the bingo game. As seen in the figure 3. below, nearly half of the participants, that took part in the bingo game were able to complete the bingo game in the given time frame. The most common reason the participants did not complete the card was due to not having enough time as most employees work part-time and mostly evenings, which affected their possibility to complete the bingo card fully. Other reasons were: too challenging especially for new sales personnel, instructions were unclear and did not care to figure out what the point of the bingo card was, and over time some participants forgot to check the bingo boxes. The timing could have been better because of holiday season and new arrivals coming in took a lot of time and focus off of the bingo game.

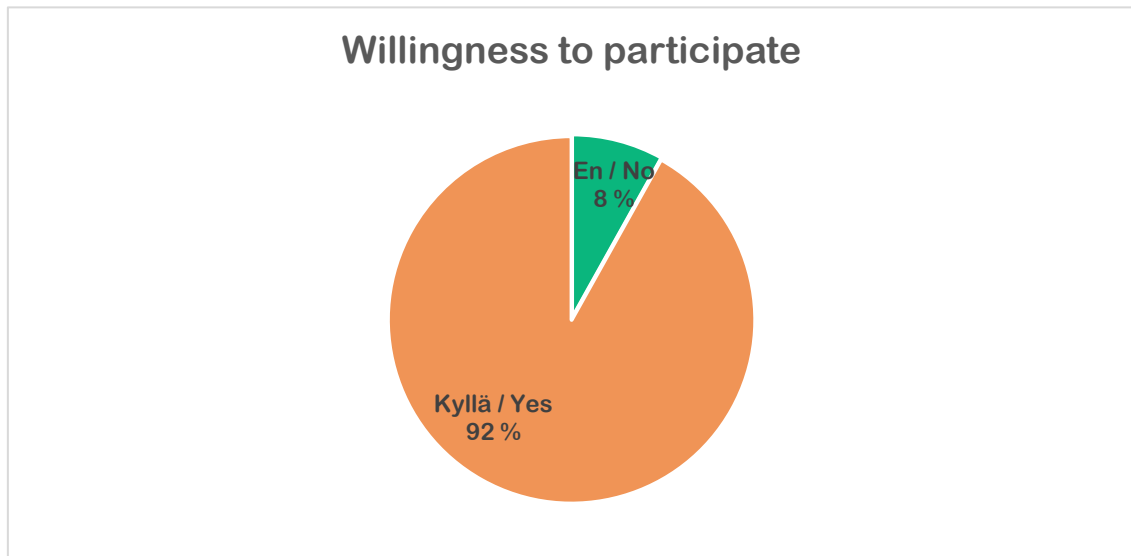
Figure 3. Percentage of participant who were able to finish the bingo card fully of those that took part in bingo.



There were 3 participants who said that they were not willing to participate, but 2 of them still did participate in the bingo game, and one of those participants said that the reward did affect that decision. These participants had been working at the company for 1-5 years. Reasons as to why they did not want to participate were the following: the bingo boxes had nothing new and did not offer any new challenges for more experienced employees, the gamification activity was childish and felt as their professionalism was doubted, and lastly it

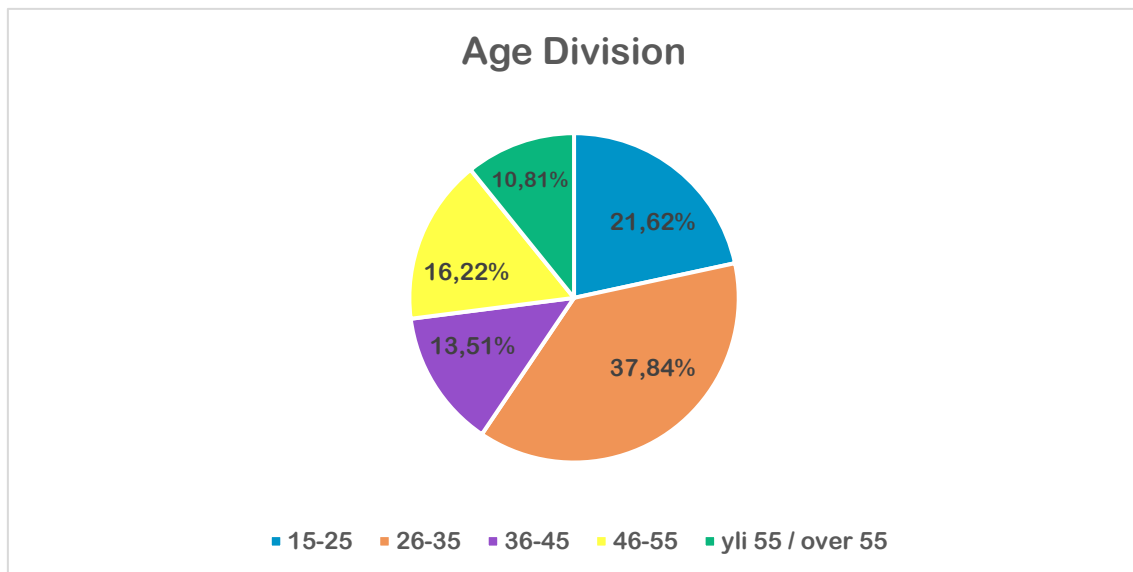
felt more like a burden than something fun and engaging. Also, there was at least one store location that did not get the proper instructions, which affected not only their willingness to participate, but also the amount of people that did participate. As seen in the figure 4. below, over 90% of the employees were willing to participate in the bingo game.

Figure 4. Division of participants willingness to participate.



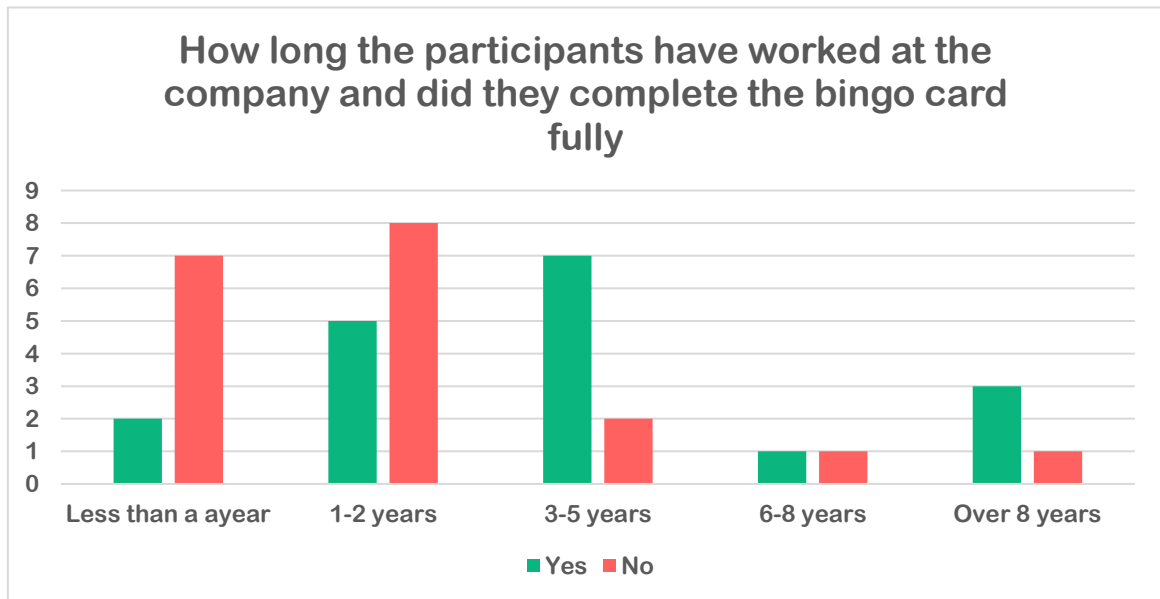
The age division of the survey participants can be seen below in figure 5. It is important to count that the participants age can be a factor in how they found the experience to be. There was no clear correlation between the age and whether the participants felt as it affected positively to their work motivation, as the results of that were very randomized between the age groups. However, all the participants that said they would not like to participate in similar activities in the future were all between the ages 26 and 35. Younger participants, 15–25-year-olds, mostly answered that the reward affected their decision to participate in the bingo game, when only one or two in other age groups stated that the reward had an effect in that decision.

Figure 5. Age division of the participants



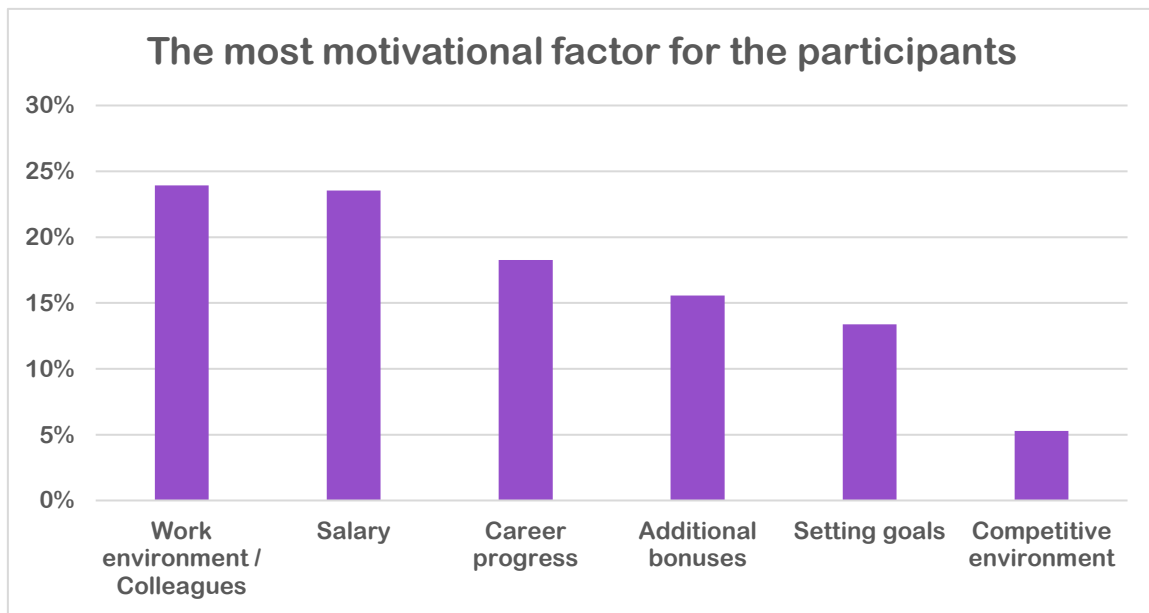
During this research, the researcher also wanted to find out if there were any correlations between the time that they had worked with the company and whether they were able to fully complete the bingo card, which can be seen in the figure 6. below. The results suggest that there is some correlation between the amount the participants had worked at the company, and whether they were able to complete the bingo card fully in the given time, which was 4 weeks, as there were some who had worked at the company for more than 8 years, but still did not manage to complete in time, but their reasoning were not that it was too challenging or time was limited. The employees who had worked less than 2 years, had more difficulties completing the bingo card than those who had worked more than 3 years. Upon a closer look at the responses, the employees who had worked more than 6 years at the company, their reasons for not completing the bingo card fully were due to not filling the card and forgetting about it after the first few weeks, and that they were too busy with work and customers that they had no time to fill it, but most employees still state that most of the bingo card boxes were something that they always remember to do anyways even without the reminder that the bingo card gave. Meanwhile the employees who had worked less than 2 years or 3-5 years at the company, most common reasoning were that it was either too challenging or they work only a few hours per week, and because of that there was simply not enough time.

Figure 6. How long the participants have worked at the company and did they complete the bingo card fully.



Since this research was focused on specifically motivational factors of gamification, the researcher wanted to find out what is the most motivational factor for the employees. The motivational factors were ranked from the most motivational factor to the least motivational factor, which can be seen in the figure 7. below. These were the following: salary, work environment / coworker, bonuses, progression in the career, setting goals, and competitive environment. Most participants said the most important motivational factor for them was either work environment or salary. 94% of participants picked competitive environment to be the least motivational for them. Work environment / coworkers was in top 3 for everyone. However, with these results it is not possible to conclude whether the employees are more intrinsically or extrinsically motivated. Some of the participants are driven more by salary and additional bonuses, when others find the work environment, career progress, and setting goals to be more motivating. There is no clear answer for this, but it can be concluded that the participants are nearly 50/50 either intrinsically or extrinsically motivated. Even upon a closer look at the participants responses, some say that monetary rewards would be the only thing to truly motivate them, when some say that the teamwork is a big motivator to boost their work motivation.

Figure 7. Ranking motivational factors for the participants.



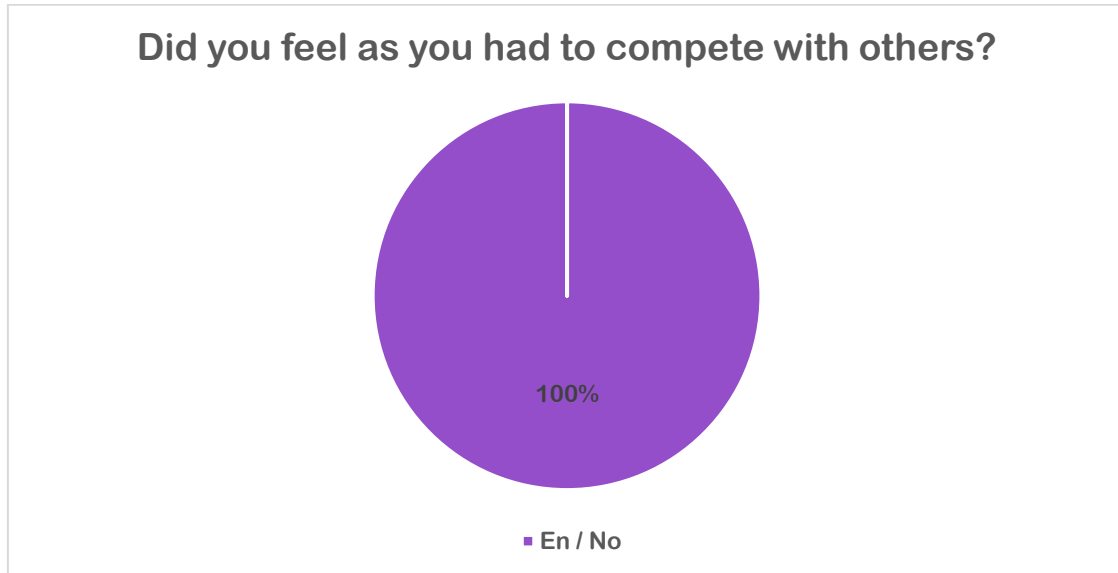
As seen in the figure 7. above, most employees do not find competitive environment to be a high-ranking motivational factor for them. With this bingo game experiment, the employees did not feel as they had to compete, which was also one of the objectives for this research to make it in a way that is not competitive, because not everyone is motivated by competition, and that could lead to decreasing motivation (Rutledge et al., 2018, p.1019; Hammedi et al., 2021, p.265). Because the point of this gamification activity was to avoid competition, the researcher also wanted to ask how the employees would possibly feel about competitive forms of gamification in the future. The employees stated mostly that they were not interested in competitive games in the future, at least within the team, but competition between different teams might be something that they would be willing and interested to participate in. One participant said, “in my opinion, competition among colleagues is not constructive, preferably a competition as a team against another team”, which is a very good point, and another participant said that they do not find competition between colleagues meaningful or pleasurable. Some of the participants also said that they are not competitive individuals, and thus do not enjoy competition, especially among their colleagues, and it does not motivate them in that case at all. One participant said that they enjoy little gamification activities and games, but it is important to not take them too seriously. This is an important factor, because that way most people can find it fun and engaging to be a part of the activity, when everyone is mostly doing it for the progress, development, and fun. The following quotations from the online survey show that the employees value teamwork.

“It is the best to success together as a team.”

“Teamwork is the key!”

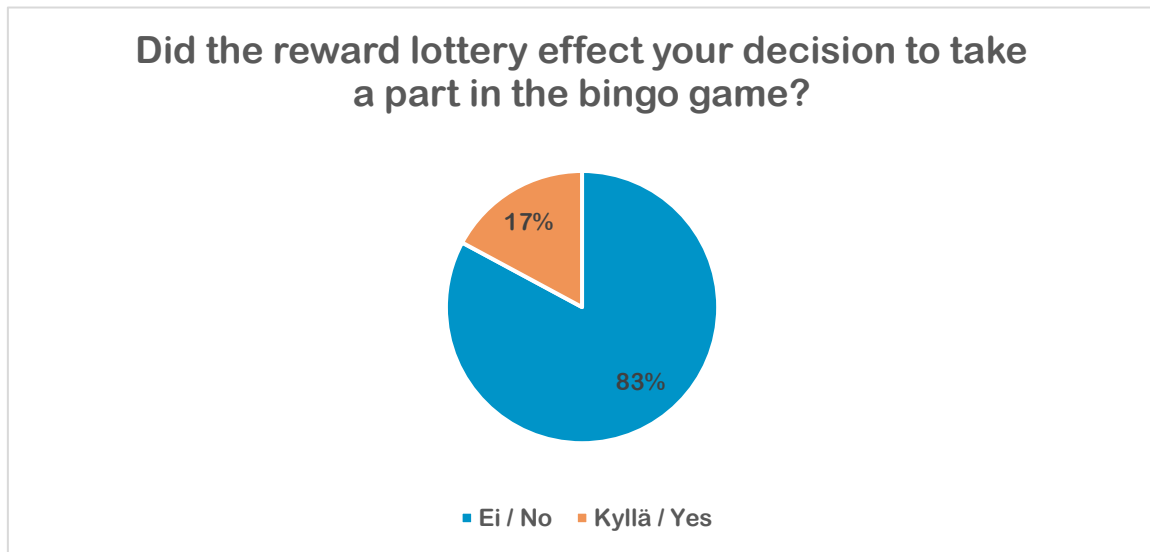
“I enjoy more goals set as a team rather than competitive games. Competition among others does not motivate me, but personal progress and development as a team does.”

Figure 8. Was there competition in the bingo game?



As rewarding can play a big role in motivation, the researcher also wanted to find out if giving an opportunity to participate in the product lottery influenced if that had any reason why they participated in this experiment. As seen in the figure 9. below, most participants did not participate in the experiment because of a possible reward. However, it is important to note here that the product reward lottery was poorly announced due to time limits, which might have affected the responses.

Figure 9. Division of participants and whether the reward lottery affected their decision to participate.



In the survey, the employees were asked to explain in their own words, how they experienced the bingo game. There were a lot of different responses to how the employees felt about the experiment. There were also a few negative responses, where participants said that it did not offer them anything new, it was more of a burden, it was childish, and did not generate enthusiasm. However, despite these, most participants found the bingo game to be motivating, and a great, fun reminder of the customer service standards that the company is aiming for. Some said that it sure was a great reminder, but it was also very easy to forget the bingo card, and thus not fill it after the first excitement it brought. One participant said that it did not directly affect their work motivation, but the bingo game still acted as a great reminder of things that sometimes are forgotten in everyday work life. As mentioned at the beginning of this thesis, when introducing the commissioning company, covid-19 had an impact on the customer service standards, that the company is aiming for due to restrictions of that time, and the commissioning company is trying to push those standards back that had been forgotten by employees and to train the newer employees to these standards as well. With the feedback the bingo game got, it is safe to say that this was indeed successful at least to some level. One participant specifically mentioned and noticed this and said that it was very refreshing and exciting to go back to these old habits, and all the important points were very well put together in the bingo card. Majority of the participants noted in the survey that the bingo gave them new ideas, which motivated them to sell more, as seen in the responses below.

“Nice pick-me-up in the middle of everyday work tasks”

“It gave me many “aha” experiences and reminded me of good options for selling.”

“Good reminders on what to remember in a sales situation or how to manage a sales situation, and make additional sales, because it is easy to get used to doing certain things”

Many of the participants stated that it was especially good for the newer employees, since the bingo card boxes had a lot of things in them that helped them to adjust to the customer service standards and learn more, and likely faster than they would have without it. Even some more experienced participants stated that it was a great reminder for them as well, and they were excited to finish the bingo card. The participants that already had been working at the company for a few years still said, that they found the bingo game to be nice, and fun.

“A really fun way to use in sales training”

“It was really nice to revise own knowledge, and test my skills, and to notice that you can always find new ways to promote sales :)”

Many participants also noted that it was definitely motivating for them to fill in the bingo card.

“I think that filling in the bingo card was fun and motivating :)”

“It did influence work motivation by paying more attention to the quality of work because of the bingo boxes.”

Also, it was a very common response that the bingo card gave them new ideas and a new perspective on how they could approach customers. The bingo card also acted as a reminder of how versatile their profession can be.

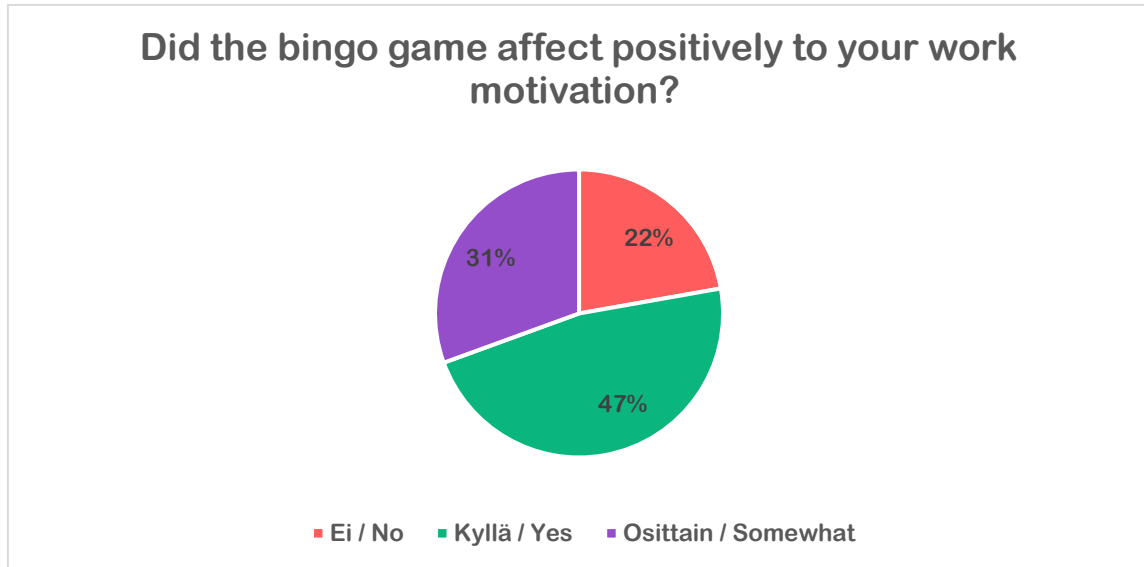
“The bingo was very supportive when thinking about improving sales and gave new ideas for own development.”

“It was fun, and it also gave me new ideas on how to approach a customer and start the sales situation.”

Some participants also said that it was a little challenging, especially some specific parts of the bingo card, which are not revealed in this thesis to protect the anonymity of the company.

“It was challenging, but it was nice to try and try my best”

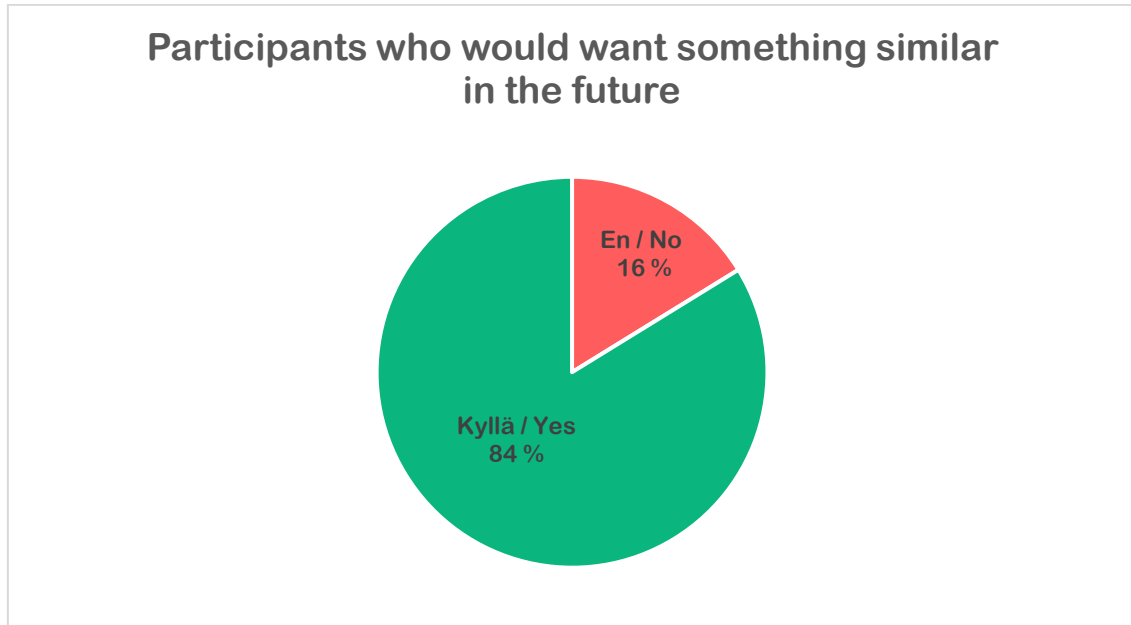
Figure 10. Did the gamification activity affect positively to work motivation?



The figure 10. above illustrates how many of the participants felt that it affected their work motivation positively. Most participants felt as the bingo game effected their work motivation positively or at least somewhat positively. The main reasoning for those that said somewhat were that it was a positive experience, but it did not increase their motivation to a level where they would have said yes. Some also said that it also had a somewhat negative impact since there were so many things on the bingo card, and to newer employees it was overwhelming to understand what everything meant in it. Similarly to this it was also mentioned that some parts did not feel natural for them, but it did boost their motivation and gave new ideas. The participants that answered no, the additional information they gave was that it simply did not increase the work motivation and had no impact on them, and that things that were in the bingo boxes were something that they think daily at work.

Lastly the employees were asked if they would be willing to participate in similar gamification activities in the future, and over 80% of the participants would be wanting and willing to participate in similar gamification activities in the future.

Figure 11. Willingness to participate in gamification activities in the future.



The participants were also asked if they had any hopes or thoughts on what type of gamification activities they would like to try in the future, and those ideas are gone through more in depth in the next chapter, recommendations.

5 Recommendations

When planning the experiment for this thesis, there were other gamification activities in mind. Gamification can be used in other ways as well, and not only for motivational reasons. However, the commissioning company wanted to focus on motivation for right now, as they were already looking for new ways to boost their employees' motivation at work. Other idea in mind was for training purposes, a gamified quiz with a specific area for example product knowledge, and with the positive feedback the bingo got, this could potentially be implemented at some point in the future.

Although the gamification activity did gain a few negative responses, it did mostly receive positive feedback, and 31/37 of the respondents did say that they would be willing to participate in similar activities in the future. Since someone did say in the online survey that they were not given the proper instructions for the gamification activity, which affected their willingness to participate, there should be more time to prepare and plan the gamification activity in the future to ensure that this would not happen again.

The employees themselves were asked what type of gamification activities they would be interested in trying in the future, where most people did say that nothing comes to mind at the moment of them filling the survey, but there were some great ideas that could be implemented next. There were also some that said they would not be interested in any type of gamification activities in the future, with the reasoning that in smaller store locations the gamification activities can cause competition of customers. However, if the gamification activity was done with teamwork and it would be the store locations taking a part in the activity together as a team, this type of competition should not occur. It was in fact also suggested that the gamification activities in the future should be more of a team effort than individual, which is also a great way to boost teamwork and motivation within the team, and where the whole team could gain a reward, even something small like a coffee with a treat or a discount. It was suggested that this could be done in a competitive way among the stores for example something related to sales numbers and increasing sales when comparing to previous year, also with a reward for best performance. Teamwork gamification activities also reduce the risk of unwanted competition among the team itself.

Most of the employees also noted that they would be interested in smaller competitive gamification activities in the future, if there was a reward for it, but it was not defined whether they would be wanting a teamwork or individual competition.

Some other suggestions were a competition where the employees would put an outfit together for customers, which will give the employees more ideas to what products they should offer to customers. Someone suggested something like this as well and proposed that it could potentially be done in a way where the employees would be challenged to style an outfit in 15 minutes, which would be a great idea that will benefit everyone with new ideas on what to recommend to customers. If it were done as a competition, it could be so that each employee would vote for the best outfit idea, but could not vote their own, then the winner could gain a small prize from this, that is not directly monetary to make it fair and fun for everyone.

It was also mentioned by many employees that they enjoyed the bingo game, and they would want to see more bingo in the future. However, the more experienced employees answered that bingo is great for newer employees, who are not as experienced. Perhaps the bingo game in the future can be designed to fit the level of the employee so that the more experienced employees can also benefit from it, something that will set their goals higher. Similarly to the bingo game, it was suggested that the activity should be something that would keep the employees on their toes and act as a reminder about the customer service standards that the brand is aiming for, and where the progress would be followed together with the team.

To conclude, gamification can in fact be used as a motivational tool in the fashion retail industry, and there are many ways to implement it. With rewarding, there were some controversies among the participants responds to it. Some said that the reward should only be something that has monetary value to it, like a cash bonus or a gift card, for the reward to truly motivate the employees. However, some said that they would be pleased even with smaller rewards, such as treats, movie tickets or discounts. Gamification is a great way to boost motivation, but as seen even with this research it must be well organized and communicated to everyone to ensure its best outcomes. Even though there were a few negative feedback, with the mostly positive responses, gamification should be utilized more often. However, it would be important to always note that it is recommended to participate but to make it not mandatory for the employees. Especially if the activity would be a team effort, if one person in the team is not willing to participate it can hurt the whole team's motivation.

Results	Recommendations	Why
Majority of the respondents enjoyed the bingo game and would be willing to try similar gamification activities in the future.	Should be arranged again, with minor adjustments made; Level based bingo card, well-informed instructions and rewards.	Creates challenge to also more experienced employees, newer employees will have better chances to complete the bingo card, and well-informed rewards can make more employees interested.
Most of the respondents were more interested in team-based gamification activities than individual.	<p>There are multiple ways to implement team-based gamification activities, and they should include a reward, small or big.</p> <p>Some examples:</p> <p>Which store can sell the most of a specific item (for example jeans) in a given time frame?</p> <p>Which store can increase their sales the most in a given time frame?</p> <p>Even the bingo game can be implemented as a team-based gamification activity.</p>	<p>The employees are mostly motivated by their colleagues and the work environment, and thus competition within the team is not the best solution, as they are also least motivated by it.</p> <p>The employees are also somewhat motivated by career progress, and additional bonuses. Gamification activities can help with skill development, which helps with career development as well. Additional bonuses, such as rewards in gamification activities, can be used as an incentive to motivate the employees.</p>
Some participants pointed that they would be interested in gamification activities that would be a small competition, that is not too "serious".	Outfit recommendation -competition, where the employees would be picking different items, and putting the items together to make an outfit suggestion for customers. Then each team member would vote for the best suggestion (not being able to vote their own), and the winner would gain a small reward, such as a free coffee and a sweet treat coupon. This type of gamification activity can be arranged monthly.	<p>The competition gives all of the employees more ideas on what to sell to customers, which can help to increase their sales. It can make the employees also more aware on what items look good together.</p> <p>The point of the competition is to be something fun and to get more ideas.</p>
The findings suggest that gamification activities, such as the bingo game, can be utilized for training and on-boarding purposes.	Material knowledge -quiz, where the employees take a gamified quiz, that asks about different questions related to materials, for example about durability and breathability.	Increases product and material knowledge, that will help to sell more to customers with this information. Learning with a gamified quiz can help to remember the information better, than a reading material can.

6 Conclusion

This thesis was conducted to gather a better understanding about utilizing gamification in the fashion retail industry as motivational tool. The commissioning company was specifically interested in finding new ways to keep the employees motivated. The research question for this thesis was “Can gamification be utilized in fashion retail as a motivational tool, and how?”. To answer this shortly, yes, it can be utilized. However, there are a few factors that should be taken into consideration when planning and executing the chosen gamification activity to ensure a positive outcome.

As there was little to no prior research about gamification utilization for this specific industry, nor research about utilizing bingo as the said gamification activity, the theoretical framework for this thesis and research was focused on gamification at a workplace in general, motivation and motivational theories, and about the importance of keeping the retail employees motivated to meet the standards of wanted customer service level. The theoretical framework gave valuable insight for making the bingo game to limit the possibility of negative outcomes, and to understand better the importance of keeping the employees motivated in the fashion retail industry. The research on motivational factors and motivation theories, was important to this thesis as it was focused on gamification and motivation. The research for motivation theories, gave the researcher a better understanding of what motivates employees to do better. As the researcher also wanted to have rewarding as a part of the gamification activity, it was important to also research how rewarding can affect motivation and if there were any possible negative outcomes related to rewarding, which allowed the researcher to make the rewarding in a way that would not cause competition among the employees, which was one of the objectives for the thesis.

The experiment was done as the gamification activity being a game of bingo, that consisted of important information, knowledge and points which all are a part of the objectives that the company is aiming to achieve with their customer service level. The data was gathered with an online survey from the employees.

The results of this research mainly suggest a positive outcome when implementing gamification activities in the fashion retail sector. Some of the responses had negative feedback, and in future gamification activities it should be clearly stated also that it is not mandatory to participate. Over 90% of the participants were willing to participate in the gamification activity. Over 50% of the participants were not able to complete the bingo card fully in the given timeframe, which was due to them working limited hours per week, and

holiday seasons. There was some correlation with how long the employees had worked at the company and whether they were able to fully complete the bingo card, which was due to the bingo card being the same for everyone, and in the future, it could be designed to fit the “level” of the employee more than it to be general that fits for all. Most participants were not affected by the reward lottery, and it did not affect their decision to participate. There was no clear division whether the employees are intrinsically or extrinsically motivated. Most of the employees find it motivating to have a good work environment and colleagues, and salary is as well a big motivational factor. The participants are not motivated by a competitive environment, and in the future, they would be more interested in gamification activities that require teamwork. Newer employees and also more experienced employees said that the bingo game did affect their motivation and acted as a great reminder for the company’s customer service standards, and they got great ideas from this gamification activity to boost their sales, and thus it can be concluded that it did in fact increase their work motivational and enthusiasm at work. Over 80% of the employees would be interested in similar gamification activities in the future. Thus, it can be concluded for this thesis, that gamification is a great way to boost work motivation to at least a certain degree. However, it is important to note that individuals are different, and gamification does not always work for everyone.

To finally conclude this thesis, the commissioning company can in fact utilize gamification to boost employee’s motivation, and there are different ways to do this. The bingo activity itself was mainly a success among employees, but there could be improvements made to it as well. To make the bingo even better, it could be done as “levels”, so that even newer employees can complete it, and it will be easier for them to also adjust to everything, and more experienced employees can complete the harder bingo card, that will give them a challenge, which can boost then their motivation. Even though this research was specially focused on motivation and gamification, the findings also suggest, that gamification can be also utilized during on-boarding processes to make the learning process more enjoyable for newer employees. It is also important to mention that the employees also value recognition and rewarding for their hard work, and even small rewards can bring joy and boost motivation as well. Rewarding should also be something fair and something that is achievable for everyone, which is why gamification activities as teams would a great thing to try next.

References

- Andreev, I. (2023, May 17). *Gamification*. Valamis. Retrieved December 28, 2023 from <https://www.valamis.com/hub/gamification>
- Aslam, U. (2023). Understanding the usability of retail fashion brand chatbots: Evidence from customer expectations and experiences. *Journal of retailing and consumer services*, 74, 103377. <https://doi.org/10.1016/j.jretconser.2023.103377>
- Barney, N. (n.d.). *What is Gamification? How It Works and How to Use It*. Tech Target. <https://www.techtarget.com/searchhrsoftware/definition/gamification>
- Bhandari, P. (2020, June 12). *What Is Quantitative Research? | Definition, Uses & Methods*. Scribbr. Retrieved January 3, 2024 from <https://www.scribbr.com/methodology/quantitative-research/>
- Cameron, J., & Pierce, W. D. (2002). *Rewards and intrinsic motivation : Resolving the controversy*. Bloomsbury Publishing USA.
- Cardador, M. T., Northcraft, G. B., & Whicker, J. (2017). A theory of work gamification: Something old, something new, something borrowed, something cool? *Human resource management review*, 27(2), 353-365. <https://doi.org/10.1016/j.hrmr.2016.09.014>
- Cloke, H. (2019, August 29). *THE HISTORY OF GAMIFICATION (FROM THE VERY BEGINNING TO NOW)*. Growth Engineering. <https://www.growthengineering.co.uk/history-of-gamification/>
- Dahlstrøm, C. (2012). *Impacts of gamification on intrinsic motivation*. Education and Humanities Research, 1-11. Norwegian University of Science and Technology. https://www.ntnu.edu/documents/139799/1279149990/04+Article+Final_camildah_for_s%C3%B8k_2017-12-06-13-53-55_TPD4505.Camilla.Dahlstr%C3%B8m.pdf
- Deci, E. L., & Ryan, R. M. (2014). The importance of universal psychological needs for understanding motivation in the workplace. *The Oxford handbook of work engagement, motivation, and self-determination theory*, 13-32. <https://doi.org/10.1093/oxfordhb/9780199794911.001.0001>
- Erasmus, A. C., & Grabowski, A. (2013). Female customers' expectation of the service offering and their perception of the service quality in an emerging clothing market. *International journal of consumer studies*, 37(1), 2-12. <https://doi.org/10.1111/j.1470-6431.2011.01052.x>
- Fallon, N. (2023, October 24). *Gamifying Your Workforce: How to Make Employee Engagement Fun*. Business News Daily. Retrieved December 28, 2023 from <https://www.businessnewsdaily.com/8258-gamification-employee-engagement.html>

- Farag, S., Schwanen, T., Dijst, M., & Faber, J. (2007). Shopping online and/or in-store? A structural equation model of the relationships between e-shopping and in-store shopping. *Transportation research. Part A, Policy and practice*, 41(2), 125-141. <https://doi.org/10.1016/j.tra.2006.02.003>
- Galton College. (2017, February 12). *Introduction to McClelland Motivation Theory* [Video]. Youtube. <https://www.youtube.com/watch?v=7Mlo2AzF9nM>
- George, T. (2021, August 13). *Mixed Methods Research I Definition, Guide & Examples*. Scribbr. Retrieved January 3, 2024 from <https://www.scribbr.com/methodology/mixed-methods-research/>
- Green, B. (2020, March 23). *Benefits of Physical Store vs Online Shop*. Retail Focus. <https://retail-focus.co.uk/benefits-of-physical-store-vs-online-shop/>
- Groening, C., & Binnewies, C. (2019). "Achievement unlocked!" - The impact of digital achievements as a gamification element on motivation and performance. *Computers in human behavior*, 97, 151-166. <https://doi.org/10.1016/j.chb.2019.02.026>
- Hammedi, W., Leclercq, T., Poncin, I., & Alkire, L. (2021). Uncovering the dark side of gamification at work: Impacts on engagement and well-being. *Journal of business research*, 122, 256-269. <https://doi.org/10.1016/j.ibusres.2020.08.032>
- Ilievska, A. (2023, April 25). *Motivating Your Coworkers: Understanding Intrinsic and Extrinsic Motivation in the Workplace* [Article]. LinkedIn. Retrieved January 2, 2024 from <https://www.linkedin.com/pulse/motivating-your-coworkers-understanding-intrinsic-andrea-ilievska/>
- Kauhanen, J. (2020). *Millainen on hyvä myyjä ja kuinka tulla paremmaksi?* [thesis, Savonia University of Applied Sciences]. Theseus. <https://urn.fi/URN:NBN:fi:amk-2020121528305>
- Kauppa Liitto. (2020). *Ostaminen muuttui koronan myötä – kriisissä on myös voittajia*. Retrieved February 9, 2024 from <https://kauppa.fi/uutishuone/2020/06/02/ostaminen-muuttui-koronan-myota-kriisissa-on-myos-voittajia/>
- Kauppa Liitto. (2021). *Muotikauppa koronan jälkeen – Miten ala toipuu koronan iskusta?*. Retrieved February 9, 2024 from <https://kauppa.fi/uutishuone/2021/10/12/muotikauppa-koronan-jalkeen-miten-ala-toipuu-koronan-iskusta/>
- Kim, T. W., & Werbach, K. (2016). More than just a game: Ethical issues in gamification. *Ethics and information technology*, 18(2), 157-173. <https://doi.org/10.1007/s10676-016-9401-5>
- Krishnaswami, O., & Satyaprasad, B. (2010). *Business Research Methods*. Himalaya Publishing House.

- Kähkönen, S. (2015, January 20). Asiakaspalvelua vaateliikkeessä: ”Meillä on lupa katsoa miestä sillä silmällä”. Yle. <https://yle.fi/a/3-7745111>
- Liebenson, D. C. (2018). Gamification. *Journal of bodywork and movement therapies*, 22(1), 232-234. <https://doi.org/10.1016/j.jbmt.2017.12.009>
- Locke, E. A., & Latham, G. P. (2006). New Directions in Goal-Setting Theory. *Current directions in psychological science : a journal of the American Psychological Society*, 15(5), 265-268. <https://doi.org/10.1111/j.1467-8721.2006.00449.x>
- Marczewski, A. (2017). The ethics of gamification. *Crossroads (Association for Computing Machinery)*, 24(1), 56-59. <https://doi.org/10.1145/3123756>
- McLeod, S. (2023). Maslow's Hierarchy Of Needs. *Simply Psychology*. Retrieved November 29, 2023 from <https://www.simplypsychology.org/maslow.html>
- Miri, D. H., & Macke, J. (2022). Gamification, motivation, and engagement at work: A qualitative multiple case study. *European business review*, 34(2), 263-276. <https://doi.org/10.1108/EBR-04-2020-0106>
- Mitchell, R., Schuster, L., & Jin, H. S. (2020). Gamification and the impact of extrinsic motivation on needs satisfaction: Making work fun? *Journal of business research*, 106, 323-330. <https://doi.org/10.1016/j.jbusres.2018.11.022>
- Muoti- ja urheilukauppa ry. (2022). *Muotikauppa ylsi pandemiaa edeltävälle tasolle – verkkomyynti laskee*. Muoti- ja urheilukauppa ry. Retrieved February 9, 2024 from <https://muotijaurheilukauppa.fi/2022/06/03/muotikauppa-ylsi-pandemiaa-edeltavalle-tasolle-verkkomyynti-laskee/>
- O'Gorman, D. K., & MacIntosh, R. (2014). *Research methods for business and management: A guide to writing your dissertation*. Goodfellow Publishers, Limited.
- Pathak, V., Jena, B., & Kalra, S. (2013). *Qualitative research*. Perspectives in clinical research, 4(3), 192. <https://doi.org/10.4103/2229-3485.115389>
- Pura, J. J. (2022). Linking Motivation and Employee Engagement through Gamification in Remote Working. *International Journal of Academe and Industry Research*, 3(1), 52-69. <https://doi.org/10.53378/352857>
- Rapp, A., Hopfgartner, F., Hamari, J., Linehan, C., & Cena, F. (2019). Strengthening gamification studies: Current trends and future opportunities of gamification research. *International journal of human-computer studies*, 127, 1-6. <https://doi.org/10.1016/j.ijhcs.2018.11.007>
- Regmi, P. R., Waithaka, E., Paudyal, A., Simkhada, P., & van Teijlingen, E. (2016). Guide to the design and application of online questionnaire surveys. *Nepal journal of epidemiology*, 6(4), 640–644. <https://doi.org/10.3126/nje.v6i4.17258>
- Rutledge, C., Walsh, C. M., Swinger, N., Auerbach, M., Castro, D., Dewan, M., Khattab, M., Rake, A., Harwayne-Gidansky, I., Raymond, T. T., Maa, T., Chang, T. P.

- (2018). Gamification in Action: *Theoretical and Practical Considerations for Medical Educators*. *Academic Medicine* 93(7). 1014-1020.
<https://doi.org/10.1097/ACM.0000000000002183>
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary educational psychology*, 25(1), 54-67.
<https://doi.org/10.1006/ceps.1999.1020>
- Rybnicek, R., Bergner, S., & Gutschelhofer, A. (2019). How individual needs influence motivation effects: A neuroscientific study on McClelland's need theory. *Review of managerial science*, 13(2), 443-482. <https://doi.org/10.1007/s11846-017-0252-1>
- Sailer, M., Hense, J. U., Mayr, S. K., & Mandl, H. (2017). How gamification motivates: An experimental study of the effects of specific game design elements on psychological need satisfaction. *Computers in human behavior*, 69, 371-380.
<https://doi.org/10.1016/j.chb.2016.12.033>
- Shaw, N., Eschenbrenner, B., & Baier, D. (2022). Online shopping continuance after COVID-19: A comparison of Canada, Germany and the United States. *Journal of retailing and consumer services*, 69, 103100.
<https://doi.org/10.1016/j.jretconser.2022.103100>
- Shrivastava, S. (2023, September 8). *Online vs. Offline Shopping: A Comparative Analysis* [Article]. LinkedIn. <https://www.linkedin.com/pulse/online-vs-offline-shopping-comparative-analysis-soumya-shrivastava/>
- Singh, P. (2020). A STUDY OF GAMIFICATION IN PERFORMANCE EVALUATION PROCESS THROUGH MOTIVATIONAL THEORIES. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(7), 7980-7988.
<https://archives.palarch.nl/index.php/jae/article/view/3509>
- SIS International Research. (n.d.). *What is Quantitative Research?*. SIS International Research. <https://www.sisinternational.com/what-is-quantitative-research/>
- Tighe, D. (2023, March 15). *Consumers who say their shopping habits changed since the pandemic worldwide 2022*. [Chart]. Statista.
<https://www.statista.com/statistics/1372250/changed-shopping-habits-since-covid-19-worldwide/>
- Tenny, S., Brannan, J.M., Brannan, G.D. (2022). Qualitative Study. *National Library of Medicine, National Center for Biotechnology Information*. Retrieved April 23, 2024 from <https://www.ncbi.nlm.nih.gov/books/NBK470395/>
- Tyre, D., & Hockenberry, T. (2019, September 5). 8 Ways Sales and Customer Service Can Actually Work Together. *Hubspot*. <https://blog.hubspot.com/service/sales-and->

[customer-service?hubs_content=blog.hubspot.com%2Fservice%2Fsales-and-customer-service&hubs_content-cta=-medium](https://www.hubspot.com/customer-service?hubs_content=blog.hubspot.com%2Fservice%2Fsales-and-customer-service&hubs_content-cta=-medium)

Uzialko, A. (2023, October 23). *What is Gamification?* Business News Daily. Retrieved 10 November, 2023 from <https://www.businessnewsdaily.com/4541-gamification.html>

Wright, K. B. (2005). Researching Internet-Based Populations: Advantages and Disadvantages of Online Survey Research, Online Questionnaire Authoring Software Packages, and Web Survey Services. *Journal of computer-mediated communication*, 10(3), 00. <https://doi.org/10.1111/j.1083-6101.2005.tb00259.x>

Yan, R., Yurchisin, J., & Watchravesringkan, K. (2011). Does formality matter?: Effects of employee clothing formality on consumers' service quality expectations and store image perceptions. *International journal of retail & distribution management*, 39(5), 346-362. <https://doi.org/10.1108/09590551111130775>

Appendix 1. Online survey questions

1. Age group
 - 15-25
 - 26-35
 - 36-45
 - 46-55
 - over 55
2. How long have you worked at "brand name" store?
 - less than a year
 - 1-2 years
 - 3-5 years
 - 6-8 years
 - over 8 years
3. Did you participate in the bingo game?
 - Yes
 - No
4. Did you complete the bingo card fully?
 - Yes
 - No
5. Was there any specific reason why you did not complete the bingo card fully (not enough time, too challenging etc...)?
6. Were you willing to participate in bingo?
 - Yes
 - No
7. Did the reward lottery affect your decision to complete the bingo?
 - Yes
 - No
8. Describe how you experienced the bingo game (was it challenging, was it fun, did it affect your work motivation...)?

9. Did you feel as you had to compete with others during the bingo game?

- Yes
- No

10. If you felt the need of competition, how did it make you feel? Or what feelings would a competitive game make you feel?

11. Did the bingo game effect positively to your work motivation?

- Yes
- No
- Somewhat

12. You answered no or somewhat. How did it affect your work motivation? Negatively?

13. What motivates you the best? Put the answer accordingly from highest to lowest

- Salary
- Coworkers / Work environment
- Career progress
- Additional bonuses
- Setting goals
- Competitive environment

14. Would you be interested in bingo or something else similar in the future?

- Yes
- No

15. Do you have any wishes on what type of "games" you would want to add in the future at your workplace?

Appendix 2. Data management plan

Management and storage of research data

The research data for this thesis consisted of data gained from an online survey, which the employees of the commissioning company had answered. The data is saved and secured on a computer where only the author can access it. The data is also stored on Microsoft OneDrive, as the online survey was done via Microsoft Forms, that uses Häme University of Applied Sciences personal student account, and only the author has access to these files. All the gathered data will be deleted permanently after one year from publishing the thesis. The thesis did not gather any confidential data about the company or on its employees.

The author, commissioning company and the thesis supervisor have all signed a thesis agreement, where it was stated that the commissioning company would like to stay anonymous for this thesis, and there is no direct reference to the company.

Processing of personal data and sensitive data

The online survey for this thesis also withheld a section for taking a part in a reward lottery, which included the person's name for them to be able to participate to the reward lottery. This data was not considered when handling the thesis and the research results, and it was also clearly stated in the survey that it was not mandatory to leave this information and it was not going to be used as a part of the research. All the survey answers were processed as anonymous. The section that included the person's name was only available for the author to access and was not published anywhere.

Ownership of thesis data

The data that was collected for this thesis belongs to the author of the thesis and the commissioning company.

Further use of thesis data after the work is completed

The author will not be using the data collected from the thesis after the approval of the thesis. All the secured data will be destroyed after a year the thesis has been assessed and approved, so that the results can be verified if necessary.