

## ID52

# Human Resources Management Practices Based Gamification in Student's Organization

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### **Abstract**

*This study aims to build models and interpret the concept of gamification in Human Resource Management (HRM) practices in student organizations. Student organizations need this concept to attract members who belong to the millennial generation. In this study, HRM practices including recruitment and selection, training and development, compensation, maintenance, and separation were explored by incorporating the concept of gamification. This research is qualitative research involving 11 heads of university student organizations. Data analysis uses interactive analysis starting from data collection, data presentation and finally concluding. The results of this study resulted in a definition of the concept of human resources management-based gamification and found 22 themes of HRM based gamification practices ranging from recruitment, training, and development, compensation, maintenance, and separation.*

**Keywords:** Human Resources, Gamification, Student Organization

## **1. INTRODUCTION**

Students as the young generation of the main agents of exchange in renewal movements have the meaning of a group of intellectual people who see everything with a clear, positive, responsible, and mature mind. Currently, the entry of technology is closely related to the millennial generation largest generation in Indonesia besides baby boomers. The millennial generation is a generation born between 1982 and 2002 and acts as young students, employees, and parents (Ali & Purwandi, 2017) with characteristics of self-confidence, financial success, team-oriented independence, loyalty, multitasking, and respect for work life balance. Millennial generation relies heavily on technology, it advances in terms of users or better known as digital natives where individuals do not remember the first time accessing the internet at the same age range in an organization so that it is easy to mingle quickly. The millennial generation is a generation that active in student organizations in higher education, where this is a forum for a group of individuals who have the same vision and mission to develop together in realizing learning ideals and developing talents and leadership. With the easy access provided by technology, it plays a role. This includes student organizations, ranging from organizational redesign to the use of digital human resources, collaboration, and more effective communication. This results in competition and the need to collaborate in more complex situations between individuals to be more innovative, creative, and better able to explore their ability to improve organizational performance (Colbert, Yee, & George, 2016).

Problems in student organizations need new concepts to make human resource management process more attractive so will be different from previous practices according to the characteristics of the millennial generation. Human Resource Management (HRM) practices

in student organizations include the recruitment process to separation. The members of student organizations who are the millennial generation have a tendency HRM practice process differs from previous practices due to rapid cultural shifts, for example, the manual recruitment process has shifted to digitalization through e-recruitment utilizing social media to support activities. The benefits provided by using e-recruitment provide convenience for an organization and can increase the speed of the recruitment process so that the success rate in finding new candidates is easier and more effective so it can save time. The problems faced by student organizations have not found concepts or ideas to upgrade the HR practice concept to a more up-to-date direction according to the characteristics of the millennial generation, because most members of student organizations still use traditional HRM concepts or have been passed down from generation to generation by looking at senior practitioners previous. So this is an opportunity for researchers to apply the gamification concept to the human resource process in student organizations with millennial generation members so they don't feel bored and have more fun. The concept of gamification uses game elements and game design techniques in the context of nongame in business and organizational management practices (Werbach & Hunter 2012), while according to (Deterding., Et.al, 2011) gamification reflects game use patterns including progress, rewards, problem-solving mechanisms. Collaborative and competitive in non-game situations. Gamification aims to make everyday tasks more interesting and fun (Brownhiil, 2013).

Human Resource Management (HRM) -based gamification is still rarely studied because the application of the gamification concept is used in the learning process, for example in education and training. The phenomenon that occurs is that members of student organizations are the millennial generation, so a new HRM concept is needed to be different from previous practices. This research is expected to be able to answer the problems that exist in student organizations because members are the millennial generation where they are very familiar with using different HR practices according to the characteristics of the millennial generation who like fun activities and adapt to technology. This is a challenge for researchers to be able to find new concepts using the concept of gamification in the Human Resource Management process in organizations. So this can be a challenge for a researcher to find a new concept of using the concept of gamification in the Human Resources Management process in the Student Organization, where members of the organization are the millennial generation. Therefore, this study aims to understand the HRM-based gamification practices and policies that are carried out in an organization to find a new conceptual model. Student organizations will be one of the suitable subjects for research because of their millennial nature and gamification values starting to be applied to this generation and will be different from the previous generation

## **2. LITERATURE RIVIEW**

### *2.1 Human Resources Management*

Human Resource Management is important components in an organization, this happens because HRM functions as a determinant of every activity in the company so that good human resource management is needed. Human resource management (HRM) a strategic approach to effective people management in a company or organization in helping businesses to gain a competitive advantage which is designed to maximize employee performance in serving the strategic objectives of the employer according to (Johnason, 2009). Meanwhile, according to (Pauwe and Boon, 2009) HRM is responsible for overseeing the design of employee benefits, employee recruitment, training and development, performance appraisals, and management awards, such as managing payment and benefits systems. The development of Industry 4.0 technology closely with technology is a challenge for HR due to the social transformation process (Schaar et al., 2019). Changes in technology also have an impact on differences in the HRM process being organized differently from the previous process due to the emergence of the millennial generation where organizations must be adaptive, resilient, quickly change direction in HRM process according to characteristics of the millennial generation. Millennials

are a generation that is thirsty for knowledge that can lead them to do their jobs better. Their perspective on something is not rigid because their character is open to all phenomena (growing mindset) so that they are also not always fixated on one methods of carrying out work. In this case, organizations are required to be more creative and flexible in developing work methods.

Millennials have different characteristics from previous generations. Some of the characteristics that characterize millennials are as follows: (Schaar et al., 2019)

- a. Millennials always appear confident. They are confident in their abilities and enthusiastic about the future
- b. Millennial think social work and teamwork will produce good output. Thus they can work as a team.
- c. Millennials want a work atmosphere where they get the trust and freedom of their superiors. Besides that, they tend to want to work in a workplace with a comfortable image and work environment (for example, nice furniture, prestigious buildings, etc.)
- d. Millennials don't like monotonous job descriptions. They enjoy learning and experiencing new things. 5. Flexibility in terms of working time and workplace is the dream of millennials. They are adept at using communication technology to support work flexibility.
- e. Millennials tend to like the family aspect of their community or work environment. They also uphold work life balance for their social life.

## *2.2 Gamification*

Gamification has been a well-developed trend in industrial practice and academics over the past six years. The term "gamification" was adopted after its first adoption in 2008 (Terrill, 2008). According to (Gartner, 2013) from 2011 gamification has become one of the most well-known concepts in accordance with the graphics and peaked in 2013 technology itself. The definition of gamification is placed in a position where the derivation of games and gamefulness, not drama or play and the use of game elements, instead of using the full game (serious game) or extending the game (pervasive game). Gamification is the use of game elements to experience a game-filled task in a non-game context (Seaborn and Fels, 2015). Then (Salen and Zimmerman, 2003) stated that the gamification nutshell is a combination of various components that drive the desired mechanical order to develop the dynamics of interaction behavior with a view to supporting the main business processes. According (Werbach and Hunter, 2012) gamification is about changing the way certain activities and processes operate especially for users to be more enjoyable and more involved in what they do. Gamification is defined as a specific service improvement process by implementing game design elements in a non-game context to enhance overall value creation and facilitate the experience of engaged users (Huotari and Hamari 2012). Meanwhile, according to (Brown & Martin, 2015) gamers who are accustomed to learning by trial and error are the key in designing thinking to be more creative and innovative. Meanwhile, according to (Brownhill, 2013) gamification with the aim of making daily tasks more interesting and fun. Then (Callan et al., 2015) states that gamification is not just playing games but changing activities to be more relaxed and informal. Then (Zichermann & Cunningham, 2011) stated that elements of play outside the traditional game format can motivate people to act and create fun, thereby increasing participant engagement and motivation. Meanwhile (Huotari and Hamari (2012) define gamification as a process of improving services at a cost. for the full gaming experience to support the user's overall value creation

The standard gamification used:

1. Change the fun activities that are more impressive (Werbach and Hunter, 2012)
2. Carry out activities informally so seems more relaxed (Challan et al., 2015)
3. Gamefulness experience in a non-game context (Seaborn and Fels, 2015)
4. Creating more activities for fun and interesting (Brownhill, 2013)

5. Facilitate the user experience involved (Huotari & Hamari, 2012)
6. More Creative and innovative (Brown and Martin, 2015)

### **2.3 Student Organization**

Student organizations are consciously coordinated social organizations consisting of two or more people who work to achieve a common goal or a group of goals (Robbins and Judge, 2013). The organization is a place where risk is conceptualized, measured, and evaluated as a center for processing and managing risk (Hutter & Power, 2005). Therefore, it is important to learn more about the organizing process in which products are linked to risks and the actions taken to manage them. Organizations need to manage risk and prepare for consequences when they discover products and technologies that pose a risk to external stakeholders (Scheytt, Soin, Sahlin Anderson, & Power, 2006). There are many advantages to joining student organizations, including the level of emotional intelligence of students who join the organization is higher than students who do not participate. This difference is caused in an organization there are various kinds of processes that are closely related to human relations and their interactions, including the communication process, the decision-making process, the achievement evaluation process, the socialization process, and the career (Cahyaningtyas, 2010). Based on the understanding of organizational experts, it can be concluded that student organizations are closely related to a group of students working together to achieve common goals in weighing risks.

## **3. RESEARCH METHODS**

This study uses qualitative methods in the practice of human resource management based gamification in student organizations using the interview method. Researcher wanted to describe the HRM practice model that was suitable for the millennial generation using the interview method. The informants in this study were 11 students who became heads of student organizations in Semarang, Indonesia. The questions asked by informants regarding HRM practices in the organization include recruitment and selection, training and development, compensation, maintenance, and separation. The collected data is then processed by data processing following the interaction pattern between data reduction, data presentation, and drawing conclusions or verification as described below:

### **1. Data Reduction**

Data reduction is a form of analysis that sharpens, classifies, directs, removes unnecessary, and organizes data in such a way that the conclusions can be drawn and verified. The data obtained in the field will be made in the form of a complete and detailed description. The amount of data obtained in the field is quite a lot so it needs to be recorded clearly and in detail.

### **2. Data Display**

Presentation of data is used to make easier for researchers to see the overall picture or particular part of the research. Data presentation is done by describing the results of the interview, then formed in the form of narrative text supported by documents and photographs to conclude.

### **3. Verification**

The final stage of qualitative data analysis is concluding. After the data is presented based on the results of interviews, documentation, and observations, the authors provide a summary of the conclusions. Drawing conclusions is done by taking the essence of all series of interviews and observations.

#### 4. FINDINGS AND DISCUSSION

##### 4.1 Informant Description

This study involved only one source, namely the head of the organization's members. These elements are considered to be able to provide information following the focus of the study, while this study involved 11 informants. 11 informants were classified with the code N "Resource". Of the 11 sources, 10 were obtained from the male and 1 female informant, with the characteristics of the informants as follows:

Table 4.1 Characteristics of informan

No	Resource Code	Gender	Office
1	N1	Male	Chairman
2	N2	Male	Chairman
3	N3	Male	Chairman
4	N4	Male	Chairman
5	N5	Female	Chairman
6	N6	Male	Chairman
7	N7	Male	Chairman
8	N8	Male	Chairman
9	N9	Male	Chairman
10	N10	Male	Chairman
11	11	Male	Chairman

##### 4.2 Research Findings

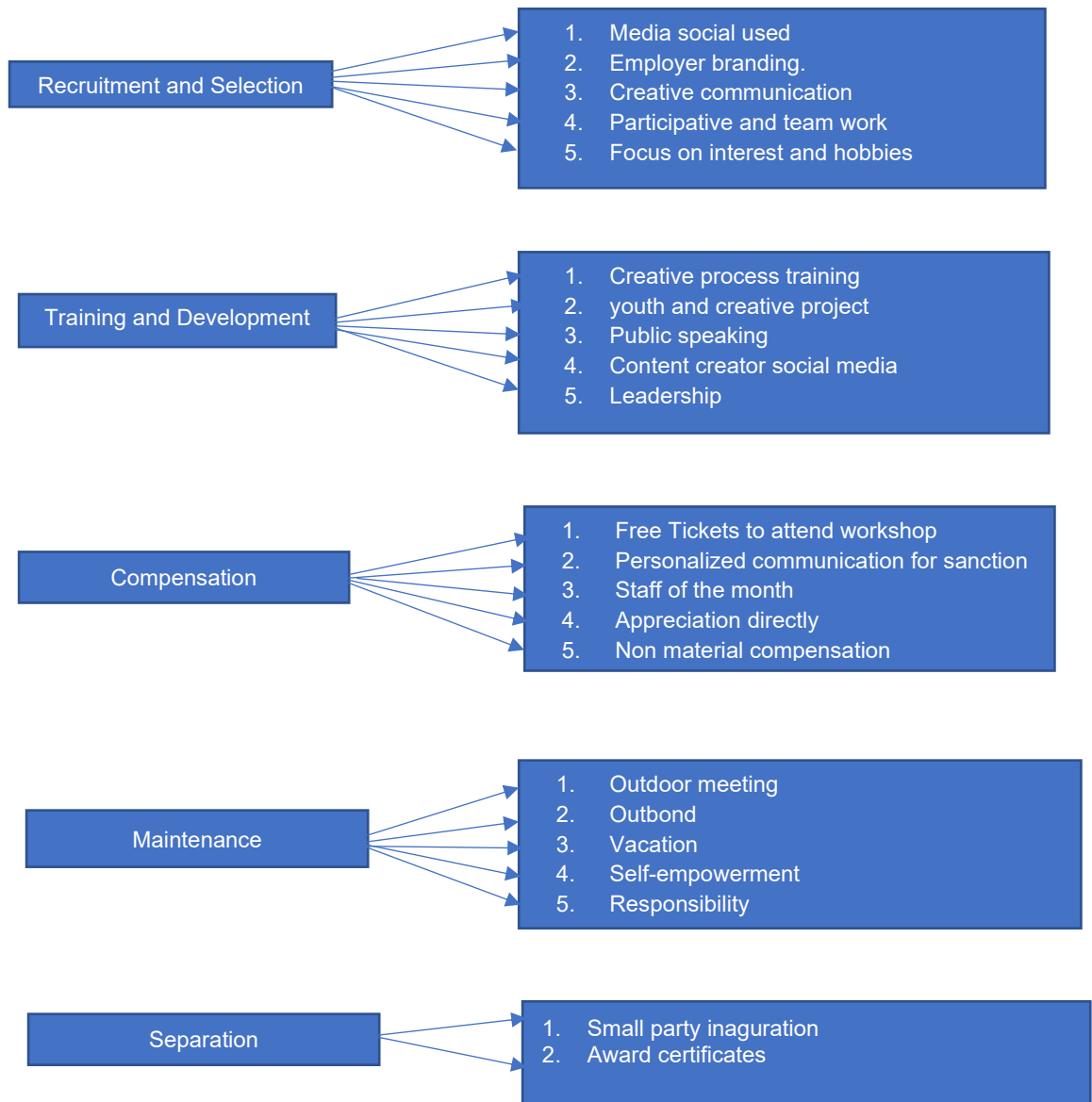
This research was conducted by asking several questions related to the practice of Human Resource Management in Student Organizations ranging from recruitment and selection, training and development, compensation, maintenance and separation with 11 speakers who have been determined and the results are obtained in the table below:

Table 4.2 Description Interview Results

No	Question	Answer	Interview	HRM Practices
1	How to models of recruitment and selection in student organizations?	Media social used	All Sources	Recruitment and Selection
		Employer branding.	All Sources	
		Creative communication	N1,N6,N9,N10	
		Interview	All Sources	
		Participative and team work	N1,N4,N10	
2	How to model the practice of training and development being done in organization?	Focus on interest and hobbies	N1,N4,N5,N6,N9,	Training and Development
		Creative process training	N1,N4, N5, N6, N9, N10	
		Youth and creative project	N2, N3, N7, N8	
		Public speaking	N1, N3, N5	
		Content creator social media	N7, N9, N10, N11	
3	How to model the practice of compensation given to members in the student organization?	Academic	N6, N7	Compensation
		Leadership	N1, N3, N4, N10	
		Free Tickets to attend workshop	N2, N5, N8, N9	
		Personalized communication for sanction	N6, N10, N11	
4	How to model the practice of reward given to members?	Staff of the month	N6, N7, N10	Maintenance
		Appreciation directly	N2, N3, N8, N9	
4	How to models practice for	Non-material compensation	N1, N3, N4, N5, N7, N8,	Maintenance
		Outdoor meeting	N3, N4, N5, N6, N7, N9	
		Outbond	N1, N3, N6	

5	eliminate boredom member activities organized?	Vacation	N2, N4, N6, N7
		Self-empowerment	N1, N5, N9, N11
		Responsibility	All Sources
	How to models practice of appreciation to members when the term of office runs out?	Small party inauguration	N4,N5,N7
		Award certificates	All Sources
			Separation

Based on the findings above, Human Resource Management practices based on gamification can be interpreted as the implementation of human resources practices starting from recruitment and selection, training and development, compensation, maintenance, and separation by making these practices more have fun, relaxed, and informal. series of HR policies are carried out on a game basis but in a non-game context. While the conceptual building model obtained is as follows:



#### 4.3 Discussion

Based on the findings from the research results obtained, there are 24 gamification-based HR practice models in student organizations from 11 informants who have been determined below are described as follows the results of the 22 answers

- The first HRM practices on recruitment and selection. From this stage found HRM practices based gamification 5
  1. Social media used this case refers to the process of dissemination of information about recruitment made it interesting and posted by utilizing features in Instagram which will facilitate information Spread. This is in accordance with the standards gamification is a creative and innovative manner by (Brown and Martin, 2015).
  2. Employer branding is a way for a company to show that the company has a good image. This is done by providing information related to the recruitment process more *activities, have fun and interesting* and fun way according to (Brownhill, 2013) (Brown and Martin, 2015).
  3. Creative communication, because in the process of delivering information to prospective new members it is packaged in a simple, relaxed, and fun way for members of the organization according to the characteristics of the millennial generation who like something relaxed but fast-paced and instantaneous. so that it is in accordance with the gamification standards used in this study according to (Werbach and Hunter, 2012) and (Challan, et al., 2015).
  4. Participative and team work, It refers to the systematic implementation of the concept of gamification generated fun and interesting because as the concept of the game so that it is in accordance with the standards adopted pursuant gamification (Brownhill, 2013).
  5. Focus on interest and hobbies, It is because in the process is done in a fun and more impressed have fun. So that is included in the standard gamification used by (Werbach and Hunter, 2012) and (Brownhill, 2013). It refers to the systematic implementation of the concept of gamification generated fun and interesting because as the concept of the game so that it is in accordance with the standards adopted pursuant gamification (Brownhill, 2013).
  
- The Second HRM practices on Training and Development there are 5 Based HRM practices gamification
  1. Creative process training is gamification concept which is in the process in design interesting and fun so that members do not feel bored when following the apprenticeship process. So the apprenticeship process in accordance with the gamification criteria that has been set by (Brownhill, 2013).
  2. Youth and creative project is a concept that uses gamification because it is made as relaxed and simple as possible so that it makes members happy. Each member of the student organization is given the freedom to make new projects according to their ideas. This is in accordance with the gamification standard by (Challan, et.al, 2015).
  3. Public Speaking is a gamification concept because in the process of public speaking it is carried out casually and informally so that it is in accordance with predetermined criteria (Challan, et.al, 2015). Each member is given directions to make the atmosphere more interesting by using a storytelling style
  4. Social media for content creators is a gamification concept because events are packaged informally by bringing in clever members as teachers so that the event is packaged casually and informally so that it meets one of the gamification standards by (Challan, et. Al, 2015). So, everyone responsible for providing information on social networks. The creator of posts on social networks manages general content, writes posts according to a brand's voice and social strategy and responds to users and followers
  5. Leadership is concept of gamification, because in these activities conducted in a relaxed and happy as possible members feel during the event. So that it meets the

standards gamification is used by (Challan, et.al, 2015) and Werbach and Hunter, 2012) because in these activities conducted in a relaxed and happy as possible members feel during the event. So that it meets the standards gamification is used by (Challan, et.al, 2015) and (Werbach and Hunter, 2012).

- HRM practices third are compensation, there are 6 HRM practices based gamification:
  1. Free Tickets to workshop is gamification concept workshop because giving these tickets can create a sense of pleasure for members so that they can increase their creativity during organization so that they are in accordance with predetermined gamification standards (Werbach and Hunter, 2012) and (Brown and Martin, 2015) . When participating in many workshops, members of student organizations who are millennial generation will add insights related to student organizations
  2. Personal communication for sanctions through the media and personal Whatsapp is a gamification concept because the way it is organized is different from conventional concepts which are usually done by giving a scary piece of paper. when using one-on-one communication will make members feel more comfortable and less stressed. So that it will suit the millennial generation where they like something related to technology. so that this concept is included in the gamification category taking care of one of the predetermined gamification standards, namely changing an activity Creating more activities for fun and interest (Brownhill, 2013)
  3. Staff on the month is an appreciation by uploading a photo on Instagram is the concept of gamification. This is in line with the nature of the millennial who prefer to use social media Instagram to support the needs and entertainment media for the day - day. In addition, it is reported that way to upload photos edited attractive done possibly, so that it meets the standards gamification by (Brown and Martin, 2015).
  4. Appreciation directly is gamification concepts directly to make members feel valued, giving rise to a sense of fun that is in accordance with gamification standard that has been set by (Werbach da Hunter, 2012). 6) Gathering is the concept of gamification because it is packaged in a fun to members so that it meets the gamification standard that has been set by (Werbach and Hunter, 2012).
  5. Non material compensation is the concept of gamification because it is packaged in a fun to members so that it meets the gamification standard that has been set by (Werbach and Hunter, 2012).so that each member strengthens the friendship and kinship between members of one another and strengthens the work of members in the organization.
- The fourth HRM practice-based gamification is Compensation: There are six practice models:
  1. Outdoor Meetings are a form of gamification because holding meetings outside will make the atmosphere in the organization fresher so that they are able to find new ideas that will make members feel happy because this gamification meets the standards set in Carry out activities informally so it seems more relaxed (Challan et al., 2015) and Gamefullnes experience in a non-game context (Seaborn and Fels, 2015)
  2. Outbound is a gamification concept because the concept used in the morning is relaxed intimacy and fun as a forum for members to gather to comply with the gamification standards that have been set (Challan, et.al, 2015) and (Brownhill, 2013). The outbound concept is carried out to foster good communication skills with other people as well as to train independence and leadership or leadership in an organization that is important for the millennial generation
  3. Holiday is a gamification concept for holiday that is made to please members and in casual holiday events so that it is packaged according to predetermined criteria according to gamification (Challan, et.al, 2015) and (Werbach and Hunter, 2012). Holiday activities are carried out to increase and strengthen the relationship between members. Differences of opinion and pressure both from and outside the organization that usually occur can be slightly eliminated in the hope that returning from refreshing



there will be brilliant ideas and ideas in order to improve organizational performance and programs.

4. Self-empowerment is the concept of gamification, because in the sense that relaxation is carried out in accordance with gamification standards by carrying out activities informally so that it seems more relaxed (Challan, et.al, 2015). Self-empowerment is done by giving assignments to each member according to their passion casually without coercion.
  5. Responsibility is the concept of gamification because responsibility is carried out on each member to be involved in ongoing activities. giving responsibility is made fun so that it can make members in the scope of the organization happy so that it is in accordance with the predetermined standards of the gamification concept (Werbach and Hunter, 2012)
- The final practice of separation, there are two HRM-based gamification practices, namely:
    1. Small party inauguration is a gamification concept because in the process it is carried out in a relaxed and informal manner with eating - eating and singing events as a form of gratitude given to members when the term of office in an organization is over. innovative in accordance with gamification standards (Brown and Martin, 2015)
    2. The award certificate is a gamification concept. This refers to the process of giving a certificate that is easily inserted into a link and then shared in the whatsapp group so that this will make it easier for members to obtain certificates. This is in accordance with the gamification standard, which makes it easier for users to engage and integrate with digital, making it easier for people who are involved in this in accordance with (Huotari and Hamari, 2012).
  - There are 2 processes that are not included in the concept of HRM based gamification in student organization form recruitment & selection process and training & development
    1. The selection process using direct interviews conducted within student organizations does not constitute a gamification concept. This happens because the processes / activities carried out do not meet the gamification standards.
    2. Academic development process is not a gamification concept, because based on the results of the answers from the two speakers, different statements are produced in the process of developing the academic program. In addition, the process carried out, there is no answer that shows the standard of the gamification concept used.

## **5. CONCLUSION**

The problem in this research is that there are two objectives of this research to understand HRM-based gamification practices and policies in student organizations and to build a gamification conceptual model based on HRM practices in organizations. Based on the results of research that has been conducted on 11 sources, the following results were obtained:

- Human resource management-based gamification can be defined as the implementation of Human Resources practices starting from Recruitment and selection, training and development, compensation, maintenance, and separation by making these practices more pleasant, relaxed and informal. The series of HR policies are carried out on a game-based basis but in a non-game context.
- There are 22 model practice of human resources management based gamification in student organization in universities from recruitment and selection, training and development, maintenance, compensation, separation. the practice are Media social used, Employer branding, Creative communication, Participative and team work, Focus on interest and hobbies, Creative process training, Youth and creative project, Public speaking, Content creator social media, Leadership, Free Tickets to attend

workshop, Personalized communication for sanction, Staff of the month, Appreciation directly, Non material compensation, Outdoor meeting, Outbond, Vacation, Self-empowerment, Responsibility, Small party inauguration and Award certificates

### 5.1 Limitations Future Research Agenda

The research was conducted using qualitative methods and succeeded in obtaining 11 resource persons who were targeted at student organizations in private universities. Future research is aimed at exploring the use of Human Resource Management (HRM) practices based on gamification in student organizations in Indonesia. Future research also needs to be carried out not only limited to private universities but also in other universities in a wider scope and within the scope of the company so that it can be studied to test the conceptual model using quantitative methods besides this research can test the effectiveness of this concept against HR satisfaction or organizational performance

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