

Developing the user path in a digital staffing platform

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<p>The staffing industry is growing and changing fast which has brought new digital alternatives for the traditional staffing services. One of these new digital alternatives is Treamer Oy, a Finnish startup company that has developed a digital staffing and recruiting platform. Treamer Oy is the commissioning party for this thesis. The company is growing rapidly and planning to expand abroad. This makes it much needed to develop the user path as a scalable digital process.</p> <p>This thesis is product based and aims to develop the user path for the digital staffing platform that has been developed by the commissioning party. Developing the user path also includes creating a functional introduction process for the jobseekers. The goal for the product is to increase customer satisfaction both with the jobseekers and the employers. This can be done by developing the user path for the jobseekers so that they all will have the same knowledge regarding basic work rules and to keep them motivated and engaged in using the platform.</p> <p>The first part of this thesis report includes theoretical background about Generation Z, their expectations for work, motivating them and important aspects when training a young employee as well as about gamification, its key mechanics and how to use it in business purposes.</p> <p>After familiarization with the theoretical background, I created and executed interviews with seven jobseekers and three employers of the platform. The interviews were used to find out experiences with the platform, expectations and motivational factors as well as things to improve, both with the platform and with the jobseekers. With the help of the interviews, the introduction process and the user path were designed.</p> <p>Eventually, the product was divided clearly into two parts, the introduction process and the developed user path. The introduction process was designed and created completely by me, as an automated email with links to two presentations. The email will be sent through an inbound marketing, sales and service software in order to get the necessary data from the process. For the user path, I designed it and a plan for its implementation, and it will be coded into the platform later. Gamification mechanics are more implemented into the developed user path.</p> <p>The result of this thesis is successful. The commissioning company will benefit from the product and it can also be easily developed further. It is also beneficial to other parties since it combines Generation Z and gamification with a digital staffing platform.</p> <p>The thesis process started in January 2019 and was completed in May 2019.</p>	
Keywords digital, introduction process, user path, staffing platform, generation Z, gamification	

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1 Introduction

More employers are using staffing services in order to get employees faster and more flexible because the market situation and need for staff change quickly. This has caused fast growth for the staffing industry, but the traditional staffing services are getting too slow. This has brought new digital alternatives into the market. One of these digital alternatives is a digital staffing and recruiting platform developed by Treamer Oy, a Finnish startup company. The platform matches the employers with suitable employees in minutes and allows the employees to work when they want to as well as offers them an easier way to find and apply for work.

This thesis is product based and aims to develop the user path for a digital staffing platform that has been developed by the commissioning party, Treamer Oy. Developing the user path also includes creating a functional introduction process for the jobseekers of the platform that are called Treamers. Developing the user path would provide Treamers all the needed information about e.g. basic work rules and allow them to follow their own development during their user path. Developing the introduction process targets to ensure Treamers' knowledge and quality in the platform which will also increase customer satisfaction with the employers. Developing the user path also targets to keep Treamers motivated and engaged in using the platform and increase their customer satisfaction.

1.1 Background, objectives and delimitation

The need for the product of this thesis comes from the commissioning party that is the company behind the staffing platform. They want to ensure their jobseekers' knowledge to be able to offer their clients labor force of good quality. Most of the users are young people or others that do not necessarily have any previous work experience. This sometimes leads to problems because they do not always know the basic rules that are followed at work. By creating the introduction process, the objective is to overcome these problems. Another objective is to allow Treamers to see their own personal development during their user path and in that way keep them motivated and engaged. The company is planning to expand the business abroad so the developed user path that will be the product of this thesis, will be duplicated in new markets as well. The product and this thesis report are done in English because the internal language in the commissioning company is English and it is easier for them to benefit from this thesis when expanding abroad.

The goal for the product is to increase customer satisfaction both with the jobseekers and the employers. This can be done by developing the user path for the jobseekers so that

they all will have the same knowledge regarding basic work rules and to keep them motivated and engaged in using the platform. After developing the user path, the client companies will have access to more high-quality labor while the whole staffing process can still happen in only a matter of minutes. The jobseekers will gain new knowledge on basic work rules which will help them to perform better at their jobs. This will lead to better reviews at the platform which leads to new jobs and contacts, which will benefit them also outside of the platform. The jobseekers will also see their personal development easier which will ideally lead to grown motivation. Testing out different kinds of jobs and effortlessly seeing one's own growth can help one to plan their career path and possibly find their passion in work as well. Additionally, the time the employees of the company need to spend on individual guiding and training with the jobseekers will reduce since it will mostly be done automatically. They will then have more time to handle other, more complex issues. Also, important data can be collected from the introduction process and later from the application and then analyzed in order to increase the customer satisfaction even more.

Table 1. Statistics of the jobseekers in the platform (Treamer Oy 7.2.2019)

Registered jobseekers	
Total number	17 404
Average age	24,5
Median age	22
Men	45,3 %
Women	54,7 %

In the platform there is a wide range of different aged users, but the majority belongs to Generation Z. Average age for registered jobseekers is 24,5 and the median age is 22. (Treamer Oy 7.2.2019) All the statistics can be seen in table 1 above. In addition to being the majority in the platform, Generation Z also needs more training and guidance because of their young age and inexperience. Because of that, I will delimitate the theoretical background on Generation Z and they will be the target group when developing the product. The other part of the theoretical background is gamification because it is a functional way to motivate and engage employees and the mechanics can be quite easily implemented into the digital platform.

1.2 Commissioning party

Treamer Oy is a Finnish startup company that operates in the staffing industry and was founded in 2015. It all started from an 18-year old Matias Mäkitalo's idea who was wondering how young people could find work more easily. He pitched the concept in an entrepreneur event and found startup veterans Peter Sazonov and Maija Itkonen by his side to create Treamer, along with his brother Miikka Mäkitalo. The service was released in 2016 and in the beginning, the idea was that private persons could locally offer small jobs such as home cleaning and childcare. However, the service soon became a hit among small and medium-sized companies that were looking for new ways to replace the old-fashioned staffing services. (Invesdor 2018.) In February, there were more than 700 companies with all sizes offering work through Treamer, mostly casual day labor that do not require specific education or previous experience, such as event staff, sales and promotion help, maintenance and moving help (Treamer Oy 7.2.2019).

The company's main idea is to disrupt the traditional staffing industry with its technology that allows companies to find staff in a faster, easier and more transparent way. Everything can be done easily with the application, anywhere and anytime. Companies are able to find workers for a short or a longer period tasks and do not need to worry about employment contracts, social costs or bureaucracy since all that is handled by Treamer. For the employees, Treamer is an easy and fair way to enter work and work whenever one likes to. In the platform, one's background or previous work experience does not count that much which has made it popular especially among students and immigrants. The workers get a review from every shift which encourages them to do good work. The reviews work as a digital CV and good reviews enhance one's chances to get hired for work that might otherwise be out of their reach. (Invesdor 2018.) In February, there were more than 17 000 workers registered to the platform (Treamer Oy 7.2.2019).

The staffing industry is huge and growing and changing fast. The market size in 2015 was globally €417 billion, in Europe €146 billion and in Finland approximately €2 billion. Globally, the market size has an annual growth rate of +5%. (Invesdor 2018.) The industry is quickly transforming due to outsourcing and digitalization. The market size of digital staffing services is expected to grow +40-60% annually according to experts. (Sijoittaja.fi 6.6.2018.) Despite this, the Finnish staffing companies are not investing technology because they do not see that technology would have a large impact on their business. There are a few competitors in Finland offering digital staffing services, but they are yet focusing on small market niches, such as Bolt Works focusing on construction. There is definitely potential for a huge growth with a digital platform like Treamer. (Invesdor 2018.)

1.3 Key concepts

Treamer Oy is the commissioning party for this thesis. It is a Finnish startup company that has developed the digital staffing and recruiting platform. Referred also as the commissioning company in the thesis report. (Treamer Oy 2019.)

Treamer is the digital staffing and recruiting platform developed by the commissioning company. The users use the platform as a mobile application. Referred also as the platform and the application in the thesis report. (Treamer Oy 2019.)

A Treamer is a jobseeker in the platform. They seek for jobs and do work through the platform. Referred also as the jobseeker in the thesis report. (Treamer Oy 2019.)

Generation Z are people born between 1995-2012 (Twenge 2018, 25). Also called Post-Millennials or iGeneration (Dimock 17.1.2019).

Gamification means applying motivational techniques known from video games in a nongame context. (Paharia 2013, 65.)

2 Generation Z entering to work

In this chapter, Generation Z and its characteristics are presented; differences with previous generations, their expectations for work and what motivates them. Also, important aspects when training a young employee, are introduced.

2.1 Characteristics of Generation Z

For a while, the studies have been focusing on Generation Y, or Millennials, and how to adapt to them at the workplace. However, the Millennials are already well adapted to the workplaces and the other way around, and they are starting to take over the manager positions. It is now time to focus on a new generation that will enter and shape the workplaces. The new generation is mostly referred as Generation Z, but also as Post-Millennials or iGeneration (Dimock 17.1.2019.)

There is still discussion on Generation Z and its years of birth, and some of the definitions differ a lot. Most refer to Generation Z's years of birth as starting between 1995-1998 (Dimock 17.1.2019; Sparks & Honey 17.6.2014; Tapscott 2010; Twenge 2018; Vision Critical 2016). Then there are few sources that state Generation Z's years of birth to start already in the early 90s (Järvensivu, Nikkanen & Syrjä 2014; Tulgan 2013) and some even say Generation Z has been born from 2000 onwards (Pihlas 3.6.2015). Also, the last year of birth for Generation Z differs from 1999 to 2016 and some do not state it at all. However, all of them emphasize that the years of birth should not be seen so exactly, more important for a generation is the people to have similar experiences at certain phases in their lives. In this thesis I will delimitate the Generation Z as people that have born between 1995-2012, according to Twenge (2018, 25.) Below, in figure 1, can be seen all the generations delimited by Twenge (2018, 25.)

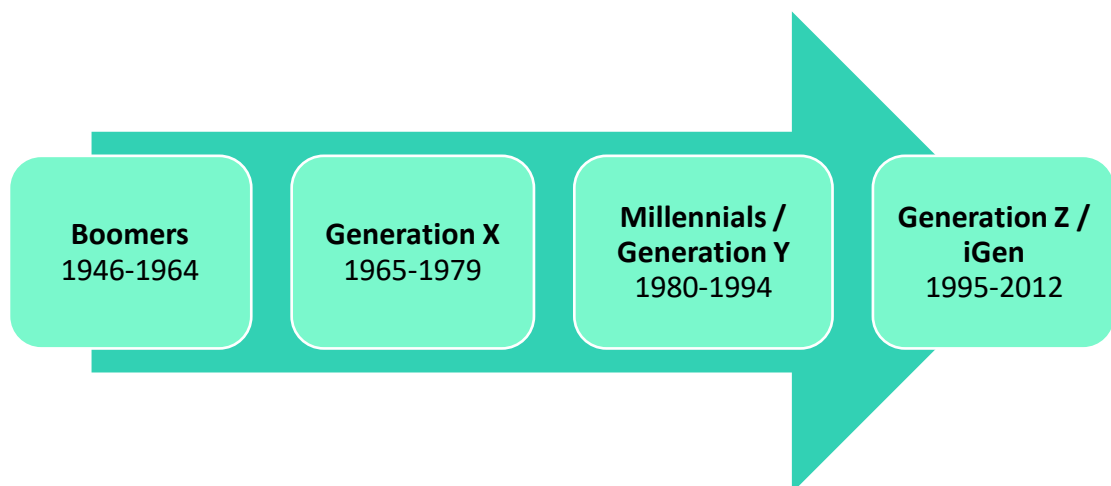


Figure 1. Generations according to Twenge (2018, 25.)

The environment Generation Zers have lived their life and childhood in, has been filled with chaos, uncertainty and continuous change. This has caused them to be more realistic and pragmatic as well as worry about the economic and environmental future. Their parents have given them more space which has resulted them being more individual and self-directed (Sparks & Honey 2014). They are confident about themselves but not that confident about the world they live in. They feel that their lives are controlled by external forces and that is much more difficult for them to be financially successful as it was for their parents. (Twenge 2018, 208.) According to Piekkari & Tienari (2011, 12), for Generation Z it is important what others think about you and how others comment you (online), whereas according to Twenge (2018, 217), it is not that important for them what others think about them or to have same clothes and things as their friends do – they rather feel unique than blended in. There are also divergent opinions on Generation Z's attitudes towards working. According to Piekkari & Tienari (2011, 26) and Rahkonen (Pihlas 3.6.2015), for Generation Z work is only one part of life and downshifting as well as slowing down will become a trend. According to various other sources, they are career-minded, entrepreneurial, ready to work hard and have a high work ethic. (Twenge 2018; Vision Critical 2016; Sparks & Honey 2014; Schawbel 2.9.2014; Monster 2016.)

Generation Z is used to technology, social media and smartphones, they do not even remember time without those things. They use social media as a research tool as well as a news channel and for them it is critical to be connected. Due to their eight second attention span, they expect everything to be fast and always available, and it is no problem for them to multitask across five screens. (Sparks & Honey 2014.) Despite, or because, they are so used to technology, they do not believe it to solve all the problems in the world. They are more aware and concerned with internet privacy, perma-sharing and location tracking than the previous generation. For that reason, they prefer Snapchat – it deletes the messages and images within seconds from seeing them. (Vision Critical 2016.) However, 53% of them prefer face-to-face communication over any technological tool (Schawbel 2.9.2014).

2.2 Generation Z's expectations for work

It seems that Generation Z differs a lot from the previous generations. They are bringing new and distinct expectations to the workplaces. According to Monster's multi-generational survey (2016), some attributes across all working generations can be seen in table 2. Willing to be responsible in driving one's own career, has risen back to the same level as it was for Boomers generation. Generation Z is more motivated by money than all the previous generations, but still wish for work to have a greater purpose than only earning a

salary, a lot more than the previous generations. They are also willing to work nights and weekends as well as move elsewhere in order to get higher pay and better job opportunities. (Monster 2016.)

Table 2. Comparing Generation Z to the previous generations (Monster 2016).

	Boomers (1946-1964)	Generation X (1965-1979)	Millennials (1980-1994)	Generation Z (1995-2012)
Responsible for driving one's own career	75 %	67 %	64 %	76 %
Motivated by money	59 %	59 %	63 %	70 %
Work should have a greater purpose than earning a salary	33 %	40 %	45 %	74 %
Willing to work nights and weekends for higher pay	33 %	40 %	45 %	58 %
Willing to move for a good job opportunity	33 %	40 %	45 %	74 %

Generation Z is practical which causes them to plan for their future and make rational career choices. According to Twenge (2018, 196-201), the most important for them in a job is the salary, and other things, like learning new things or making friends at work, are much less important than for the previous generations. They seem to have a higher work ethic as well; they are open for working overtime and most would not quit working even though they did not need the money. (Twenge 2018, 196-201) They have seen the previous generations struggle during the financial crisis, and for that reason they enter the working life more realistic, career-minded and determined to succeed. They expect their leaders to be honest with great communication skills and a clear vision in addition to listening their ideas and valuing their opinions. (Schawbel 2.9.2014.) As opposed to other sources, according to Dan Schawbel and Millennial Branding's *Gen Y and Gen Z workplace expectation study* (2.9.2014), Generation Z is actually less into multitasking or working in a fast-paced environment than Generation Y (Schawbel 2.9.2014).

Social media is the future – also in the working life. Generation Z is used to and expects connectivity with anyone, anywhere and anytime. Despite this, they value human connections very high, and prefer teaching or coaching styled communication over authority relationships. (Tulgan 2013.) They want their leader to be someone they can respect, for them authority does not come from status or age but being part of the work community and doing your job well (Monster 2016; Rusila 4.4.2014). Still they would rather be financially successful than work at their dream jobs in the future. Salary and job security come up in

several studies (Monster 2016; Twenge 2018; Vision Critical 2016) as the most important factors about what to accomplish in the working life. This is probably a result of them growing up watching their parents and older siblings struggling through the financial crisis. They also realize that they will probably have to work a lot harder to reach similar purchasing power their parents had but are willing to do that in order to obtain their goals. However, they do not wish for high salaries to be able to spend it on unnecessary things to fill their houses with. They rather spend their extra money on gathering new experiences. (Monster 2016; Twenge 2018, 217-218; Vision Critical 2016.)

2.3 Motivating Generation Z

Intrinsic motivators (internal factors) are considered more effective than extrinsic ones (external factors) in most motivation theories. Extrinsic motivators can also eliminate intrinsic motivation when used incautiously and in inappropriate conditions, for example when one's love for doing a sport disappears due to excessive competing. However, extrinsic motivators can work very well in algorithmic tasks, where one's success does not depend on creativity or motivation, but just following rules or a checklist. Additionally, in many cases, intrinsic and extrinsic motivators complete each other. (Paharia 2013, 23-27.)

BusinessDictionary.com (2019) defines motivation as:

“Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. Motivation results from the interaction of both conscious and unconscious factors such as the (1) intensity of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her peers.”

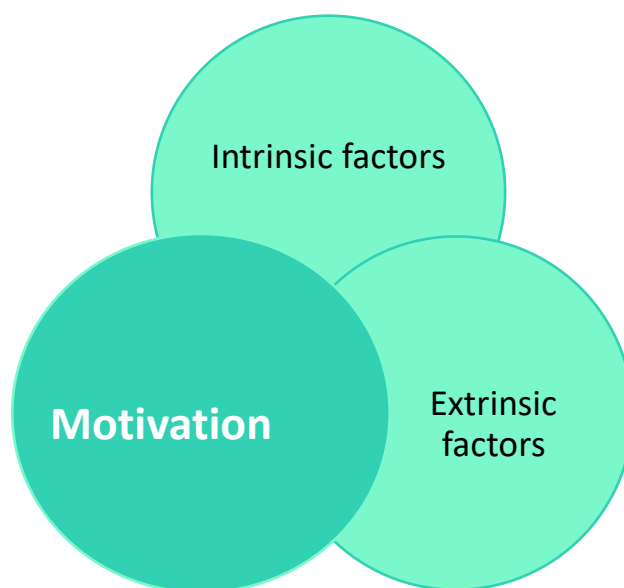


Figure 2. Formation of motivation (Paharia 2013, 23-27).

In figure 2 above, can be seen the formation of motivation and how intrinsic and extrinsic factors are connected. According to Paharia (2013, 24-25.), there are five key intrinsic motivators to achieve loyalty and engagement from your customers and employees. These five motivators are autonomy, mastery, purpose, progress and social interaction. Autonomy means being in control of what, how, whom with, when and where to do something. Companies that allow employees to decide how they do their work, as long as they do the right things and they get it done, have seen decreases in voluntary turnover and increases in productivity and worker engagement. Mastery means improving oneself. In order to benefit from this motivation factor, people need to believe that they can get better, and their abilities will not limit them. Purpose means making a difference and having a meaning for one's efforts. Lack of purpose and feeling one's work to be useless, are significant factors on reducing motivation. Progress means achieving goals and seeing the process towards a set goal. Social interaction means connecting with others and getting validation and recognition from them. (Paharia 2013, 28-36.)

Chore motivation factors work mostly on any generation but still there are some differences between generations, especially in the working life. Generation Z is said to be more motivated by money and offering a competitive salary or commissions is a good basis, but still not enough to keep them truly motivated (Schawbel 2.9.2014; Monster 2016; Twenge 2018, 199). They want to feel unique and truly listened by their leaders – as an individual (Rusila 4.4.2014; Twenge 2018, 217). They want more specifically defined roles, to be able to know exactly what is expected from them, and opportunities for continuous education (Tulgan 2013) and ongoing advancement (Schawbel 2.9.2014). A secure job is motivating for them while they are looking for safety in an unsafe world they are used to (Monster 2016; Twenge 2018, 211). However, they still are also motivated by being able to pursue one's passion (Monster 2016), doing meaningful work (Schawbel 2.9.2014) and about social issues like human rights and gender and racial equality (Vision Critical 2016). In order to be able to motivate Generation Z and to get and keep the best talents in the future, organizations need to listen to Generation Z and their wishes carefully, to market themselves better and be able to change as fast as Gen Zers do (Rusila, 4.4.2014).

2.4 Important aspects when training a young employee

When training a young employee, it is important to realize that he/she might not have any previous work experience, so anything can be completely new to them. It is also important to offer the young employee positive experiences at their first workplace since it might affect their impressions of the working life in general and therefore their whole future. (Nyssönen 2016.)

It is essential to go through at least the basic work rules, e.g. significance of the working hours, working clothes and safety, what is expected of them and what to do in case of becoming ill or in case some other problem occurs (TTL 2018). It is also a good idea to discuss about the usage of smartphones during working hours, since it seems to be one of the biggest problems nowadays. (Nyyssönen 2016; Alariesto 2016, 18.) What kind of things can or should be said on social media about the employer, is also wise to go through with young employees since social media is such a normal world for them that they might not realize what is appropriate. It can be very difficult and harmful for the employee and employer if the worker trashes the employer on social media. It is also important to get the young workers to understand what happens if they do not show up at work or do their work poorly. It affects the whole work community since the others then need to do the missing employee's work also. In addition, it might affect negatively on one's future career and job opportunities since Finland is a quite small country and therefore the word travels around very well. And other way around, doing every job with a good attitude, can lead to a dream job. (Alariesto 2016, 11-13 & 38.)

Työterveyslaitos (TTL 2019) has created a checklist for onboarding with 10 steps. All the steps are not relevant when not onboarding to a specific job but there are good points for a basic introduction into work. It is of great significance to let the young employee to know what is expected of them and who can he/she contact in case of any questions (step 2). Another significant step is to introduce the workplace and to go through the basic rules followed there, or in this case in work in general (step 3). Steps 4 and 5 are the most relevant when introducing a young employee to work, they include going through all the labor relations aspects and teaching how to work healthy and safely. Of labor relations, it is important to go through the legal aspects on at least working hours, salary and policies with absence and breaks. Of health and safety, it is important to go through at least the basic of safe and ergonomic working, what to do in case of illness and who to contact for more information regarding these matters. Steps 7 and 8 include continuing the onboarding process after the employee has started to work, and the most important with these steps is to be able to answer any questions the employee may have and to give and ask for positive and constructive feedback about the onboarding/introduction process and the work in general. (TTL 2019.)

3 Gamification and its key mechanics

In this chapter, gamification is introduced as well as how it can and should be used in business purposes. I will also go through key mechanics and elements of gamification according to Paharia (2013) and Li, Ryan, Sleigh & Soh (2019).

3.1 Gamification in business purposes

Gamification means applying motivational techniques known from video games in a nongame context. These motivational techniques are based on big data about user activity, and include for example giving users goals to accomplish, awarding them with badges and engaging them with competition. (Paharia 2013, 65.) Companies utilize these gaming mechanics to enhance customer loyalty and retain and encourage talent in order to boost their business. There have already been successful companies benefitting from gamification and it becomes more important all the time when the new generations grow as employees and consumers, and companies try to stand out in the overcrowded digital space. (Li, Ryan, Sleigh & Soh 2019.) Ängeslevä (2014) talks more about using games and game mechanics at work instead of gamification, but still agrees that game like mechanics and structures will be the next step of digitalization in all the organizations. These mechanics should be an ongoing habit instead of occasional actions, and it sets a competitive advantage for a company that succeeds with openness, transparency and speed. (Ängeslevä 2014, 9-10.)

The success factor in using gamification in business purposes, is to motivate people through the big data about their user activity. The gamification mechanics, including e.g. leveling up, setting goals and competition, have been used for many years. In the recent years, more big data has been available for businesses and it has made it accessible to use it in an automated way to motivate the users. It is important to note that gamification is not at all about games. It is just about the gamification mechanics going around something that already exists, the core experience of the business. The core experience must have value on itself for the gamification mechanics to work the way they are meant to. The gamification's goals are the same as the business's goals, for example better learning, increased performance or collaboration etc. This is accomplished by using the big data generated during users' interaction to motivate, engage and drive action. (Paharia 2013, 66-69.)

According to Paharia (2013, 72-84.), there are 10 key mechanics for successful gamification in order to motivate and engage the customers or employees. These mechanics have been proven to be successful in any context, such as work or learning, and they combine

both intrinsic and extrinsic motivators. These key mechanics are presented more specifically in the next subchapter.

3.2 Key mechanics of gamification

Paharia's model (2013, 72-84) has been used as a basis in this thesis but it will be complemented by Li, Ryan, Sleigh & Soh's (2019) seven key elements for gamification. These key mechanics can be seen in figure 3 below.

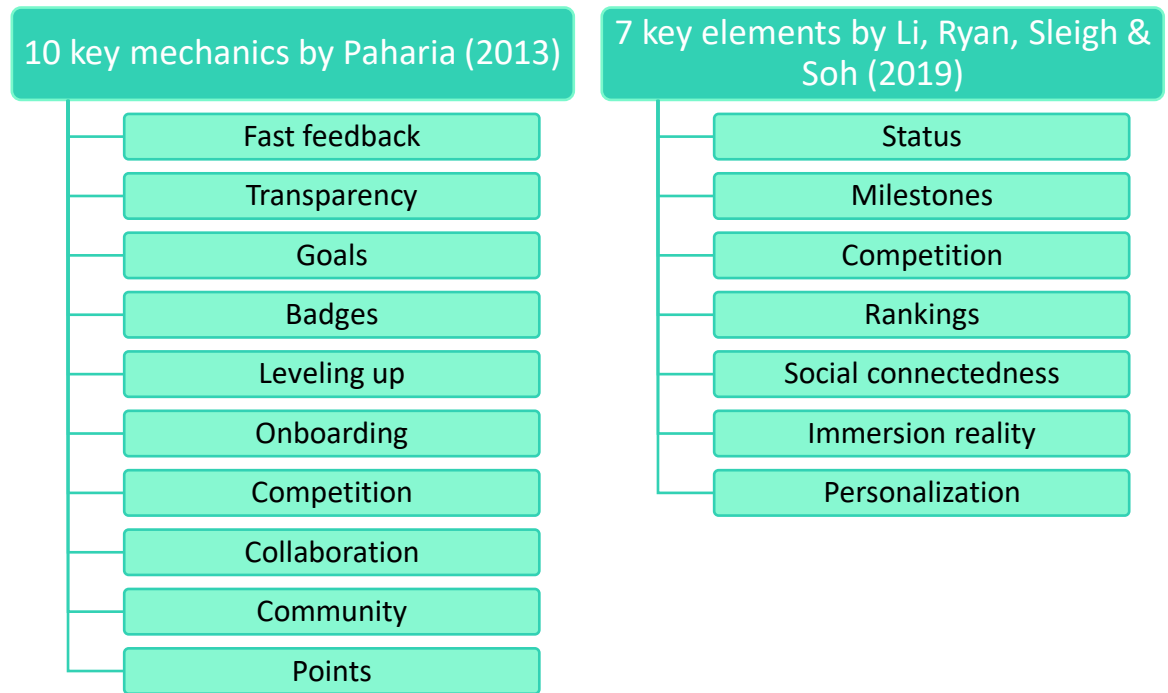


Figure 3. Key mechanics of gamification (Paharia 2013; Li, Ryan, Sleigh & Soh 2019.)

First key mechanic is fast feedback. Fast feedback is crucial when trying to motivate or teach the users since it helps to connect the action to the result, whereas slow feedback does the opposite. (Paharia 2013, 73-74.) This mechanic is connected to intrinsic motivators of mastery and progress, as the users can improve themselves with the help of the feedback as well as see the process towards the goals when trying to achieve them (Paharia 2013, 31 & 34-35). Positive feedback is used for fortifying users' right behavior and negative feedback is used for allowing them to quickly learn from their mistakes. Notifications are the common form of fast feedback in gamification purposes. They are used for notifying the users of their success and more essentially, for recommending a next action for the users in order to motivate and engage them more intensely. (Paharia 2013, 73-74.)

Second key mechanic is transparency. In gamification experiences, this means making the big data clear and visible to users. Users want to see their own and others' progress in

real time. This progress can be shown for example as an individual profile page where the user can see a list of goals and their progress towards them or as leaderboard pages, listed individually or by teams. (Paharia 2013, 74.) This mechanic is connected to intrinsic motivators of progress and social interaction, as the users can see their own and others' progress, compare themselves to others as well as connect with others in order to accomplish more as teams and to get validation and recognition from others of their rankings (Paharia 2013, 34-36). This mechanic is also connected to Li, Ryan, Sleight & Soh's (2019) key element of rankings. According to them, this key element is important because users can track their performance against their own goals as well as against the performance of others with the help of visual presentations of progress and rankings. Rankings are used to motivate the users to do better by improving their position in comparison to others. (Li, Ryan, Sleight & Soh 2019.)

Third key mechanic is goals. Games usually include goals and subgoals to aim for and they are often called achievements, challenges or missions. These goals offer the player something to work toward as well as rewards for reaching them. In gamification experiences, goals are typically listed visibly to the users. Each one of these goals usually indicates what needs to be done to reach it, what is the reward for it, when it will expire, user's progress towards it and how others in the community are performing while working toward the same goal. Especially in business purposes, there should be different kinds of goals, ones that apply for everyone and ones that are personalized and apply only to specific roles or only individuals. Users want to see only the relevant goals for them. (Paharia 2013, 74-76.) This mechanic is connected to intrinsic motivators of purpose, progress and social interaction, as the users have a goal to strive for which makes them feel that their actions have a meaning, they can see their own and others' progress, compare themselves to others as well as get validation and recognition from others of their rankings (Paharia 2013, 32-36). This mechanic is also connected to Li, Ryan, Sleight & Soh's (2019) key element of milestones. According to them, milestones and especially seeing the progress towards them is crucial to preserving users' interest in playing and keeping them engaged. (Li, Ryan, Sleight & Soh 2019.)

Fourth key mechanic is badges. A badge indicates some kind of accomplishment or a skill, and its value is measured by what it represents in a community. This key mechanic is often connected to the previous mechanic since the users often receive a badge for accomplishing a goal. Badges can be even more motivating by for example creating collectible sets of them or making the users figure out themselves how to earn a badge by creating one that they do not know how to receive. (Paharia 2013, 76-77.) This mechanic is linked with intrinsic motivators of mastery, progress, purpose and social interaction, as the

users can improve themselves by getting new and different badges, they have a goal to strive for which makes them feel that their actions have a meaning, they can see their own and others' progress from their badges, compare themselves to others as well as get validation and recognition from others of their badges (Paharia 2013, 31-36). This mechanic is also connected to Li, Ryan, Sleight & Soh's (2019) key element of competition. According to them, competition is a major motivator as the users are encouraged to improve from other users' badges. (Li, Ryan, Sleight & Soh 2019.)

Fifth key mechanic is leveling up. Levels are used for expressing status and continuous achievement as well as for providing users small wins during the game. Frequent-flyer programs are one example of using levels as a gamification mechanic; as one increases their spend, they reach a higher status and better benefits such as better seating or early boarding. Leveling up can happen for example when users achieve a set of goals and it can also unlock specified abilities that are not available for everyone. (Paharia 2013, 77-78.) This mechanic is linked with intrinsic motivators of mastery, progress, purpose and social interaction, as the users can improve themselves by reaching new levels and higher status, they have a goal to strive for which makes them feel that their actions have a meaning, they can see their own and others' progress from their status, compare themselves to others as well as get validation and recognition from others (Paharia 2013, 31-36). This mechanic is also connected to Li, Ryan, Sleight & Soh's (2019) key element of status. According to them, getting recognition of others in one's social community, is a major motivator for gamers which makes leveling up and a higher status very important. (Li, Ryan, Sleight & Soh 2019.)

Sixth key mechanic is onboarding. Games are designed to onboard the players by teaching them how to play while playing. They get the players to learn by doing with skill-building exercises that get harder as the players learn. Businesses can use this gamification mechanic to train their customers, partners or employees without it feeling or looking like training. (Paharia 2013, 78-79.) This mechanic is linked to intrinsic motivator of mastery, as the users improve themselves while learning better at the game (Paharia 2013, 31).

Seventh key mechanic is competition. Competition is a key part of every video game and it can be formed for instance as leaderboards or competing for assets. In gamification experiences, leaderboards can be done on anything, for example who has shared the most videos or contributed the best content. This way competition can be driven anywhere it is relevant for the business. Leaderboards can also be demotivating if they are used the wrong way, therefore they should be used carefully. Leaderboards can be done individually, by teams, with different time frames, with shrunk context or by showing the user's

ranking instead of a top list, and this way the demotivating factors are minimized. (Paharia 2013, 79-80.) This mechanic is linked to intrinsic motivators of mastery and social interaction, as the users can improve themselves by getting higher on the leaderboards and they can easily compare themselves to others as well as get validation and recognition from others. (Paharia 2013, 31 & 35-36). This mechanic is also connected to Li, Ryan, Sleight & Soh's (2019) key element of competition. According to them, competition is a major motivator as the users are encouraged to improve when they see other users ranking better on the leaderboards than themselves are. (Li, Ryan, Sleight & Soh 2019.)

Eighth key mechanic is collaboration. Collaboration is motivating because of people's need for social connection and competing and collaborating as teams. Being a part of a team, provides the member an opportunity to bond with others and benefit from increases in performance when not wanting to let down one's teammates. Teams can be formed from the entire community when trying to reach a collective goal, or they can be smaller and more focused when competing with other teams. Teams are very effective in gamification programs, as they get the members work together in order to beat other teams and accomplish team missions that benefit everyone in the team. (Paharia 2013, 80-81.) This gamification mechanic is linked with intrinsic motivators of purpose and social interaction, as the users feel that their actions have a meaning when they work together as a team towards a collective goal and they can connect with others in their teams (Paharia 2013, 32-33 & 35-36). This mechanic is also connected to Li, Ryan, Sleight & Soh's (2019) key element of social connectedness. According to them, sense of community is a crucial factor in creating a successful gamification program. People tend to get more excited in using a program when they see someone inside their social network doing that. (Li, Ryan, Sleight & Soh 2019.)

Ninth key mechanic is community. Community plays a significant role in how valuable all the other gamification mechanics are. Users want to have someone to compete with, collaborate with and sense of life and activity. A news feed with updates when a user achieves something meaningful, is an easy way to implement this gamification mechanic. This makes all the accomplishments more social because other users can see, like and possibly comment them. (Paharia 2013, 81-82.) This gamification mechanic is linked with an intrinsic motivator of social interaction, as the users can connect with others and get validation and recognition from others of their accomplishments (Paharia 2013, 35-36). This mechanic is also connected to Li, Ryan, Sleight & Soh's (2019) key element of social connectedness. According to them, sense of community is a crucial factor in creating a successful gamification program. People tend to get more excited in using the program

when they see someone inside their social network doing that. (Li, Ryan, Sleight & Soh 2019.)

Tenth key mechanic is points. Points are an essential part of any game or gamification program, and they can be used in different ways. They can be a way of keeping score and showing status or work as currency that can be earned and then spent. They also complement other gamification mechanics, as points can be the reward for leveling up or accomplishing a goal. (Paharia 2013, 82-84.) This gamification mechanic is linked with intrinsic motivators of progress and social interaction, as the users can see their own and others' progress and connect with others as well as to get validation and recognition from others of their points (Paharia 2013, 34-36). This mechanic is also connected to Li, Ryan, Sleight & Soh's (2019) key element of competition. According to them, competition is a major motivator as the users are encouraged to improve when they see other users with higher points (Li, Ryan, Sleight & Soh 2019).

Paharia (2013) does not include rewards as one key mechanic in gamification, but still acknowledges its importance. Rewards can be extrinsic or intrinsic, the key is that the gamification experience offers something of meaningful value to the user. Meaningful value can be cash or cash-value rewards but there are also more motivating alternatives. People value status, recognition and appreciation, early and exclusive access, power and prosocial incentives. All these work well as rewards and are much used in games and gamification programs. (Paharia 2013, 84-89.) The goal is not to use every gamification mechanic, just the ones that make sense in that particular case (Paharia 2013, 80.)

4 Product development

In this chapter, I will go through the whole process of developing the product. First, objective and development task are introduced as well as the project plan. After those, I will go through how the product was executed. This includes presenting the results of the interviews. Finally, I will present the actual product and the plan for implementing it.

4.1 Objective and development task

The commissioning company is growing rapidly which has brought a need for a digital introduction process for the jobseekers. The company has noticed a lack of knowledge among the jobseekers when it comes to basic work rules. This is quite normal considering that most of the jobseekers are so young, but it would be essential for them to have similar knowledge on basic work rules and how to use the platform in a best way. When the user basis is growing so fast, it is harder and harder to give individual guidance for the jobseekers. This can best be done by creating a digital process for this.

The goal for the product is to increase customer satisfaction both with the jobseekers and the employers. This can be done by developing the user path for the jobseekers so that they all will have the same knowledge regarding basic work rules. Being able to offer labor of higher quality, increases customer satisfaction with the employers. Developing the user path for jobseekers so that they will be able to see their own development and get more personalized job offers, will keep them motivated and engaged in using the platform and therefore increase their satisfaction.

The product will include developed user path for the jobseekers and a separate introduction process. The developed user path will be designed by me and later coded directly into the application by the commissioning company. The separate introduction process will be designed and created completely by me using an inbound marketing, sales and service software and presentations in an open platform.

4.2 Project plan

The project begins with familiarization with the theoretical framework on Generation Z and gamification. The theoretical framework on Generation Z includes basic information about them, their expectations for work, how to motivate them at work and what to teach them when they enter work. Based on this, interviews for the jobseekers and employers are created. The goal is to interview about ten jobseekers and find out their experiences on the platform and work in general, as well as how to motivate and engage them on continuing

to use the platform. The goal with the employers' interviews is to interview about five employers that use the platform on a regular basis and find out their experiences on the platform as well as their perspective on what should be taught to the jobseekers. After executing the interviews, the results will be analyzed to find the key findings to use in developing the product. Below in figure 4, can be seen the project plan with schedule.

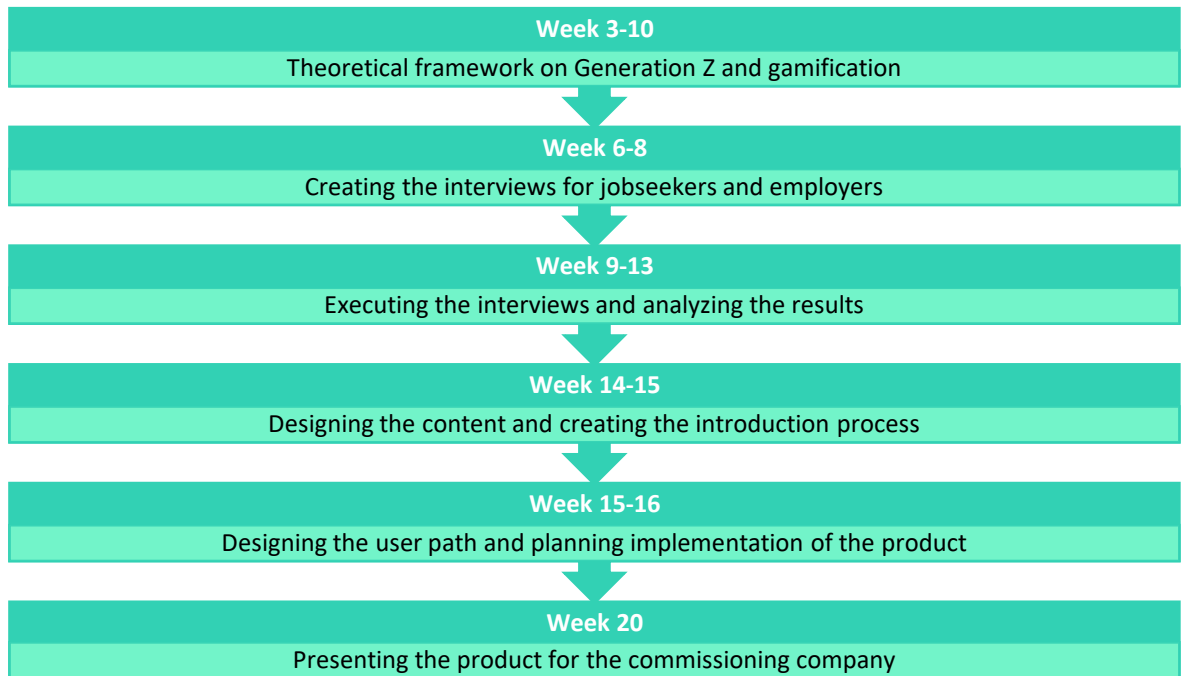


Figure 4. Project plan with schedule

The theoretical framework on gamification includes basic information on gamification and how to best use it in business purposes as well as a motivational factor. Gamification will be applied on the introduction process as well as the entire developed user path. Based on the theoretical framework and the interviews, the content for the introduction process will be designed and created. It will include videos, assignments, pictures and some information texts. The object is to introduce them to ground rules for working that they would need in any work and to do this interestingly enough. After creating the introduction process, the developed user path will be designed. Also, an implementation plan for the entire product will be designed. The product and its implementation plan will be presented for the commissioning company during week 20. Presenting the product will provide valuable information on the success of my thesis as well as give the commissioning company an opportunity to begin the implementation.

4.3 Jobseekers' perspective

The process started with interviews with the jobseekers to get their perspective on using the platform. The interview questions for the jobseekers can be seen in appendix 1. The

goal was to find out their expectations and wishes for the platform and work in general as well as what motivates and engages them in using the platform and working in general. I interviewed seven jobseekers who all have done at least one gig through the platform. All interviewees speak Finnish as their native language, so it was easier to execute the interviews in Finnish. The questions are in Finnish as well as translated into English in appendix 1. All interviewees belong to Generation Z, they are born between 1996 and 2002. Four of the interviewees are female and three are male. Their experience in using the platform varies, one has made only one gig through the platform and one has made 54 gigs. The others range in between. All the background information of the interviewees can be seen in table 3. First six interviews were conducted in week 9, 26.2.-28.2.2019. The last interview was conducted in week 13, 27.3.2019 in order to get more male interviewees and a wider range of age. One interview was conducted through WhatsApp messages because of the interviewee's desire. All the other interviews were conducted through phone conversations. I took notes during the interviews with my laptop, I did not see that recording the conversations would have been useful since I got all the necessary information written down during the conversations. It was also possible to confirm the answers in the end of the interview to make sure that everything was written down correctly.

Table 3. Background information of the jobseeker interviewees

Interviewee	Sex	Year of birth	Number of gigs done in Treamer
Jobseeker 1	Female	2000	1
Jobseeker 2	Female	1998	35
Jobseeker 3	Female	2000	54
Jobseeker 4	Female	1999	6
Jobseeker 5	Male	1999	12
Jobseeker 6	Male	2002	12
Jobseeker 7	Male	1996	29

The first two questions were about jobseekers' expectations on the platform and work in general. All the interviewees were unanimous about their expectations on the platform. They expected to get to try out a lot of different jobs, to get diverse work experience and to get new contacts that would help them in the future. The answers on expectations on work in general were divided in half. The other half expected to reach a high level during their career and to be someone that decides on things and makes an impact. The other

half did not really know yet what to expect from working life and felt that the platform was a good way to try out different jobs and possibly that way figure out their dream career.

When asked about what motivates the jobseekers to work, three aspects came up in most of the answers. One aspect was money/salary, the second was about developing themselves and getting diverse work experience and the third was the people; co-workers, employers and customers. One interviewee emphasized the motivating factor from the success when one can make customers' day better with one's own actions. To keep the jobseekers engaged in using the platform, most important according to all the interviewees, is to have a wide offer of different kinds of jobs all the time. Though, they all said that they will keep using the platform because it is so easy and clear to use. Also, one interviewee pointed out that when one already has all the reviews in this platform, there is a higher threshold to change to another platform, since then one should start everything from the start. Two interviewees felt that one engaging factor is that it is very simple and fast to ask questions and get answers from the customer service of the company.

All the interviewees have been satisfied with the reviewing system of the platform. All gigs are reviewed after completing the job by the employer with stars on a scale 1 to 5, and it is also possible to give written feedback. Most interviewees have mainly gotten only star reviews and wished for more written feedback. For example, when one gets a review of four stars, it would be useful to know why and what could have been done better or differently. Two interviewees also wished for verbal feedback on the job, while learning new things. When asked about best ways to learn, all the interviewees agreed that doing and trying out themselves is the best way to learn. Also, feedback during the learning process is very important according to two interviewees.

Most interviewees thought that the best part of the platform is all the people and new contacts one gets, and how they provide new opportunities that might otherwise be out of reach. Other things mentioned, were being able to try out new and different jobs and challenge oneself, being able to choose when one wants to work, that it is so easy to apply for jobs and otherwise use the platform as well as that receiving the review and salary is so quick. The interviewees also had many development ideas for the platform. Most of them thought that the most important thing to develop is to have more gigs all the time and that those would be versatile and simple for young and unexperienced jobseekers. One interviewee wished for a possibility to delimitate the jobs visible for the jobseeker by job field or by length of the job. Some wished for more written feedback after the gigs. Below, in figure 5, key findings to consider when developing the product according to the interviews with the jobseekers are presented.

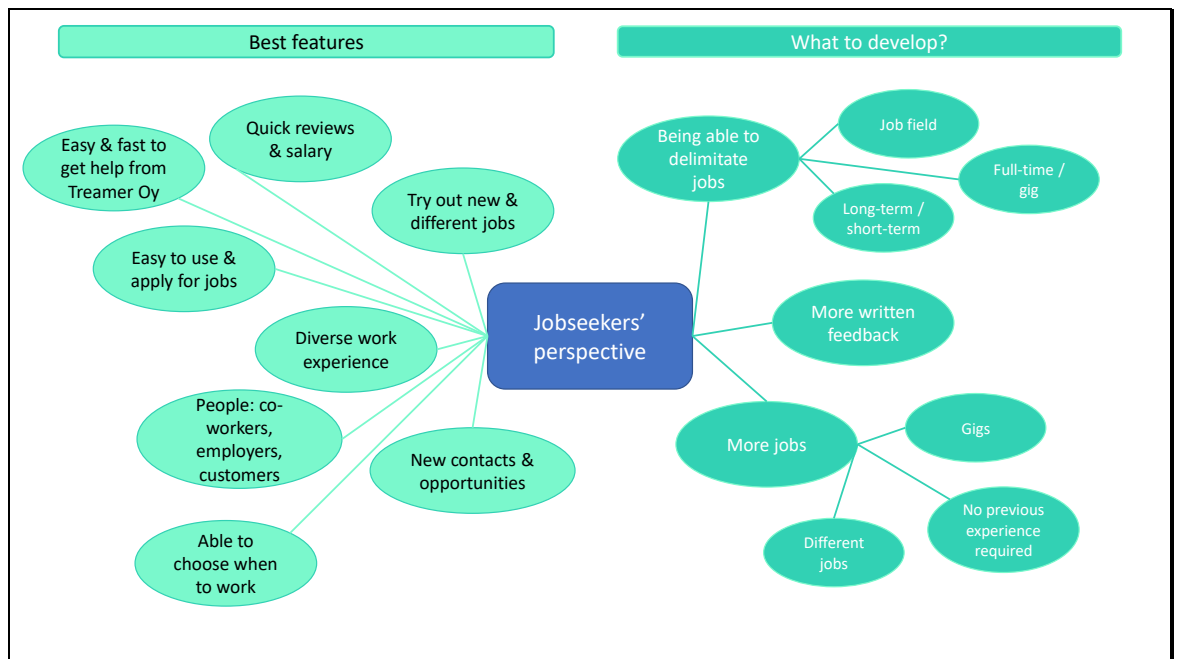


Figure 5. Key findings from interviews with jobseekers

On the left side, there are the best features of the platform according to the interviewees. It is crucial to keep these features while developing the user path further. On the right side, there are the features that the interviewees felt would be most important to develop or focus on. The features that are closer to the center, were mentioned by multiple interviewees.

4.4 Employers' perspective

The second part of the process was to interview employers of the platform to get their perspective on using the platform. The interview questions for the employers can be seen in appendix 2. The goal with these interviews was to find out their experiences on using the platform, which things have worked out well and which have not as well as their perspective on what would be important to teach to the jobseekers. I interviewed three employers that all use the platform on a regular basis. All interviewees speak Finnish as their native language, so it was easier to execute the interviews in Finnish. The questions are in Finnish as well as translated into English in appendix 1. The first interviewee is a company that operates in the field of construction. They are a very active user of Tremer, they have published 609 gigs/jobs on the platform. They have joined to the platform in May 2018. The second interviewee is an organization that offers childcare services. They have joined to Tremer in September 2018 and published 55 gigs on the platform. The third interviewee is a company that operates in facilities services. They have joined to Tremer in October 2018 and published 64 gigs on the platform. All the background information of the

interviewees can be seen in table 4. The interviews were conducted in week 10, 4.-5.3.2019. One interview was conducted via email because of the interviewee's desire. Other two interviews were conducted through phone conversations. I took notes during the interviews with my laptop, I did not see that recording the conversations would have been useful since I got all the necessary information written down during the conversations. It was also possible to confirm the answers in the end of the interview to make sure that everything was written down correctly.

Table 4. Background information of the employer interviewees

Interviewee	Field of business	Number of gigs through Tremer	Joined to Tremer
Employer 1	Construction	609	May 2018
Employer 2	Childcare	55	September 2018
Employer 3	Facilities services	64	October 2018

The questions were about employers' experiences, positive and negative, about the platform and how do they choose the workers to their gigs. All the employers have had mostly positive experiences with the platform, they all feel that the platform is simple to use, and they all have been very satisfied with the quality and speed of the customer service from the company. However, they all have had a few experiences when the worker did not show up for work or was late without any notification. This is something they all thought would be important to emphasize to the jobseekers, that they should always call someone and let them know if they cannot come or will be late for work. One employer had also had some problems with the workers asking them questions about their salaries, when that would be a question for Tremer Oy.

All the employers use the platform mostly to find short-term workers. However, one of the employers had noticed that it also works as a risk-free recruitment channel since it is possible to "try out" the workers through it before hiring them for a longer term. They all favor familiar jobseekers when choosing the worker but if there is none available, then they look through all the previous reviews and compare the job-seekers' overall profiles to find the best fit. They also provided some good ideas for future developing the platform, for example being able to delimitate the possibility to apply for a certain job only for applicants that are 18 years old or more as well as the job-seekers being able to implicate which language they would prefer in communication with them. Below, in figure 6, key findings to consider when developing the product according to the interviews with the employers are presented.

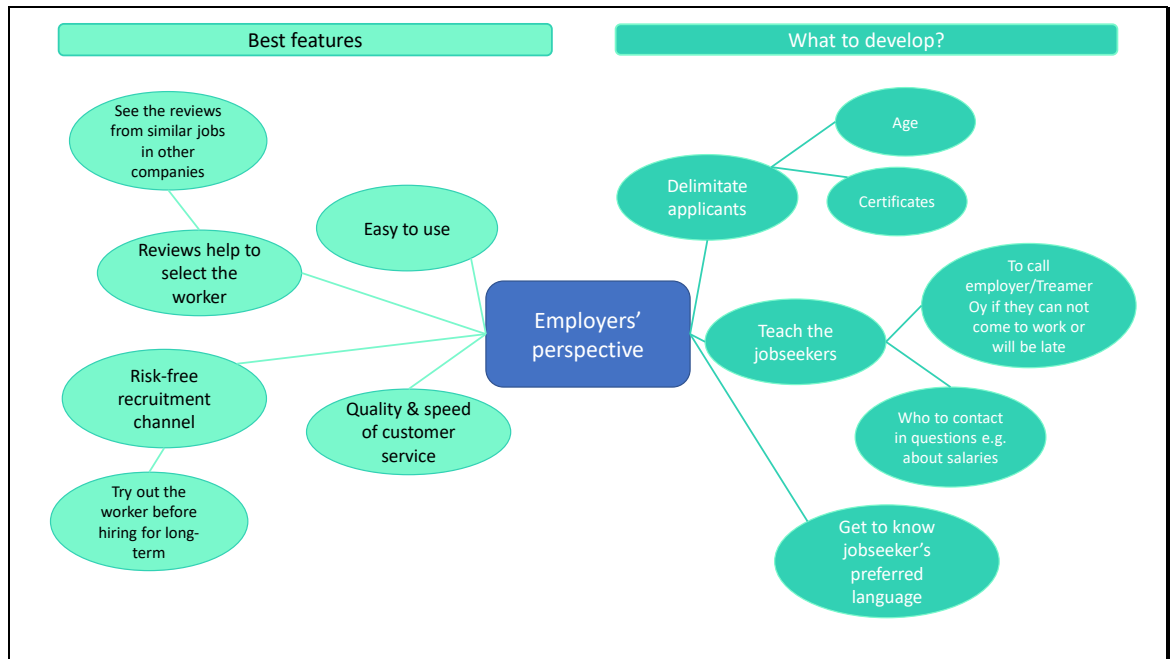


Figure 6. Key findings from interviews with employers

On the left side, there are the best features of the platform according to the interviewees. It is crucial to keep in mind these features also while developing the jobseekers' user path further. On the right side, there are the features that the interviewees felt would be most important to develop. The features that are closer to the center, were mentioned by multiple interviewees.

4.5 Description of realization

After the interviews and with the help of the key findings from them, next step was to design the introduction process. The process is meant to include information about the company, instructions on how to start using the platform and introduction to ground rules for working. After registering to Tremer, the jobseeker will receive an automated email using an inbound marketing, sales and service software which will include some text, questions to test the jobseeker's knowledge and links to presentations. In the presentations there are more information, videos and pictures about the company, using the platform and basic work rules. In the presentations, there is a possibility to comment and ask questions for the company to be able to find out what the difficult subjects are and to receive feedback on the introduction process itself. The email will also include questions that will provide the company data of best ways to acquire new jobseekers as well as of jobseekers' preferences. I designed a process chart for the introduction process, that is visible in figure 7 below.

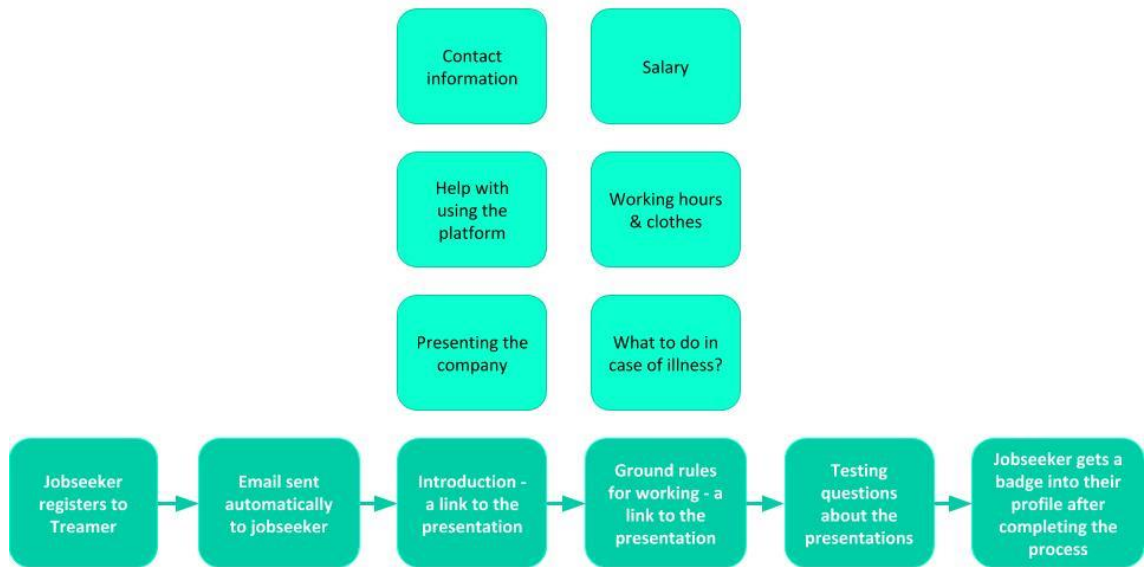


Figure 7. Process chart for the introduction process

After designing the content of the introduction process, I familiarized myself with another digital learning platform, Vuolearning (2019a). They have published many blog posts about digital onboarding and learning as well as an open model for onboarding for other organizations to use. I used the open model for onboarding (Vuolearning 2019b) as a basis when designing the content for the introduction process and exploited especially blog posts about digital onboarding (Pellinen 10.1.2019), onboarding summer workers (Pellinen 12.3.2019), using videos in online learning (Pellinen 27.2.2019) and utilizing assignments in online learning (14.12.2017). It is important to use versatile tools when creating an online learning process, and to consider what kind of content would be best to create as a video. Making videos is usually more expensive than for example writing a text, and for this reason it is usually best to make short videos about content that does not need to be updated often and produce the often-changing content as a text form. Short videos are better also for learning reasons since it might be difficult to concentrate for a video for a long time (Pellinen 27.2.2019), especially considering that the target group is Generation Z who have an eight second attention span (Sparks & Honey 2014). I used this digital platform and their blogs as a guideline when creating the introduction process.

After creating the introduction process, I designed the developed user path. For this, I used the key findings from the interviews and theoretical background especially on motivating Generation Z and gamification. When designing it, it was important to consider every step the jobseeker goes through when using the platform. For this, I also used some

of my own experience from doing the internship in the commissioning company and being in contact with the jobseekers there.

4.6 Product

The final product includes two separate parts. The first part is the introduction process that I have fully created using an inbound marketing, sales and service software and presentations in an open platform. I chose to use the service software for this because it is simple to create the whole process with it by myself. It also allows the company to get valuable data of the jobseekers' knowledge, preferences and where they have found the platform. I chose to use the open platform for the presentations because it is simple to use and share to the jobseekers, it allows them to comment on the presentation if they have questions or feedback, and it can be easily edited and updated in real-time. The other part is the developed user path. For this, I have only designed the path and plan for implementation, and it will be implemented and coded directly into the application later by the commissioning company, in order to offer the best experience for the jobseekers.

The whole process starts when a new jobseeker registers into the platform. This process is visible in figure 7 in the previous subchapter. The jobseeker will receive an email sent through the inbound marketing, sales and service software including different components. Most components are hyperlinks into presentations in an open platform. The presentations include information about the company, introduction to the team behind the platform as well as advice on how to get started with using the platform as well as general information about ground rules for working; working hours, getting sick, dressing up for work and salary payments. Most information in the presentations is in text form with some illustrative pictures, also a few videos are implemented. In the email, there are also some testing questions about the presentations as well as questions of best ways to acquire new jobseekers and of jobseekers' preferences in order to collect valuable data. After going through the entire introduction process, the jobseeker will receive a badge into their profile. This will probably first be done manually, but automatically in the future.

The developed user path includes all the steps the jobseekers go through when using the platform. Crucial steps are registration, getting started and filling the profile, after onboarding, applying for jobs, before/during the gig and after the gig. Below, in figure 8, are presented all the crucial steps in the user path. The introduction process is a part of registration and getting started with the platform. In all the steps in the user path the most important thing is to collect valuable data, analyze it and develop features further accordingly. The collected data also makes it easier to benefit from the gamification mechanics.

All the steps include gamification mechanics, mostly badges, points, leveling up or better access as well as fast feedback.

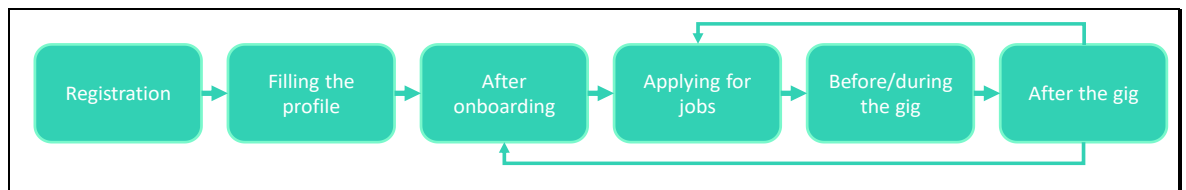


Figure 8. The jobseeker's user path

The developed user path will include more gamification mechanics than the introduction process since it will be coded into the application, which makes it easier to use the big data and therefore benefit from the gamification mechanics. The interviews showed that most jobseekers appreciate the fact that one can try out different jobs through the platform. This is something that is important to implement into the user path, a way to track all the different jobs one has gotten to try out. Feedback was also important to the interviewees, and it would be useful that the jobseekers could give feedback/reviews to the employers and the company behind the platform. People and contacts were also much mentioned by the jobseeker interviewees, so possibly some kind of community in or around the platform could be very motivating for them. Badges, points and better access, for example for better jobs, should be implemented more in the developed user path.

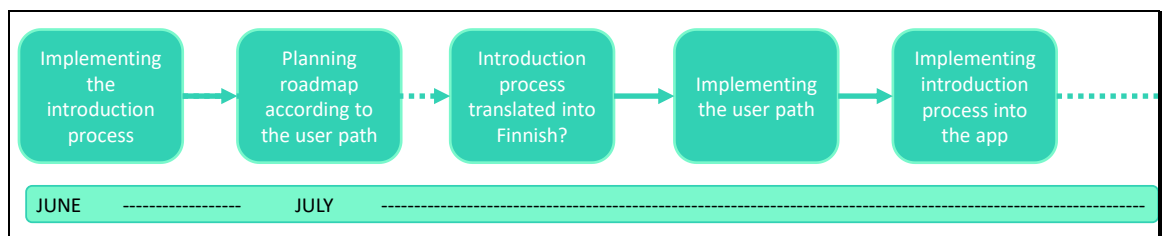


Figure 9. Plan for implementation

In figure 9 above, is presented the plan for implementing the product. The implementation starts in June, when the introduction process is taken into use. This can be fully done by me. Next step is to plan the company's roadmap according to the user path, what needs and can be done when and by whom. Everyone in the company takes part in the planning. After this, next step is possibly to translate the introduction process into Finnish. This depends on if there becomes a need for it from the jobseekers. After this, the implementation of the user path will begin by the developers of the commissioning company. This step will include developing all the crucial steps in the user path, as presented in figure 8. The final step is to implement the introduction process into the application. Of course, all these steps might have to be edited somehow if the collected data shows so.

5 Discussion

In this chapter, I will consider and evaluate the results of my thesis and the product. This chapter also includes suggestions for future development regarding the product. At the end, I will evaluate the entire thesis process.

5.1 Consideration of results

Interviews with the jobseekers backed up some of the theoretical background on Generation Z, but not all. However, it should be noticed that I interviewed only seven jobseekers. Interviews brought up that the jobseekers would like to receive more feedback, also while learning the job, and this is consistent with Tulgan's (2013) and Schawbel's (2.9.2014) studies on Generation Z wishing for more specific job descriptions to be able to know what is expected from them as well as chances for an ongoing advancement and learning. According to Schawbel (2.9.2014), Generation Z values face-to-face communication and good communication skills with their leaders, and this is consistent with the interviews as the jobseekers pointed out that people are one of the best and most motivating things in working. Interviews also brought up that money/salary is one of the most important motivational factors in working, and this is consistent with many studies (Monster 2016; Twenge 2018, 196-201; Vision Critical 2016) in my theoretical background. All the theoretical background and key findings from the interviews were used when developing the product. Theoretical background on Generation Z and young employees was mostly used when developing the introduction process. Theoretical background on gamification was partly used in developing the introduction process but mostly on developing the user path.

In my opinion, the product is successful. It contains all the relevant information that came up in the theoretical background and in the interviews. I had planned to use more videos in the making of the introduction process, but there are not so many in the final version. In my opinion, in most cases, pictures and screenshots were a clearer way to present certain information. It is also easier to go back to that information later when it is a picture and text than if it was a video. Also, because the created introduction process in a temporary solution, it did not seem that necessary to spend much time on making videos. Possibly, videos will make more sense in some sections when the process will be coded directly into the application.

Also, the jobseekers do not get to do themselves that much in the introduction process as they would want to according to the interviews. They do need to click on pictures to get forward and click right answers to a few questions, but I am not sure if it is enough of do-

ing themselves. Of course, this depends a lot of the jobseeker because one can ask questions and comment in the presentations if they like. I believe the jobseekers will benefit greatly from the product since it gives them a better basis to work anywhere.

Even though the introduction process is made with a simple email software, gamification mechanics were implemented fairly well. Jobseekers get fast feedback for their answers for the questions, they have a goal to achieve and they get a badge that displays their accomplishment after going through the whole process.

The developed user path is meant to include several gamification mechanics. Fast feedback should be given for more actions than just in the introduction process because suggesting the next action helps them to go forward and engages them more (Paharia 2013, 73-74). Goals could be used more, as short and long-term goals with intermediate objectives as well as personalized and collective goals. Badges are already used well in the platform; the jobseeker gets a badge from every skill they have. Though, it is possible to benefit from badges even more, for example by creating sets of badges that can be collected from different actions and accomplishments, such as receiving five-star reviews from different job categories. Leveling up, collaboration and community would certainly be a good way to motivate the jobseekers and make them feel more a part of a community. However, use of these mechanics has to be planned thoroughly to prevent it to work as demotivating. Onboarding would be a good way to teach the jobseekers to use the platform while they are using it, in a fun and compelling way. Points would also be a good addition into the application, in the way that the jobseekers could then spend them on something. Points could be earned for example of recruiting a friend as a jobseeker, after they have received a five-star review from their first job. Also, providing meaningful value to the jobseekers, for example a better access on better jobs when one has got a certain amount of five-star reviews, would be a good way to motivate and reward them.

5.2 Conclusions and suggestions for development

I presented the product for all the employees of the commissioning company in May 2019. The product raised a lot of discussion among the employees and they all thought the product to be successful and beneficial for the company. The product helps them to understand better the jobseekers' needs and to get insight on how to continue developing the platform, and what things to develop first and what can be left for a bit later.

The product needs to be tested out with the jobseekers to be able to know how successful the product really is. However, I believe it will be successful and at least a very good basis

for future development. With this easy and open solution that I used with the inbound marketing, sales and service software and the open platform for presentations, it is easier to test out what components are beneficial for the jobseekers and for the company. Then, it is simpler to change the process according to the findings before coding the process directly into the application. It is a goal to get 20 % of the jobseekers to go through the introduction process and hopefully get their feedback on it. The wished amount of jobseekers going through the process is not very high, and that is because they are persuaded to go through the process with the idea that they will receive a badge into their profile that will increase their possibilities to get employed. This encouragement is more appealing to those jobseekers that have not yet done any work through the platform. The ones that have already been employed, do not usually need this extra help to be employed. Those ones also usually have enough knowledge on ground rules for working so for them, the process is not that needed.

There are endless possibilities for developing the product and the user path in the platform even further. The most important thing is to keep discovering what kind of data should be collected, collect it and find ways to utilize it the best way. With the introduction process, it is important to collect data as well as verbal/written feedback from the jobseekers and then update and develop accordingly. At this point, the introduction process requires some manual work, so for it to be more scalable, it needs to be at least partly coded directly into the application. In my opinion, in addition to collecting and analyzing data, an essential thing to develop would be to add gamification mechanics in order to motivate and engage the jobseekers better as well as to create a better community around the platform. Creating the community would motivate and engage the jobseekers better as well as engage them in participating in marketing actions, for example by sharing more pictures and content in social media.

5.3 Evaluation of the thesis process

The content and goals of this thesis were not extremely clear when starting the thesis process. They became clearer along the way with the help of discussions with employees of the commissioning company and their support. The subject of the thesis is very interesting in my opinion because the whole digital staffing and recruiting process is so new, which has made me learn a lot during the process. Developing the product really forced me to consider scalability more as well as to put myself into the position of young and unexperienced employees and to consider what things are important and useful for them.

The process started with finding the theoretical background. It was more challenging than I expected, because both subjects of my theoretical background are very new so there is

not that much good literature and articles yet. Most sources used are foreign and I was forced to use many online sources. I am not entirely sure about the quality of all the sources I used, but in my opinion, I found good and relevant sources for my thesis.

I made myself a clear weekly schedule for the thesis process, but I could not follow it at all. This is partly because of the trouble finding the suitable sources for my theoretical background. Also, the delimitation for my thesis changed a bit along the way, which caused the process to delay. I did my internship in the commissioning company at the same time as I was writing my thesis, which made it occasionally difficult to divide my time between the daily tasks for my internship and writing my thesis. However, I got the thesis ready on time and I am content with the result.

The entire thesis process has taught me a lot. I have learned an enormous amount of new information on Generation Z, gamification and training young employees. I believe all this information will be useful for me since in the future, these subjects will become much more common. It was also very interesting and educational to interview the young jobseekers and hear their thoughts and wishes regarding the platform as well as life and work in general. Also, applying all the theory into practice has been very educational. I believe all this will benefit myself with my future career in HR. I have also learned more about myself, the ways I learn and new ways for time management.

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Appendices

Appendix 1. Interview questions for the jobseekers of the platform

1. Mitä odotuksia sinulla on Treamerille?
2. Mitä odotuksia sinulla on työelämälle?
3. Mikä sinua motivoi työelämässä?
4. Mikä saa/saisi sinut sitoutumaan Treameriin?
5. Kuinka usein haluaisit saada palautetta ja millä tavalla?
6. Millä tavalla opit parhaiten?
7. Mikä on tähän mennessä ollut parasta Treamerissä?
8. Kehitysideoita Treamerille?

Interview questions translated into English

1. What kind of expectations do you have for Treamer?
2. What kind of expectations do you have for work in general?
3. What motivates you at work?
4. What keeps/would keep you engaged in using Treamer?
5. How often would you like to get feedback and in what way?
6. How do you learn the best way?
7. What has been the best with Treamer so far?
8. Development ideas for Treamer?

Appendix 2. Interview questions for the employers of the platform

1. Miksi aloit käyttämään/käytät Treameriä?
2. Millainen yleiskuva sinulla on Treameristä?
3. Millä perusteella valitset työntekijät tehtäviisi?
4. Mitkä ovat olleet suurimmat ongelmat työnhakijoiden kanssa?
5. Kehitysideoita Treamerille?

Interview questions translated into English?

1. Why did you begin/have continued to use Treamer?
2. What kind of overview do you have of Treamer?
3. On what grounds do you select the worker(s) for your jobs?
4. Which have been the biggest problems with the jobseekers?
5. Development ideas for Treamer?