

Organizational socialization in remote-working companies

Enhancing company onboarding through gamification

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Abstract

Organizational socialization concerns the process of which a newcomer gradually adjusts and becomes integrated into an organization, as a functional member. The literature indicates that this is a process that, if done correctly, can see great many benefits to any organization dedicating time and resources developing and implementing a well-designed plan. Onboarding is often referred to as the tool that facilitates this process and is popularly designed and implemented as an HRM-initiative. Research and studies indicate that organizations failing to commit to a such practices are likely to experience lower levels of job satisfaction and motivation, and higher levels of turnover. However, some work-settings will naturally present a greater challenge in terms of socialization, and amongst them are companies utilizing a remotely located workforce. While the tremendous leaps of technological advancements have drastically improved the aspects of remote work, research still indicates that organizational socialization is better achieved through face-to-face interactions. This paper will use the literature on organizational socialization to design a company project with the goal of developing a project with the purpose of enhancing the onboarding plan and, ultimately, improve the socialization process of a company with the majority of their work force being remotely located across Europe, North-America and Asia. By analyzing the company's current onboarding plan and collecting data from its members, with a strong manifestation in the literature and great emphasis on gamification, the blueprint for a computer-based program with the expectations of greatly improving the newcomer's adjustment time to socialization outcomes, was designed.

Key words: Organizational socialization, onboarding, remote work, gamification

Resumo

A socialização organizacional é sobre o processo no qual um novo trabalhador gradualmente se ajusta e se integra a uma organização, como um membro funcional. A literatura indica que este é um processo que, se feito corretamente, pode trazer muitos benefícios para qualquer organização que dedique tempo e recursos para desenvolver e implementar uma estratégia bem projetada. Onboarding é frequentemente referido como o instrumento que facilita este processo e é popularmente concebido e implementado como uma iniciativa de gestão de recursos humanos. Estudos indicam que as organizações que não se comprometem com essas práticas provavelmente experimentarão níveis mais baixos de satisfação e motivação no trabalho e níveis mais altos de rotatividade. No entanto, algumas configurações de trabalho naturalmente apresentam um desafio maior em termos de socialização, e entre elas estão as empresas onde os trabalhadores trabalham remotamente. Enquanto os avanços tecnológicos melhoraram drasticamente os aspectos do trabalho remoto, estudos ainda indicam que a socialização organizacional é melhor através da interação em pessoa. Este estudo utilizará a literatura sobre socialização organizacional para desenhar uma estratégia empresarial com o objetivo de desenvolver um plano com o objetivo de melhorar o plano de integração e, em última análise, melhorar o processo de socialização de uma empresa com a maioria de sua força de trabalho localizada remotamente em diferentes continentes, como Europa, América do Norte e Ásia. Ao analisar o atual plano de integração da empresa e coletar dados de seus membros, combinado com literatura e estudos relacionados, e com foco em gamification, o modelo para um programa baseado em computador com as expectativas de melhorar muito o tempo de ajuste e os resultados de socialização para novos trabalhadores, foi projetado.

Palavras-chave: Socialização organizacional, onboarding, trabalho remoto, gamification

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1 Introduction

Today, the frequency for employees changing their workplace is occurring to greater extent than before (Bureau of labor statistics, 2016) for various reasons. Some seek new career opportunities, but some quit due to unmet expectations, whilst some are simply let go for not ascending to the desired company standards. Employee turnover presents organizations with a difficult problem because of the high costs associated with finding, hiring, and training new employees as well as the adverse effects on the morale of the remaining employees (Boe, 2010; Boleman & Deal, 2008; Griffeth et al., 2012; Mitchell et al., 2010; Nelson & McCann, 2010; Taplin & Winterton, 2007). The process of Organizational socialization and its facilitation in a company can counteract such turnover, as neglecting to socialize newcomers has been shown to have substantial negative impacts, with the newcomers frequently showing high levels of unmet expectations and, ultimately, this being associated with poor attitudes and negative behaviors, including higher levels of turnover (Wanous and Colella, 1989; Wanous, 1992). Organizational socialization (from here on referred to as OS) is the process by which an individual acquires the social knowledge and skills necessary to assume an organizational role (Van Maanen & Schein, 1979).

For a company to adapt and overcome whatever obstacle it faces, their employees have to be aligned with the vision and core values of the company. With workplaces having more interventions and becoming ever so exposed to frequent changes, e.g. projects on an individual level and mergers on an organizational level (Steers, et al., 2004), it requires additional adjustment (socialization) as they are cross-functional, hierarchical, and inclusionary boundaries (Van Maanen & Schein, 1979). In their summary process model of socialization, Bauer and Erdogan (2011) present three stages in time with *upon entry, adjustment, and outcome*. Upon entry includes the newcomer characteristics, newcomer behavior, and organizational efforts. This will be detailed in the literature review.

However, getting every employee aligned is easier said than done, as this is a process that in most cases require valuable time and resources, and it needs to be facilitated by the organization. Onboarding refers to the process that helps new employees learn the knowledge, skills, and behaviors they need to succeed in their new organizations (Bauer & Erdogan, 2011). First and foremost, an organization needs its newcomers to function accordingly (Fieldman, 1976) through learning the organizational values, norms, resource networks and politics (Bauer et al., 1998; Brass, 1985; Louis, 1980, 1990). Secondly, the individuals entering a new organization, are hired to contribute in terms of individual, team and

organizational performance criteria (Cooper-Thomas & Anderson, 2006). According to research, the process of socialization is important in the sense that it affects the adjustment of new employees in terms of their effectiveness, job satisfaction, organizational commitment, and organizational withdrawal (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007). As explained by Bauer (2010), the ultimate failure of onboarding is the withdrawal of potentially good employees. Losing an employee who is underperforming or is a poor fit may be an acceptable outcome, but losing employees because they are confused, feel alienated or lack confidence indicates inadequate onboarding.

With the massive leap in technological advances made over the last two decades, it adds to the ever-increasing possibilities and alternatives that E-applications can be used for business improvement and flexibility. In fact, considering the technology available to the market, in theory – a great amount of companies could have many of its employees working remotely. This can grant companies, and especially startups, with benefits and flexibility, like reduced expenses in terms of office space and inventory.

Globuzzer is such a company. A social media startup with only one physical office but with members spread across the world, working remotely from their home, cafés, libraries, etc. As this paper will discuss, one can argue for the pros and cons of a “nomad” or remote work-lifestyle. But regardless of whether or not a remote-work lifestyle for company employees is ideal or not, the technological advances have at least given businesses the opportunity to be flexible towards their employees. Remote work can be a new lifestyle for many as it certainly differs from going to a company office. Companies with a workforce that mainly consists of (and hires) remote workers, should prioritize having a structured onboarding plan to achieve their desired OS-outcome of their members.

The first part of the paper will discuss the fundamental literature of OS to understand the dynamics of the process, and additionally include studies on remote work and computer-based orientation.

The second part of this paper will describe and analyze the situation of Globuzzer, with the goal of designing a company project that will be implemented as a part of their onboarding plan. The main purpose of this project is to develop a computer-based program that will contribute in terms of newcomers being efficiently and successfully adjusted from being an outsider to insider. In order to achieve this, the author conducted a pilot study to recollect contents for the design of the onboarding program.

2 Literature Review

In their article, Bauer and Erdogan (2011) presents a summary process model of socialization which will act as one of the two bases for this project's literature review and the eventual, practical proposal for the company. However, before reviewing their model, this paper will make a minor distinction between the terms *organizational socialization* and *onboarding*. Although Bauer and Erdogan's (2011) definition of organizational socialization (*organizational socialization, or onboarding is a process through which new employees move from being organizational outsiders to becoming organizational insiders*) somewhat indicates that onboarding is the same as OS. This paper however, will make the distinction that OS is the overall process that occurs as a newcomer become an organizational insider, and that onboarding is the plan that organizations implement to help newcomers meet the expected standards.

The definitions are fairly similar but onboarding will in this paper be referred to as the practice (often issued by human resource management) that facilitate the newcomer's OS – process from entry through the adjustment, into becoming an insider.

Regardless of the terminology, when all is said and done: the faster newcomers feel welcomed and prepared for their new job, the faster they will be able to successfully contribute to the firm's mission (Bauer, 2010).

2.1 The summary process model of socialization

This paragraph will explain the parts of the socialization process model to get a better grasp of why it will be crucial for the company project. This paragraph will also include other findings and contributions from the literature that directly or indirectly contribute to this model

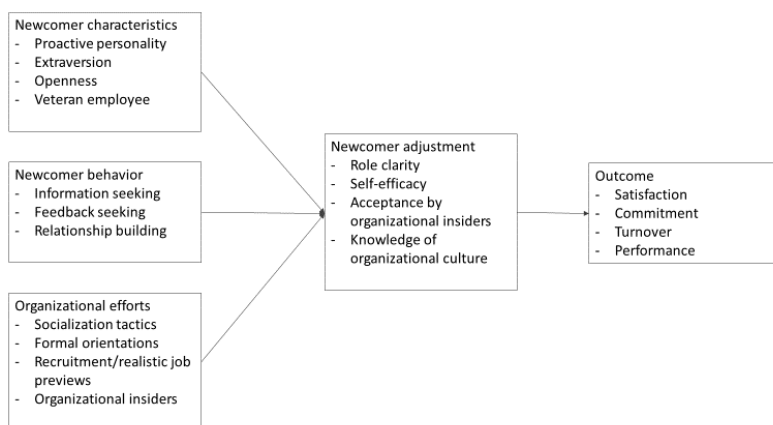


Figure 2.1: The summary process model of socialization

This model presents a general overview, through the accumulation of study and research of this topic, of the OS process that occurs between a new employee and his or her respective organization. Upon entry, the authors examined these factors by defining three categories: new employee characteristics, new employee behaviors and organizational efforts.

2.1.1 Employee characteristics and behavior

New employee characteristics includes Big Five personality traits, proactive personality and the experience of new employees (veteran employee). According to Saks & Ashford (1996) certain personality traits and characteristics helps newcomers adapt more quickly into their new organization.

Prominently, the *proactive personality* trait tends to be the most dominant characteristic as proactive employees have a desire to control their environment and therefore demonstrate proactive behaviors that enhance socialization (Bauer & Erdogan, 2011). What this indicate is that employees with this trait will for example in an attempt and desire to learn, seek out information, network, ask questions and observe the environment in order to gain some sort of control. What these activities eventually will lead and contribute to is the steps of socializing and going from an organizational outsider to an insider. The authors also refer to a research showing that the proactive personality trait is related to role clarity, work-group integration, political knowledge, task mastery and socialization outcomes, all defined as adjustment variables (Kammeyer-Mueller & Wanberg, 2003).

The Big Five factor model (openness to new experiences, conscientiousness, extraversion, agreeableness, neuroticism) is according to research, also an aspect which is linked to organizational socialization (Bauer & Erdogan, 2011). Researchers point out that specifically extraverts and inventive/curious (openness to experience) show higher level of adjustment. Kammeyer-Mueller & Wanberg (2003) states that employees with these Big Five factors, shows higher level of adjustment because of their willingness to seek information and feedback, building relationships, and positively framing new situations as opportunities rather than threats.

According to Bauer & Erdogan (2011), *the experienced new employees* (or the veteran employee) tend to go through a notable different process of adjustment due to their previous work experience, and especially experience when it comes to changing jobs. They use their

gained knowledge and experiences to adapt to their new workplace while not relying too heavily on their new organization.

Moving on from the new employee's characteristic to his or her behavior, while it is the organization's task to set the stage for new employees to adapt into the ranks efficiently, new employees are just as much of an active participant of the process and can display the type of behavior that will clarify expectations (of them), learning organizational norms and values, and being accepted by their team. As previously indicated, *information seeking* is a key behavior for adjustment. This can simply be done through asking questions to colleagues or supervisors, observation, read information from websites/brochures/company literature, and according to Bauer et al. (2007) and Morrison (1993a, 1993b), the frequency of active information seeking is related to new employee adjustment and important work attitudes and behaviors.

Given that in many instances, a newcomer will probably lack the understanding of the organizations context, seeking feedback from organizational insiders is undoubtedly helpful. It can sometimes be hard for a newcomer to understand interpret positive or negative reactions from fellow colleagues, as well as knowing whether or not if he or she is performing as expected and living up to company standards. Organizational efforts will be discussed in the next section, but Gruman et al. (2006) states that similarly to information seeking, feedback seeking tends to benefit employees even in the absence of institutionalized socialization on the part of the organization.

The final behavior, and arguably the most important one, is that of *relationship building*, or networking. A longitudinal study showed that 35% of managers fail when starting in a new job, and as a result of this, are either fired or leave voluntarily within 1.5 years (Bauer & Erdogan, 2011). The main reason for their departure is reported to be because of failing to establish effective relationships with their colleagues. This accounts for 60% of those managers that quit (A. Fisher, 2005). On the other hand, successful relationship building with colleagues is found to be a foregoing factor for socialization outcomes such as satisfaction and performance (Ashford & Black, 1996; Bauer, Erdogan, Liden, & Wayne, 2006; Kim, Cable, & Kim, 2005; Wanberg & Kammeyer-Mueller, 2000).

2.1.2 Organizational efforts

The third aspect of the entry phase is organizational efforts. In their model, Bauer & Erdogan includes factors as organizational tactics in terms of socialization and orientation programs,

realistic job-previews given to newcomers, and the contribution from organizational insiders. Orientation programs are usually characterized as a singular event in an onboarding plan, providing basic/need-to-know information to the newcomers during that event (e.g. first day at work).

Socialization tactics

Regardless of socialization tactics applied, Bauer and Erdogan (2011) makes the case that formal orientation program helps new employees understand the company culture and introduces them to their new roles and coworkers. Formal orientations refer to programs consisting of lectures, videotapes and written materials (handbooks), etc. For example, to help employees feel welcomed while learning them about the company goals, vision, values and culture. The research of Klein and Weaver (2000) indicates that orientation programs are helpful tools in teaching about company goals and history as well as its communication structure. The formal orientation can also be very useful in making a powerful first impression for the newcomer during his or her first day. Bauer (2010) states in her list of best onboarding practices that making the newcomer's first day special matters. The most important day for a newcomer in a new job is the first day, and the impression can be positively enforced through e.g. warm greetings, CEO taking him or her to lunch, etc. Bauer (2010) continues to state that research shows that the trajectory for newcomer success is set as early as the first two weeks and that many hourly workers decide not to come back if experiencing a disappointing first day.

However, in order to get a greater glimpse of the spectrum that is socialization tactics, it is futile without discussing the work of Van Maanen and Schein (1979) and what Jones (1986) later added to their work. As far as organizational tactics go, Van Maanen & Schein's (1979) work was a groundbreaking advance for the study of OS theory and stands valid to this day. The authors presented these six dimensions of socialization tactics used by organizations to integrate newcomers:

- Collective vs individual
- Formal vs informal
- Sequential vs random training steps
- Fixed vs variable sequencing of training
- Serial vs disjunctive tactics regarding insider help
- Investiture vs divestiture

The collective vs individual dimension is, simply put, whether the organization socializes newcomer(s) in groups or individually. A common example here could be a big and established company that hires seasonally, once at the end of the summer and right after New Year's Eve. Naturally, all of the newcomers would be hired at the same time, more or less, and therefore an ideal setting to orient them in groups. On the contrary, a company that hires whenever there is need for extra manpower, will obviously run with an individual approach.

The second dimension, formal vs informal, concerns the segregation of newcomers from organizational insiders. Formal orientation will be discussed in greater detail in the next section, as this approach is seen to bring more positive outcomes than an informal one (Bauer & Erdogan, 2011). Here, it is common for the newcomer to be introduced to both job and colleagues step by step. The informal way of arranging the socialization process, is done by "keeping a distance" between the newcomers and the insiders. This approach will also be discussed to some extent in the analysis of the work of Cooper-Thomas and Anderson (2006) in regards to how the aspect of learning plays a major part in an OS-process. However, to give a brief view of a potential purpose that can justify using the informal approach, is for the organization to have greater level of control when newcomers enter the organization. To achieve this level of desired control, the organization will use sanctioned means to get newcomers onboard in a desired way, with ultimately, the desired OS outcome. The organization will be able to deliver their message of for example goals, values, ethics, company standards, etc. without the risk of newcomers being exposed to insiders with a conflicting view towards the organization that can influence and affect the newcomers at an early stage.

The next tactic, sequential vs random tactics, concerns whether there are steps of stages or a clear sequence during the OS process. The assumption of the newcomer's role will (most likely) be reached through various steps (i.e. introduction, task-orientation, workshops, etc.) along the way, when going with the sequential tactic. With random tactics, as the name suggests, this process is likely to have a more changing sequence, being more ambiguous, or simply unknown (Tuttle, 2002).

Fixed vs variable tactics refers to the time frame that the organizations set for their OS process, where fixed tactics follows an established timeline/calendar with clearly defined expectations for the newcomers to see when they are expected to have adjusted and/or mastered their new role. As for the variable tactics, the time frame for adjustment is not

specified but the newcomer's progression through this process is what the organization considers unique (Tuttle, 2002).

The fifth dimension, serial vs disjunctive tactics, decides whether or not the newcomer has a role model to follow and learn from or not (Tuttle, 2002). Serial tactics can often be seen as a buddy program at universities, when freshmen (1st year students) have their orientation week, they are often lead by sophomores (2nd and even 3rd year students) and they learn about the university and being a student there, through their buddies.

The final dimension, investiture vs divestiture tactics, concerns whether or not the organization will support the newcomer's profile, or attempts to "break" the individual's identity and any prior socialization experiences (Tuttle, 2002). Investiture tactics accepts the newcomer's identity, experiences and knowledge, and skills, to further build on these traits. On the contrary, divestiture tactics attempts to strip the newcomer from his or her former self and then try to reconstruct them. This can often be seen as a tactic in any military unit, especially the French foreign legion, where the recruits are basically reborn and molded as a new individual fitting with the values of the army. Another term for this tactic is initiation.

Institutionalized vs individualized OS

Adding to Van Maanen and Schein's theory however, Jones (1986) classified these tactics as either institutionalized or individualized tactics due to the dimensions being pole-opposites. According to Jones, the newcomers are encouraged to passively accept established roles, and thereby living up to the status quo when undergoing the institutionalized socialization tactics (collective, formal, sequential, fixed, serial, and investiture). On the other side of these tactics pole, the individualized socialization tactics (individual, informal, random, variable, disjunctive, and divestiture) encourages newcomers to examine and challenge the status quo while developing their own approach to their roles (Ashford, et al., 1997).

On a general note, institutionalized tactics is occurring when a company utilizes a step-by-step approach to teach newcomers' their roles in the organization as well as the organizations norms and how to behave in the confines of these norms. Institutionalized tactics are in most cases designed as a host of cohorts consisting of several initiation experiences, while being isolated from organizational insiders. This process is sequential and it follows a schedule with predetermined activities, and after the initiation experiences, it is common for organizational insiders to act as role models/mentors to help the newcomers adapt to the new system (Bauer & Erdogan, 2011).

The individualized tactics, often referred to as the sink or swim-method, which essentially indicates that the newcomer is thrown into action right away, encouraging them to learn the ropes by themselves (Bauer & Erdogan, 2011). The informal method might come across as less welcoming compared to its pole-opposite but this is where the characteristics and behaviors of the newcomer determines the overall outcome of the OS process. For example, an information seeking, veteran employee with years of experience in terms of both concrete job/task expertise as well as previously having experienced the trials of entering a new work place, can be perfectly fine with an informal tactic.

Obviously, one can argue that there are benefits with both approaches. With the individualized approach, newcomers are not only encouraged to, but for the sake of adaptability, forced to engage with the company by assuming a proactive role to understand the company and establish working relationships with colleagues. On the other hand, with institutionalized tactics, the company will set the stage and control the newcomer's adjustment and the learning process to greater extent.

Research (Bauer et al., 2007; Saks, Uggerslev & Fassina, 2007) gives a strong argument for institutionalized tactics: when newcomers go through such a process, they tend to experience higher level of organizational fit, positive job attitudes, and lower levels of turnover, versus those newcomers going through an individualized tactic. On the other hand, however, Ashford and Saks (1996) stated that institutionalized tactics is negatively related to role innovation, while individualized tactics are reported to have a positive impact on the newcomers' approach in adopting a more innovative orientation towards their responsibilities (N.J. Allen & Meyer, 1990; Jones, 1986). This tactic may limit the creativity of employees as they are expected to apprehend the status quo. Individualized tactic is likely to encourage the opposite, where employees demonstrate their own personality and values to a greater extend rather than fitting in with the culture.

Recruitment and realistic job previews

A very important aspect of organizational efforts in a socialization process is the recruitment practices, as a successful recruitment system identifies the best and desired candidate for both the job itself and how the candidate will fit the organization. This however, from an ideal/successful OS-standpoint, is best achieved if the company provides the candidate with realistic job previews. Recruitment-related activities are likely to help newcomers make realistic expectations and prompt anticipatory dealing methods (Rhynes, 1989), therefor

newcomers' perception of the recruitment practices' quality have been linked to favorable socialization outcomes such as organizational commitment (Caldwell, Chatman, & O'Reilly, 1990). Failing in providing potential newcomers with a realistic job preview might affect the newcomer's loyalty to the company, or worse yet, quit sooner than expected. An example of this is if a potential candidate is presented with a certain job description by the recruiter prior to entry but is presented with something new or unexpected at entry. This can easily be avoided through a transparent process of informational exchange through the recruitment process. Internships is a very useful and cost-efficient method to achieve a realistic job preview, as well as an acting (extended) recruitment process before the intern becomes hired fulltime. According to some research, companies that provides large amount of accurate information of the job and company to their prospects, shows a tendency of better adjustment when hired (Kammeyer-Mueller & Wanberg, 2003; Klein, Fan, & Preacher, 2006).

Organizational insiders

The final aspect of organizational efforts is utilizing organizational insiders to provide support/mentorship to newcomers, teaching about the organization, helping with job instructions and giving advice, as well as offering social support (T.D. Allen, Eby, & Lentz, 2006). The importance of organizational insiders and the importance they play in a successful socialization process cannot be understated, and it is one of the most significant discoveries within the field of organizational socialization (Chatman, 1989, 1991; Kammeyer-Mueller & Wanberg, 2003; Major, Kozlowski, Chao, & Gardner, 1995; Ostroff & Kozlowski, 1993). Newcomers with mentors are more likely to have learned the key values of their organization's culture after attending social events and spending time with a mentor, than those without (Chatman, 1991; Ostroff & Kozlowski, 1993). Mentor programs and similar activities offer great opportunities for important interactions with organizational insiders where the newcomers can receive adequate information for an easier adaption to the new work environment (Cawyer & Friedrich, 1998).

2.2 Newcomer adjustment

This stage of the model indicates how well a newcomer has transcendent from being an organizational outsider to becoming an organizational insider. Even though newcomer adjustment, also referred to as newcomer accommodation, in the literature has a number of concepts that may or may not indicate success, this model focuses on the following four (key)

variables; role clarity, self-efficacy, acceptance by organizational insiders, and knowledge of organizational culture.

According to Adkins (1995), role clarity is considered to be one of the most consistent predictors of job satisfaction and organizational commitment during the socialization process. It is a good indication of how well adjusted a newcomer feels about the job itself, and when a newcomer understands his or her occupied role, higher role clarity is indicated. To further illustrate this adjustment variable, an (new) employee with lower role conflict is related to positive socialization outcomes (Bauer et al., 2007; Kammeyer-Mueller & Wanberg, 2003; Saks et al., 2007).

Second variable is self-efficacy. This refers to the degree of confidence that employees possess in regards to their job. Research has shown that self-efficacy and similar concepts, such as task mastery, are highly related to socialization outcomes, such as organizational commitment, satisfaction, and turnover (Bauer et al., 2007; Kammeyer-Mueller & Wanberg, 2003).

Emphasizing on the importance of organizational insiders, their acceptance towards newcomers is a very important factor, as it is important for newcomers to feel socially comfortable and accepted by their peers and superiors (Bauer & Erdogan, 2011). Research has for example showed that a newcomer integrating into a work group is positively related to several socialization outcomes, such as greater commitment and less turnover (Kammeyer-Mueller & Wanber, 2003) and that high-quality relationships with team members and leaders alike, are related to favorable socialization outcomes (Major et al., 1995).

The fourth and final variable is the knowledge of the organizational culture. Research has shown that understanding organizational politics, its goals and values, and work jargon and language, are important indicators for employee adjustment and are associated with outcomes such commitment, satisfaction and turnover (Chao et al., 1994; Klein & Weaver, 2000). Despite these outcomes being considered distal by the authors, it is still treated as a key aspect of employee socialization when understanding the organizational culture and how it works.

2.3 Outcomes of socialization

Despite different studies examining different outcomes, a large body of studies presents the emergence of socialization outcomes, respectively being job satisfaction, organizational commitment, turnover, and performance (e.g., Ashford & Black, 1996; Bauer & Green, 1998;

Bauer et al., 2007; Kammeyer-Mueller & Wanberg, 2003; Wanberg & Kammeyer-Mueller, 2000). In many cases, these socialization outcomes were measured longitudinally, several months after the adjustment outcomes or other antecedents were collected (e.g., Major et al., 1995; Wesson & Gogus, 2005) and can therefore be referred to as “trajectories”.

2.4 Adjustment trajectory

There is no concrete answer that can exactly identify newcomer adjustment trajectory. As previously mentioned, the newcomer success trajectory can occur as early as within the first couple of weeks to around month 6-9 (Bauer, 2010). This has long been a consistent concern for OS-researchers (Bauer & Erdogan, 2011) which have failed to identify the time dimension (Fisher, 1986). According to Fisher (1986), OS is a dynamic process in which individuals and organizations change over time. In her paper, Bargues (2012) also acknowledges that OS is a dynamic process (through which both individuals and organizations evolve over time), and in her data collection timeframe, the data from newcomers’ socialization process into a French SME was collected one month from first day, then another round of collection two months after that again.

In an article by Roy Maurer (2015) in the society for human resource management, he refers to a study showing that 86% percent of the participants (being organizational newcomers) felt that the decision to stay with their new organization was made around the half year mark. This can suggest that 6 months is a good indicator for the duration of a socialization/onboarding process. Though the trajectory is hard to pinpoint, researchers (Bauer, 2010) advice to include milestones to their onboarding due to the acknowledgment of OS being a dynamic process evolving over time, suggesting a 3-month interval from entry throughout the year.

2.5 Learning as a strong predictor for OS-outcome

In their paper, Cooper-Thomas and Anderson (2006) presents their model: a multi-level learning-focused model of OS, presenting three main aspects of learning: success indicators, learning domains, and learning sources

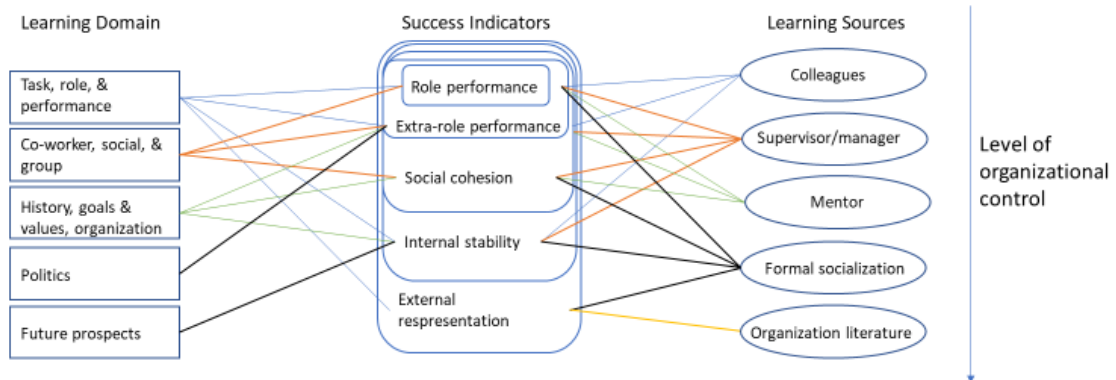


Figure 2.5: Multi-level learning-focused model of OS.

This model presents an illustrative map of how learning, as a critical main element to OS, contributes to success outcomes of OS. Learning is in this model divided into learning domains (task, role and performance; co-worker, social and group; history, goals and values, organization; politics; future prospects) and learning sources (colleagues; supervisor/manager; mentor; formal socialization; organizational literature). As the model depicts, both the learning domains and learning sources effects one or more of the levels of success indicators (role performance; extra-role performance; social cohesion; internal stability; external representation) in coherence with the degree of organizational control (see figure 2.5). As an example, organizational literature is sanctioned by the organization itself, hence full control from their side but contributes significantly less to a successful OS outcome in a newcomer. However, the sources of colleagues and supervisor/manager has substantial effect on a newcomer’s success, but it is important to note that these sources can contribute both positively or negatively to a newcomer’s OS process. This is also why exposing newcomers to organizational insiders at an early stage can be a double-edged sword, give the decreased level of organizational control, in the sense that existing insiders can talk negatively about the job or the organization as a whole. Similarly, the five learning domains does too effect one or multiple of the success indicators.

2.6 Technology’s impact on OS

With the work of Van Maanen and Schein dating back to the 1960s and 1970s, the literature and theoretical fundamentals they provided remain prominent half a decade later. But since

then, the world has seen tremendous leaps of technological advances that has shaped the world to a great extent. By the virtue of this development, organizations have adapted along with the change of the times. From simple landlines to the (seemingly) endless opportunities that internet-based applications can provide organizations, the options are many. One can only assume that it will continue to change the workplaces of today. As a result of the new technology available, organizations have incorporated these applications into their workplace, and among these are computer-based training.

Computer-based training allows trainees to individualize their learning experience (Filipczak, 1996) and causes a shift in responsibility from the instructors of a training course to the individual actually going through the training exercise (Brown, 2001). Garvey (2001) argues that the introduction, and the constant improvements of computer-based orientation programs has been a replacement for many companies in regards to orientation programs. The reasons for this shift vary, but one can make the case that it is due to the drastic improvement of the programs' quality and the decreased expenses that it cost for a company to incorporate such programs in to their onboarding plan. However, it is important to distinguish the differences between a computer-based training program and – orientation program. Despite both programs' similar approach, there are still numerous differences between the two program types (Wanous & Reichers, 2000). As the name suggests, a computer-based training program focus' more on the job description and how newcomers will achieve good performance and task mastery. As empirical evidence on socialization content shows, newcomers require more than just information as to how to perform their job in order to adjust to their new organization (Wesson & Gogus, 2005). Noe (1999) states that much of the emphasis within the field of training has been on training design and matching the appropriate training method with the learning outcome of interest. A couple of decades ago, multimedia training was considered to be the most popular form of training within the realm of interactivity with computer-based training (Gordon, 1996). Multimedia training uses text, graphics, animation, audio, and video through the computer to facilitate learning.

Regardless, with today's technology, both aspects are possible to incorporate in an onboarding process for the purpose of achieving a successful organizational adjustment, which is why it is so important for organizations to tailor an intriguing program and process from a newcomer's perspective, while achieving the desired socialization outcome. Much has changed over these last couple of decades in terms of technological advances, and businesses

are constantly introduced to new (or at least improved) alternatives for every business-aspect that requires a technological application.

2.7 Remote work

In their research article, Olson and Olson (2000) made the case that collaborative, remote work will be difficult to do for a long time, if not forever. While this study is almost two decades old, it still holds some merits. The authors stated back then that many attempts to use distance technology have outright failed or have resulted in demanding efforts to adjust behavior to the characteristics of the communication media. This paper refers to 10+ years of collected data investigating collocated and non-collocated synchronous group collaborations. Here they explain cases where people who even already know each other and have previously worked together, experiencing failure in achieving the same quality through audio communication with a shared editor (real-time work), as they would have achieved in a face-to-face/war room – setting. Again, it is important to note that this work was published 18 years ago and the technology has made remarkable progress since then. Regardless, remote work can still be quite challenging despite having full access to best and latest of technology currently available.

On the contrary however, there are recent studies making a case for having a remote-located work force. CoSo Cloud, a private provider of cloud managed services for businesses and government agencies, published the results from their remote collaborative worker survey. This survey showed clear cost-savings and productivity gains for the companies, and personal as well as professional benefits for the remote workers (CoSo, 2015). Another survey, the 6th annual *Super survey* conducted by Flexjobs (2017) where 5500 professionals are interviewed, found that 66% of them believed that they would be more productive. Reasons for these beliefs amongst the professionals was that they believed that there would be less distractions at home, but it also grants them great flexibility and therefore contributes to their work-life balance.

These surveys suggest that working remotely has come a long way since the research of Olson and Olson (2000) and that today's businesses are more acceptable to give this concept a chance. However, it should also be clarified that many of these respondents has the flexibility to work at both the office and at home, and not necessarily only working remotely.

2.8 Computer-based orientation

Although computer-based orientations have made tremendous leaps over the last couple of decades and is only likely to improve along with new technology. However, according to some researchers, there are still reasons as to why an organization should be somewhat reluctant to fully commit to computer-based orientation programs. These researchers make the case that, despite the usefulness of multimedia training/orientation, these programs lack (or are limited) in terms of social richness and its ability to transmit information (Lombard & Ditton, 1997; Vinkatesh & Johnson, 2002). In this context, the lack of social richness can be the absence of “giving” social cues (positive or negative verbal and non-verbal hints, like e.g. facial expression and body language, that can guide conversations and social interactions) and reduced capacity of ambiguity when communicating in a computer-based setting. Daft and Lengel (1986) states that matching the proper amount of social richness to the equivocality of the message is what makes for successful communication and, as a result of that – successful training.

In a quasi-experimental field study conducted by Wesson and Gogus (2005), the aim was essentially to discover whether or not organizational newcomers undergoing computer-based orientation programs would have lower levels of in terms of socialization, than newcomers undergoing a social-based orientation program. Consistent with the authors’ hypotheses, the results indicated that those undergoing a computer-based orientation was the cause to lower levels of socialization in the socially rich content areas, while the information-based areas remained unaffected. Their study included three hypotheses, based on the literature and the assumptions that comes along with computer-based orientation versus a face-to-face/socially-based orientation. Essentially, these three hypotheses were: 1) level of socialization in the content areas of people, politics, and organizational goals and values would be lower for those undergoing a computer-based program; 2) the level of organizational commitment and job satisfaction would be lower for those undergoing a computer-based program; and 3) supervisor ratings of organizational goal and value socialization and role understanding will be lower for newcomers who participated in a computer-based program.

The clarification of these will be elaborated on shortly, but an important element to add here, is that Wesson and Gogus developed these hypotheses with the work of Chao et al. (1994) where they developed a measure of learning and assimilation for six key content areas of organizational socialization. These content areas, also described as dimensions, are:

organizational goals and values, history, politics, language, people, and performance proficiency. Although these dimensions are criticized and cautioned against by researchers due to their apparent inappropriateness for every study, it is at the same time also encouraged to be used (Bauer, Morrison, & Callister, 1998; Saks & Ashforth, 1997) and it happened to suit Wesson and Gogus' (2005) study. They also stated in the article that the dimensions were particularly useful in the sense that they provide a wide variety of outcomes that are expected to be differentially affected as a result of an organizational training program. Their second argument of the usefulness of these dimensions is that even though goals of orientations can differentiate (quite dramatically) between companies, there is still an importance in learning which aspects of socialization that organizational-level orientation programs can affect.

In summary, the results that they obtained were true to their initial hypotheses (Wesson and Gogus, 2005), as there were clear benefits of having socially-based orientation opposed to a computer-based orientation, and in their own words: "Strong support was found to suggest that the computer-based orientation program hindered the socialization of newcomers along several important dimensions in comparison with the social-based program (Wesson and Gogus, 2005; 1023)."

In contrast, the computer-based group had lower levels of socialization in the content areas/dimensions of people, politics, and organizational goals and values, but no significant differences in regards to history, language, and performance proficiency. The results also showed that the ratings from the supervisors were lower for the computer-based group, as this group showed lower socialization levels in regards to organizational goal-value and their understanding of their role. On the other hand, the results also showed no significant difference in terms of performance proficiency.

Overall, this study supports the notion that newcomer orientation process can be effective in socializing them into their new organization, but also that a computer-based orientation program can be sufficient enough for the sake of performance proficiency, despite not achieving the same level of socialization in the key dimensions of Chao et al (1994).

2.9 Gamification

The term gamification is relatively new and a result of technological advances, but the very essence of it is to harness the motivational potential of video games by transferring game design elements to non-game environments (Deterding, Khaled, Nacke & Dixon, 2011). It is

defined as “the use of game design elements in a non-game context” (Deterding, Dixon, et al., 2011, p.1).

To better understand the concept of gamification, one must understand what elements the concept of gamification extracts from a traditional game. Game design elements are defined as the basic building blocks of gamification (Deterding, Dixon, et al., 2011; Werbach & Hunter, 2012) and consists of following elements: 1) points, 2) badges, 3) leader-boards, 4) performance graphs, 5) meaningful stories, 6) avatars, and 7) teammates.

Points are, defined by Zchermann & Cunningham, (2011), basic elements of a multitude of games and gamified applications, and are in most cases a reward for successfully completing specified activities within the game environment to represent a player’s progress numerically (Werbach & Hunter, 2012, 2015). Regardless of what purpose the points serve as, whether it is experience-, redeemable-, or reputation-points, the points in itself has an important purpose of measuring progress by giving simple and concrete feedback (Sailer, Hense, Mandl, & Klevers, 2013).

Badges are defined as visual representations of achievements (Werbach & Hunter, 2012) within the gamification environment. The badges confirm the players’ achievements, symbolize their merits (Anderson, Huttenlocher, Kleinberg & Leskovec, 2013), and visibly show their accomplishments of levels or goals (Antin & Chruchill, 2011). Much like receiving the driver license once all the driver’s tests are passed, so does badges function in a gamification environment. Dependent on what the designer of the gamification environment wants the players to achieve, badges can be earned through getting a specific amount of points or accomplishing certain activities within the game. As long as the prerequisites for earning these badges are set and known to the players, badges can work as goals or virtual status symbols (Werbach & Hunter, 2012; Zichermann & Cunningham, 2011), and as symbolic feedback (Rigby & Ryan, 2011). Wang and Sun (2011) states that badges can influence players’ behavior, leading them to select certain routes and challenges in order to earn the badges that are associated with them. Another important factor that badges can create, is the feeling and notion of group membership (Antin & Chruchill, 2011; Hamari, 2013).

Leaderboards has the function of ranking players according to their relative success, measured against certain success criteria (Costa, Wehbe, Robb & Nacke, 2013). The effectiveness of leaderboards has mixed potential in terms of motivation. As a showcase of the best performer regarding certain activities, it can be both a useful tool to encourage and

motivate players to “up their game” in order to catch up to the leader if they fall behind, through social pressure that increases the player’s engagement, which in return have a constructive effect on participation and learning (Burguillo, 2010). It is also argued that the positive effects of a leaderboard are more occurrent when the “competitors” perform at (more or less) a similar level (cf. Landers & Landers, 2014; Slavin, 1980). However, if the distance in terms of point-gaps between the players is too great, that can cause demotivational effects. Especially, for players at the bottom of the leaderboard (Werbach & Hunter, 2012).

Performance graphs displays information of the player’s performance compared to their preceding performance during a game (Sailer et al., 2013), and in significant contrast to a leaderboard, do not compare the performance of the player up against another player, but the player’s performance over time. By graphically showing the player’s performance over time, the focus is on improvement. According to the comparisons of Dweck (1986), Nicholls (1984), and Sailer et al. (2013), the function of the performance graphs, matches the theory on motivation and is as well in this case, assumed to foster *mastery orientation* – which is particularly beneficial to learning.

Meaningful stories, as mentioned by Kapp (2012), are game design elements that do not relate to the player’s performance. The narrative context in which a gamified application can be embedded contextualizes activities and characters in the game and gives them meaning beyond the mere quest for points and achievements.

Avatars are simply put as visual representations of players within the game or gamification environment (Werbach & Hunter, 2012) and in most cases created by the players themselves (Kapp, 2012) as a simple pictogram or complexly, 3D animated character representations (Werbach & Hunter, 2015).

Teammates is the final game element that can be fostered particularly by introducing teams, i.e. by creating defined groups of players that work together towards a shared objective (Werbach & Hunter, 2012).

Referring to the study and findings of Sailer et al. (2017), what the authors found was that the game design elements of points, badges, leaderboards, and performance graphs positively affected competence need satisfaction. According to the theoretical consideration of these game design elements, is that they act as feedback elements and thereby address experiences of competence (cf. Peng et al., 2012; Rigby & Przybylski, 2009; Rigby & Ryan, 2011; Ryan et al., 2006). In addition, while it was anticipated that game design elements of avatars,

meaningful stories and teammates would have an effect on task meaningfulness, the unexpected result showed that they found that the game design elements of points, badges, leaderboards, and performance graphs contributed positively to perceived task meaningfulness.

3 Business context

In order to understand the initiative behind this project, this chapter aims to give the reader a brief idea of the company's profile and what challenges it faces.

3.1 Company history

Globuzzer (hereby referred to as GB) is a small to medium sized startup based in Stockholm, Sweden. The company was officially launched in 2016, on 25th of August, but the idea behind this venture dates back to 2015 when the founder, Rami Alfasfos, went to study abroad but faced many unexpected challenges upon arrival. The desire to have these problems fixed was the driving force behind this start up, as GB's product is just that, and in their own words: the world's first social media platform for travelers. While one can argue that there are other major social networks and social media platforms well-suited and well-used by travelers (e.g. Facebook and TripAdvisor), this platform is specifically designed for travelers. This concept is achieved through providing information, tips/hints, recommendations, and basically everything relevant for travelers and expatriates - via articles, posts and a chat function. In this regard, one of the company's values is to provide this "support" in a free, fast, and reliable fashion.

This is an area where they separate from their competition as any of the recommendations that might be presented on the website is not a paid advertisement, it is the personal opinion of the author who posted the content. This content is created and provided by both team members and the platform users. The goal is to have the information provided by locals, and not "self-proclaimed" traveling experts, making the information authentic, valid, and unbiased.

GB is present in 11 different countries with the respective sections of Stockholm, Copenhagen, Oslo, Helsinki, Zagreb, Lahore, Jakarta, Vilnius, Belgrade, London and Zagreb. However, all of the activity is managed by primarily Stockholm and to some extent Copenhagen, Oslo and Helsinki. These form the core-sections of GB and is the main pillar for

all activity and production, as one of the main goals is to establish a proper foothold and a sustainable business model in the Nordics.

GB has of 1st of September 2018, reached 17,3k users on its own platform and additionally over 20k followers combined through its social media platforms (Facebook, Instagram and Snapchat) and has a consistent growth rate of 8% over the last couple of months.

3.2 Business model

As stated in the previous paragraph, the main service that GB provides is that of trustful, fast and free information to the users of the platform as well as the followers on the combined social media channels. This however, does not generate any revenue to the company and is among the challenges that will be elaborated on in the next paragraph. It is worth mentioning that GB is still in the early phases of its venture and is still exploring potential areas of where it can consistently make money. However, the business model in the sense of generating revenue streams, evolves around partner- and sponsorships with other companies, as well as customized premium packages which is sold to both to the private consumer and to businesses. These premium packages include experiences such as city tours and activities, to help on arrival-type of services acting more as a concierge service.

3.3 Organizational structure

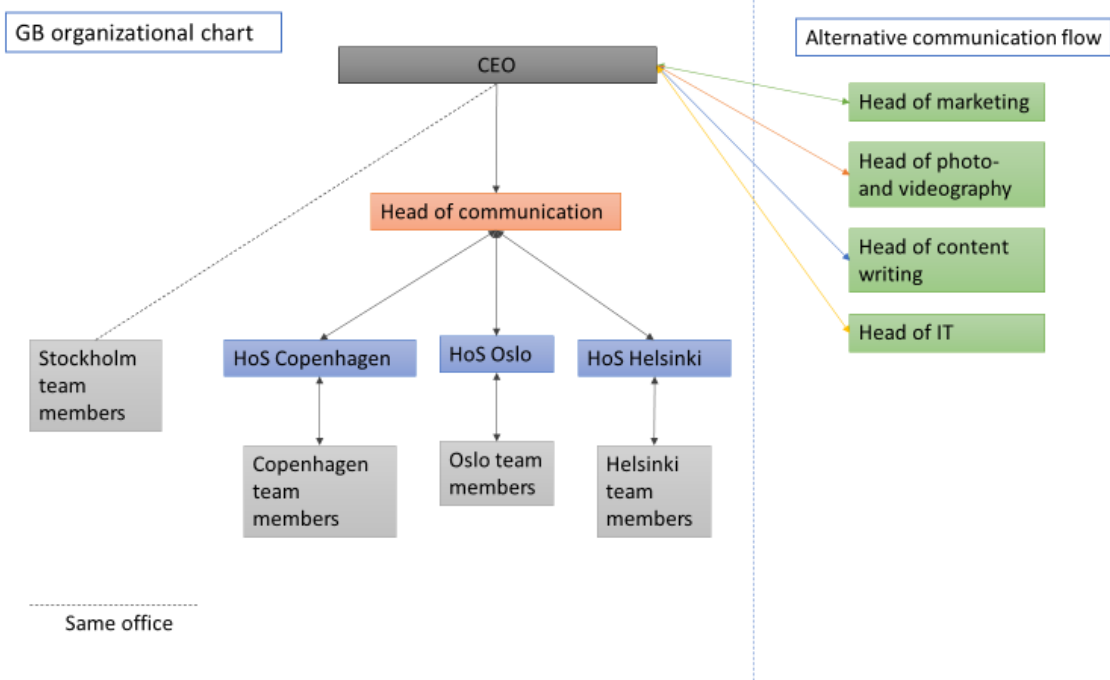


Figure 3.1: Organizational chart of GB. Staped line means direct, on-site communication

With only one physical office in Stockholm, the majority of the workforce is working remotely and at different locations, commonly in the city of their respective section. Given the flexibility a remote work-lifestyle provides, team members can technically work from the other side of the globe as long as tasks and communication (especially in form of skype meetings) meets the requirements and obligations.

The organizational structure of GB has seen many makeovers since the launch back in 2016. These constant changes are a result of the constant growth of new members and the implementation of new branches created to provide a more efficient flow of communication.

To put this into perspective, the communication starts with the CEO and the global communication manager who passes the information to the “Head of section” for each of the different sections, meaning the section leaders for each country. For example, the Head of Oslo sections receives instructions from CEO and Global communication manager and then distributes this message to his or her team members. Even though the organizational structure follows a relatively hierarchical design of top-down communication, the mentality and culture of the company is quite flat. This sets the stage for a communication style where, in reality, everyone can contact everyone.

However, there has also been developed a communication flow where the CEO will communicate directly with the employees with a specific function. For example, when assigning tasks to all photographers, the CEO will distribute these tasks by contacting the Head of Photography who then gives the word to the photographers. This goes for the areas of marketing, content (writing), and IT as well.

One very important aspect of the organization as a whole is the fact that the vast majority of team members is comprised by interns, mainly students whose academic program requires the student to complete an internship in a company. While this grants GB with a free work force, it also means that there is a constant rotation of new members in each section. This also sets the stage for numerous challenges that will be discussed in the next paragraph.

3.4 External and internal challenges

Although GB is experiencing constant growth with platform users, increasing team size, expansion to other cities and catching the attention of investors, the company is still facing external and internal challenges that keeps it from reaching its true potential and goal of becoming a social media platform used by a world-wide audience of travelers and expats.

Externally, the industry is very tough with competitors such as the social media juggernaut Facebook and travel-based webpages like TripAdvisor. The reason as to why external factors is relevant is how the presence of these competitors affects the attitude, moral and engagement/commitment of the employees. While the employees of GB have faith in the future and potential success of the company, there has been previous instances of skepticism as to how GB can compete with the likes of Facebook and TripAdvisor. As an outcome of such mindset, the work-results of these particular members have been sufficient in the sense of task completion but lacks the engagement and commitment to contribute to anything beyond (ideas and suggestions, innovation, etc.) the assigned tasks.

As for what causes the challenges internally, the biggest factor is due to the nature of a remote-work lifestyle. While working remotely provides the team members with a certain degree of freedom, the one area that without exception suffers from this is the communication. More specifically, the response time between members in a section and across different sections or departments of GB. This effects greatly the time efficiency with ongoing projects, brainstorming sessions and team meetings, and can be the sole reason as to why completing tasks takes more time than necessary or contributes to a complete postpone of tasks and projects. This is clearly evident as one can compare the productivity of the Stockholm office with any of the other core-sections, as the Stockholm office being an actual, physical office has every necessary role of the team available at all times (including marketing, IT, strategy, content writing, and photography) and can therefore work efficiently and proactively together. As a stark contrast, the other core-sections has to work through the communication channels and rely on the responsiveness of the team members. While working through virtual communication is completely manageable in theory, the frequent re-occurrence of connection and software problems, time differences, personal schedules, etc. remains the main reason as to why the other sections lags behind the Stockholm office in production at an efficient rate.

3.5 Team member profile

It was mentioned earlier in this chapter that GB's primary service of fast, free and reliable information does not generate any revenue for the company and how that is a challenge. This is a challenge because the current revenue streams are not enough to contribute in attracting new candidates with the desired profile (relevant work experience, competency, network, etc.) simply because GB is not in a position to provide a salary or some sort of monetary

compensation. As stated previously, by the virtue of the given situation, the candidates that GB attract is mainly students looking for an internship for their academic program. Students are by no means a bad addition to the team but many of the students are dependent on part-time jobs to have an income, have classes during the day, homework at night, and hectic exam periods at the end of each semester. The inevitable result of this is that communication is halted and ultimately prolongs the production and task completion.

3.6 Internship duration

Another very important aspect of the internships is its duration as it lasts anywhere from 3 to 6 months, but most of the interns sign up for 4 months. The challenge that comes along with this is of course to get the new interns adjusted as fast as possible while also preparing for their departure and finding a replacement – repeating the process.

3.7 Current onboarding-plan

Referring to the literature, the current sink or swim approach used to integrate newcomers has proved to be too inefficient and time-costly, demanding much extra effort and resources to compensate for lost productivity.

3.8 Main challenge

With these challenges and issues taken into consideration, the main challenge that management has to deal with before venturing fourth in greater scale is designing and implementing a system that supports the constant rotation of interns while still maintaining proficient levels of productivity and communication.

3.9 Project goal and objectives

This project will not be able to solve all the issues that GB is facing, as the interval-like loss of knowledge is a direct consequence of a frequent rotation of interns. With this said, this project will have objectives that will be the necessary to accomplish the goal;

Goals:

- Provide the company with a new element to the existing onboarding plan and improve the OS process at GB
- Design the program's evaluation as an integral part of the project.

Objectives:

- Based on the literature, collect data from company members to identify shortcomings in terms of the onboarding plan and OS process in general, through an open-ended question form
- Based on these findings, design and develop a computer-based orientation program with gamification elements to integrate newcomers as efficient as possible, despite working remote

4 Methodology

4.1 Pilot study

For this project, the author conducted a pilot study with the purpose of evaluating its feasibility. The procedure will be addressed next.

4.1.1 Procedure

In order to collect the data, the members of GB were sent a request to complete the *Work diary*. This diary consisting of open-ended, qualitative questions was designed in order to fill the socialization process model of Bauer and Erdogan (2011) with context-specific content. The team members will, in the context of the work diary and data collection, be referred to as the respondents.

4.1.2 The respondents

These respondents were all from the core sections of the company, with 8 being from Stockholm, 7 being from Copenhagen, 5 being from Oslo, and 2 being from Helsinki. The position(s) for these participants varied from marketers, content writers, video-/photographers, IT-personnel, to leader positions. All but two of the participants had a tenure of three months or more (91%), but those that did not were closing in on three months with a couple of days. The gender ratio of the participants is relatively equal, with a slightly greater presence of females (65%). The variable age found most of the respondents to be in the interval 25-29 years old (56%).

4.1.3 The structure of the Work diary

The construct of the work diary was designed in order to match the overall stages and aspects of Bauer and Erdogan's summary socialization process model (2011). Furthermore, the work diary asks questions for four different stages of the employment; the recruitment process, first

day and first week, one month into it, and present day. Referring to the literature, newcomer trajectory varies greatly, but following to some extent Bargues (2012) approach for data-collection checkpoints was deemed reasonable considering the average internship duration.

The structure of these questions is as mentioned qualitative, formulated in a way that would encourage the respondents to elaborate freely and truly speak their mind. These questions serve the purpose of identifying the different challenges that a newcomer face when starting at GB. The data collected were all from team members working in the core sections of GB and the results clearly indicated that improvement is needed.

The recruitment process

This was set to figure out whether or not the newcomer was provided with a realistic job preview and, with that, a rough estimate as to what to expect once they start. This aspect has been stressed in Bauer and Erdogan's model (2011), as an important aspect of the organizational efforts in the socialization process. The following questions below were designed to identify any potential flaws in terms of realistic job preview through GB's recruitment process:

- From the moment you sent in your application to the moment you got the job, how was the process (what was it like? was it good or bad)?
- Was the information clear in regards to your job and its description (role, tasks, how you will work, from where you will work, etc.)?
- What about Globuzzer did attract you to sign with them rather than other alternatives?

First day and first week

Set to essentially discover the impact of their first day, if the information and perception during the recruitment process lived up to the "expected" perceived reality of working in GB, what type (if any) onboarding elements was experienced, and to discover if the newcomer felt any sense of integration/socialization in that week.

- How was your first day? Describe it
- Do you feel that you received sufficient information in advance to do your job?
 - o Especially in regards to slack and Trello
 - o "Training" as to how to complete your assignments
 - o What did you learn specifically and from whom?
- How was the integration/socialization process?

- Did you get the grasp of Globuzzer’s work culture and mentality right away?
- What did Globuzzer do to “integrate” you, and was that enough?

One month into it

Set as a natural mark for the newcomer’s progression rate, especially considering that generally speaking this is either a third or a fourth of the internship duration. For GB to get some valuable production from their interns, obviously, they need to be able to do their assignments with (preferably) no or little supervision, given the remote work-style of the company. As covered in the literature review, newcomer adjustment is the stage of the socialization process model that indicates whether or not the newcomer has transcended from being an organizational outsider to an insider. The four key variables of role clarity, self-efficacy, acceptance by organizational insiders, and (organizational) cultural knowledge, was used as guidelines to form these questions:

- Did you do any adjustments from your first day up to the 1-month marker?
- How was your self-efficacy, or production in other words? Did you feel confident in handling your tasks by yourself, or did you still feel that you are developing and/or need approval from your closest leader?
- Up to that point, how did you feel about your job and colleagues?
- Integration/socialization continued:
 - How is the communication between your team members and leader(s)?
 - How has your relationship/network building been?
 - How has your own effort and initiative been in “becoming a Globuzzer”?

How about now

These questions aim to identify any inclination of progress and a greater sense of confidence in achieving task completion, as well as measuring the socialization levels of the team member. These listed questions were designed to resemble the last part of the model, which is outcome. As the literature points out, the key points in terms of socialization outcome(s) are job satisfaction, organizational commitment, turnover, and performance.

- Have you improved in regards to tasks, understanding the company and culture, performance, etc.?
- Do you feel more comfortable now than you did before or are you still adapting?

- Do you feel commitment to your job?
- Have you received any feedback?

Obviously, as turnover is a management issue, a question concerning this topic was excluded from these set of questions.

The outcome is of course measured by management, as (acceptable) performance is a prime indicator to measure any improvements. However, pointing again to the aspect of OS being a process taking place over time, it is also valuable to gather information at the end of (the majority of) intern's contract to confirm if indeed the levels have increased in terms of organizational understanding, comfortable, and committed at work,

Additional questions

To discover potential avenues of improvement as well as additional depth to the mindset of the members, the work diary also contained three extra questions:

- 1) if you experienced any, what would you say were the biggest challenges you have faced during your employment at GB?
- 2) in retrospective, what could have helped you with overcoming any challenges you might have mentioned, or eased the transition (adjustment period) from your first day leading up to now?
- 3) at last, what is your expectations and hopes for GB in general, but also your future in it? What is it that you want to achieve?

These additional questions were initially as it was a request of self-interest from management. However, adding these questions, one could certainly see these questions give answers that would fit with the stages of Bauer and Erdogan's model (2011), as well as factors of Cooper-Thomas and Anderson's model (2006). Due to the formulation and open answer-nature of these questions, it gives the respondent the opportunity to speak his or her mind freely and therefore map out any area of improvement in terms of onboarding and OS.

As learning plays a critical part in the OS literature, these questions (including the additional) could potentially uncover the respondents' greatest learning sources.

The final question was formulated in a way to measure a couple of things: 1) by addressing one's hopes and expectations for the company, we could identify to some extent the

member's understanding of the company and its potential. 2) By asking about the member's future and achievement goals within the company, it would contribute to see the member's intention and ambition beyond the internship contract. Taking these two "measurements" into consideration, a rough estimate of a member's commitment could be identified. Also, this question would also be likely to receive valuable answers for management in terms of how attractive the company is as a workplace.

4.2 Results

After reviewing the data, there were four major discoveries uncovered through the data collection from the diaries. When analyzing the results, it became quite evident that the current process of which GB wants to achieve a desired organizational socialization outcome, could use a complete reconstruction.

Out of 23 respondents, these were the most significant findings:

- 47% did not receive sufficient information prior to their first day of employment
- 52% found their first day to be confusing, slow, or both
- Only 26% felt confident enough to handle their assignments independently after 1 month
- 100% felt confident with their tasks and their overall understanding of GB culture and as a whole – but after 3 months.

4.2.1 Results: The Recruitment process

The findings concerning the recruitment process are quite interesting in the sense that it is almost a bit paradoxical: 20 out of 23 found that the overall process went relatively smoothly and that it was a good experience, leaving a good impression. However, only half of the respondents felt that the information received was sufficient. Rest of the respondents found this process to be relatively clear, but that the lack of communication and information provided was the cause for this particular half to feel somewhat confused as they were left with more questions than answers. A digital marketer described the process as follows:

“The process was very fast and clear, however the deadlines to review and sign the contract were pretty tight and the communication happened during the night, which was weird”. Then continues to say: “the roles described were pretty vague, so what I ended up doing was not specifically written”.

One of the section leaders answered that most aspects of his job was clear initially, but that things got more unclear as time passed.

4.2.2 Results: First day and first week

The answers retrieved from this section is arguably the most significant findings in terms of identifying the weak points of the company's current onboarding/socialization plan. As stated by Bauer (2010) about a newcomer's first day; research shows that the trajectory of a newcomer's success is set as early as the two first weeks, it is therefore important to mark this day as it is a special day. Twelve members found the first day to be either confusing, slow, or both simultaneously.

While the majority half of respondents (13) found the information provided in advance to be good and helpful enough, the remaining 10 members found themselves in the situation of not having enough information in regards to the communication channels of slack and Trello and receiving training to complete the assigned tasks.

The last question for this stage of the socialization process, is designed to retrieve the newcomer's notion of being integrated/socialized. This question is also interesting as it varies greatly between the members.

20 members felt that they were integrated into the ranks in a relatively good fashion during the first week of employment. It is relevant to mentioning that 7 of them is stationed in Stockholm with the only physical office, enforcing the theory that face-to-face interactions is a more sufficient way for newcomers to learn the ropes and feeling socialized. Also, out of these 20 members, 13 participants felt that the socialization/integration was sufficient, but that it could have been better in terms of structure and communication. For example, one respondent reported that his first day felt strange as he was sitting alone at home, without knowing what was going on or how the first day and week would look like. Another respondent from the Helsinki section stated that the first skype meeting with the rest of the team was an uplifting experience, but that the level of bonding would be better if they were meeting face-to-face.

4.2.3 Results: 1 month into it

As previously mentioned, 1 month was determined to be set as marker for the progression rate for the team members, and this stage also revealed a "disturbing" finding of the current socialization process: while the majority of 16 members felt a level of improvements in terms

of task completion and understanding the company and its culture, only 6 members felt confident in solving their tasks independently without supervision from their supervisors/leaders. Additionally, some of the respondents reported instances with lack of motivation as a cause of poor/inadequate flow of information. Again, these particular finding served as the eye-opener for the directors of GB that adjustments in the OS-process needs to take place.

On a positive note however, up to the point of one month, the members felt in general very good about their job and their fellow colleagues, making the case that the “joy” for the job was partially due to their cooperation with fellow colleagues.

Overall, the 1 month-marker showed that the socialization process in terms of relationship building and communication with team members and leaders is relatively sufficient; only one respondent describing the process up to this point as hard and difficult. However, it certainly addressed the issue of team members not feeling confident enough to handle their tasks without supervision.

4.2.4 Results: How about now?

As mentioned, this stage represents the 3 months-marker (give or take) and with the average duration for each internship being 3-4 months, this finding was another setback for GB to discover: it took 3 months for every member to feel confident in doing assigned tasks without supervision. With that being said, the 3-month marker also showed a mutual/common consensus of a collective adaptation process corresponding with the overall growth of GB as a company.

4.2.5 Summary of the additional questions

The additional questions in the work diary does present GB’s management with valuable insight and feedback for what types of challenges the newcomers experienced during the entry phase. Even more so, the respondents’ suggestions for onboarding/socialization improvement corresponds with the literature in terms of factors that can (and most likely will) contribute to a successful onboarding/socialization process.

Greatest challenge(s)

Corresponding with the questions leading up to these additional questions, the first question clarified the unclear and challenging aspects of their respective jobs/position. Consistent with the data, the unclarity in regards to guidelines and tasks were prominent to the members. One

interesting comment made by a marketer was “not knowing why we do stuff”, suggesting that the available information not being sufficient enough to see the entire picture. Another comment raising the case of not “understanding what is in the CEOs mind”, clearly states that certain explanations gets lost through virtual communication. This remark leads to a similar case where members addressing the issue of not being able to establish good communication with closest supervisor. Referring to the literature (Bauer & Erdogan, 2011), being able to establish a good relationship and proper communication with your leader/supervisor is one of the most significant aspects of a successful socialization process in the workplace.

As mentioned in the company context chapter, a very significant challenge for most of the interns is to find the balance when combining the internship with either school or another job. For the respondents undergoing an internship as an academic requirement in the curricular program, finding time for work during the exam period is not only challenging but also mentally taxing, which has led to some instances of experiencing stress. For the members with the need of an extra income to provide for themselves, combining the internship with work is quite challenging and these individuals found it hard to maintain good time management.

The final major point for this question, that the respondents pointed out, is the fact that they are working remotely. As a result of this, some found it difficult adapting to new roles and tasks, but it also showed that some section leaders found it hard to motivate them forward. A very peculiar response to this question in the work diary was from one of the section leaders: “driving this forward with limited resources and with a relatively open interpretation as to what GB is, is challenging.”

Hindsight 20/20

Looking back at their progress, when the members were asked about what they think could have helped ease their adjustment period, they all gave answers that supports the literature. Social interactions in the form of skype-meetings and having a proper mentor/buddy-program approach for the first week of integration was greatly desired. Along with more social interactions, clearer structure and guidelines in the form of additional documents (power point for example) would assumingly complement a possible mentor approach, if practiced.

Supporting the literature of Wesson & Gogus (2005) and Olson & Olson (2000), having a physical office space to have face-to-face interactions, was commonly perceived by the respondents to be more effective than working remotely. This also adds to learning sources

(Cooper-Thomas & Anderson, 2006) in the form of a mentor, that interacting with organizational insiders is, by default, a preferable learning source.

Into the future

A great revelation was made as just about every respondent considered their current position as an attractive position and that they ideally would continue to work for GB, but with a salary. The majority also believes greatly in the company's potential of reaching its goals. Here, the understanding of the GB's potential varied, as some answers showed a great understanding of the heights that GB could reach, while some showed a lack of overall business understanding. By saying that they were content with current status of the company and hoped it would remain as it is, displays an oblivious way of thinking considering the situation that GB is in. Lack of business understanding could, in this specific context, be described as the lack of understanding of how a business can generate revenue and sustain itself. Obviously, for GB to advance past its current state, it would either require the implementation of paid services to the public with willing buyers or a substantial funding from investors. However, the participants with the lack of business understanding fails to see the importance of growth in various ways.

5 The OnGlobe Project: A gamified socialization program

As a result of reviewing the literature and assessing the results collected through the work diary, it became evident that the decision as to what to propose, something practical would be the most beneficial for Globuzzer. Given the current situation of GB being in the startup-phase and experiencing constant circulation of new interns, a program that can effectively contribute to every newcomers' socialization process without taking up too many resources or, and most importantly, time for training/mentoring is an optimal solution. As this is a company project, the goal is to provide a practical program that the management of GB can implement as a permanent step in the socialization process. After conducting research on alternative methods and approaches for achieving the desired socialized team members, the seemingly right course of action was to dwell into the opportunities of taking an approach of computer-based orientation, incorporated with gamification elements. This to develop a program that can act as an introductory part of the overall onboarding plan to socialize the team members.

The author presented the work diary-findings and the proposed project: gamification to the board of directors. The initiative was well received, gained immediate support, and was prioritized as serious project at the end of the same meeting.

5.1 Introduction to “OnGlobe”

The program name stems from onboarding and Globuzzer and is merged to create a catchy title that does not take itself too seriously but still sends the message of getting onboard. This is unintentionally suitable considering that the logo of GB is a globe, so OnGlobe in this case is as close one can get without saying onboarding Globuzzer, which is too long of a name and not very creative.

The objective, and overall goal, of this project is to have new team members adjusted to working remotely as this makes up for the majority of GB’s team members. Accustomed to the rules of communication is perhaps the most critical one as it is not just in the terms of dialogues, but also the flow of information – information to know how and what to do.

Another important aim for this project is create a good first impression for the newcomers, and to enforce the “correct” impression given by company to the newcomer during the recruitment process, in order to meet the expectations of the newcomer.

It was already presumed that just about every member experienced the socialization process to fall in the dimension specter of individualized, with a sink or swim approach, as nothing should indicate the opposite. One member confirmed this assumption by saying that he was left alone to figure out what to do during the first week. While this encourages individuals like him to seek out information and form his own coworker relationships through own initiative, other found the first week to be confusing. As covered in the literature review, having newcomers go through a formal orientation will help them understand the company culture and introduces them to their new roles and coworkers (Bauer & Erdogan, 2011). So, by the virtue of providing such a project in to the socialization process, Globuzzer can include some formality to the process and reap the benefits from it. As stated by Bauer and Elder (2006), effective onboarding programs are formally documented, communicated to all organizational members, consistently applied, and tracked over time.

5.2 Project design

For this project, the game elements that will be implemented in this gamification project, will be the elements of points, badges and progression rate, and leaderboards.

Even though Sailer et al. (2017) study discovered the successful effect of avatars, meaningful stories, and teammates on the experience of social relatedness, the design process of these elements would require time and resources beyond the capacity of GB's members and will not be included in the project.

Medium: The OnGlobe program is, in its basic form, a webpage presenting a well-designed quiz including game elements.

Purpose: As OnGlobe will be a prototype program to a pilot project, it is meant to be tested in the Oslo section.

Content: Consists of 4 main modules designed and constructed to address both the important elements of the literature and the issues identified through the work diary and actual observations to cover the most relevant aspects of OS in terms of the situation that GB currently is in. The content will be designed and formulated to suit each of GB's core sections.

Intended players: The newcomers, becoming players when they start OnGlobe, will get access one week before their first day. Those entering the Oslo section will be the primary players.

Rules: Each module will include questions that the newcomer will have to answer. These questions, if answered correctly that is, will grant the newcomer with points, and once all of the questions are answered correctly, the newcomer will receive a badge per module as a token for completing and understanding its content. Every module, with 95% correct answers, will grant ¼ of the GB logo as a reward (progression rate and badges), and the entire logo will be unlocked when each module has been accomplished (badges). If the maximum score is reached (100% from every module) on the first try, that feat will unlock the entire GB logo with a platinum color pattern to make it more outstanding. In the communication platform slack, a user can add symbols at the end of their name and will therefore be encouraged to add their respectively earned badge to their name to show their accomplishment (acceptance from insiders).

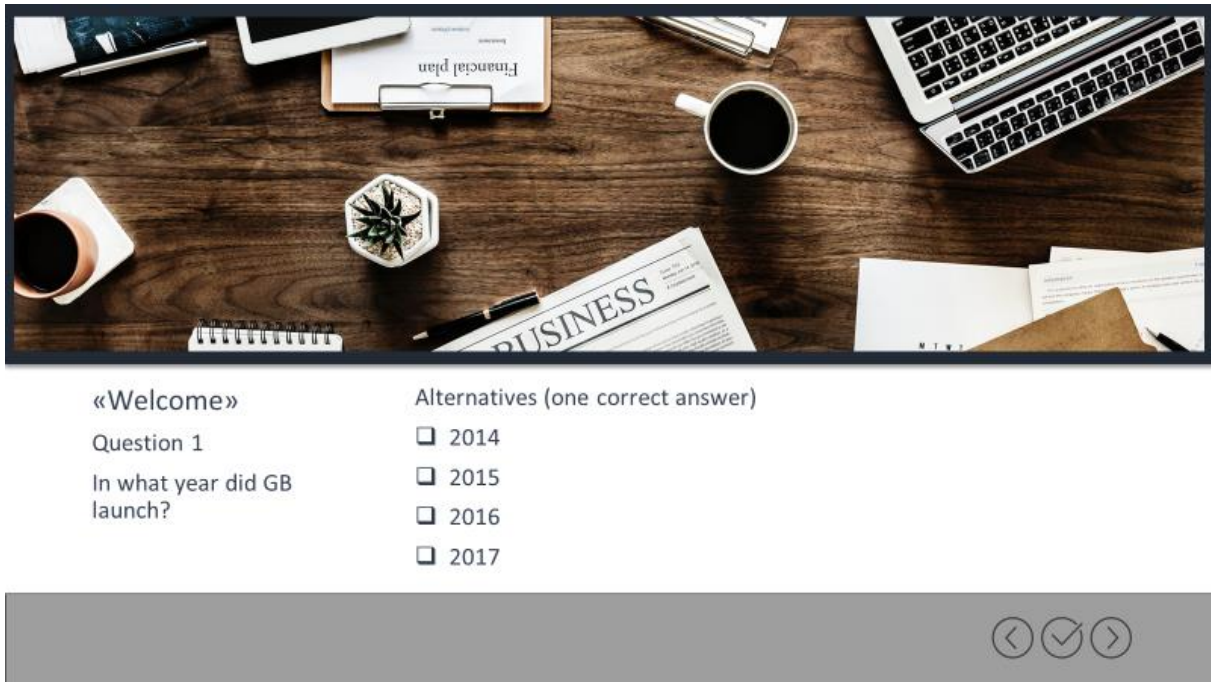


Figure 5.1: The first question from the module “Welcome”.

Visual design: The modules will have a relatively simple layout with its medium being a web-page, with each module containing either a video clip or a picture/collage of pictures (slideshow) at the top of the screen, below there will be a textbox containing some information (depending on the amount of information per module) of relevance to the respective module’s topic, followed by the questions at the bottom. Primarily, the information will be provided through video clips, key sentences in textboxes if appropriate, and links to GB’s google drive. There will be multiple sides for each module according to the number of questions and on slide containing information. As an example, the introduction module includes three questions – therefore the module will contain three pages for those questions as well as one page for the introduction where the player also will learn the necessary information to answer the questions. This goes for every module except for the last module “Rules to live by”, which only contains information. In order to paint the picture fully, once the user have checked off what he or she believes to be the correct answer for the current question, the user will then proceed to the next question by clicking on “the next question”-symbol. The program will proceed to upload new information in the textbox and a new question with new alternatives. There will always be four alternative responses to each question but some questions will have multiple correct answers and, in that case, will be explained next to the question in a parenthesis.

This process continues until each module is completed and the user will receive his or her final score. Once completed, the user can decide to redo the program to better the score or simply refresh his or her memory of the entire content leading up to the first day of work. As this program ultimately is a webpage, it will be available for supervisors to track the results of the newcomers and see if anything needs to be addressed during the newcomer's first day in the company.

5.3 OnGlobe's modules

Following this, there will be an overview presentation of each module. These general overviews will describe what the modules (in the finalized program form) will contain. This includes the questions that the newcomer will have to answer regarding each topic, elaborated text and video that justifies these questions in the first place, and the overall aim/goal of the particular module. The introduction module "Welcome" will in this overview contain all the response alternatives as well as an illustration (see figure 5.2) to give the reader a sense of what the program eventually will look like. The modules following "Welcome" will not include the questions' response alternatives.

5.3.1 Welcome

A proper introduction is always in order when entering a new organization. This module will be functioning as the introductory stage of the project as well as the introduction to the first set of questions. What the newcomers will be met with first, is a video clip of their respective Head of Section. This clip will include a gratulation and welcoming words for making the team, the purpose behind this program, and an explanation of the rules and how the program will work. Below the clip, there will be a textbox with some trivia about the section leader (see figure 5.2). The questions in this first module are not that demanding and the information needed to answer these questions will be embedded in the video clip as a natural part of the introduction (figure 5.1 illustrates the first question of this module). As shown in the literature, the goal here would be to give the newcomer a good level of understanding of the company as a whole by providing the origin story of Globuzzer, company milestones, values, and long-term and short-term goals presented via text. By the reason behind using text to tell the newcomer these points, it can easily be updated when or if called for.

Figure 5.2: The introduction page of module “Welcome”.

The questions for this module will be pretty straight forward as they will aim for the newcomer to memorize some key information;

- In what year was GB launched?
 - 2014
 - 2015
 - 2016 (correct)
 - 2017
- What is it that GB provide to its users?
 - Fast, trustful and reliable information (correct)
 - Generic traveling information
 - Sponsored articles and advertisement
 - Fast and tailored information
- What are the main sections of GB?
 - London, Paris, Lahore, San Francisco
 - Barcelona, Rome, Stockholm, Copenhagen
 - Copenhagen, Stockholm, Helsinki, Berlin
 - Oslo, Stockholm, Copenhagen, Helsinki (correct)

5.3.2 How to be a Globuzzer

This module is designed to dwell deeper into the concept (notoriously known within the company) of becoming and acting as a *Globuzzer*, and therefore, it will be the most extensive module in terms of content. As multiple members ascertained through the diary; everything made sense once they understood the mentality and culture of the established/veteran members.

However, in order to achieve this understanding, it is paramount that the essential basic fundamentals are clearly understood by the newcomer. The aim of this module is to tell the newcomer that it is fully possible to work efficiently and productive, as well as actually enjoying working remotely.

As a staggering amount of the members completing the work diary reported that the first week, let alone the first day even to be unclear in terms of communication, instructions and receiving tasks, this module will be designed to address this issue.

“You learn by doing” is arguably the most important message any newcomer should memorize. There will most likely be many future newcomers with no experience, let alone adapting to such a work environment, with remote in the sense that the member is supposed to work and communicate as if the entire team were in the same room. The exception in this case might be any freelance content writers or photographers. Regardless, as long as this mantra is adopted as an attitude for the newcomers, the adjustment will be easier. However, a newcomer needs to know what to do and how to do it before he or she can start with the assigned tasks and responsibility. This information will first of all be given during the job interview and skype-meetings leading up to the first day at work. In case of any doubt what so ever, all the information needed to do any given task, will be available on the GB’s google drive and Trello. The latter platform is a collaboration tool that organizes projects through a board with lists of cards that tells the user (members of respective project) what project is being worked on and by whom. These cards give the user the option of adding comments, upload attachments, add checklists, and so forth (see figure 5.3).

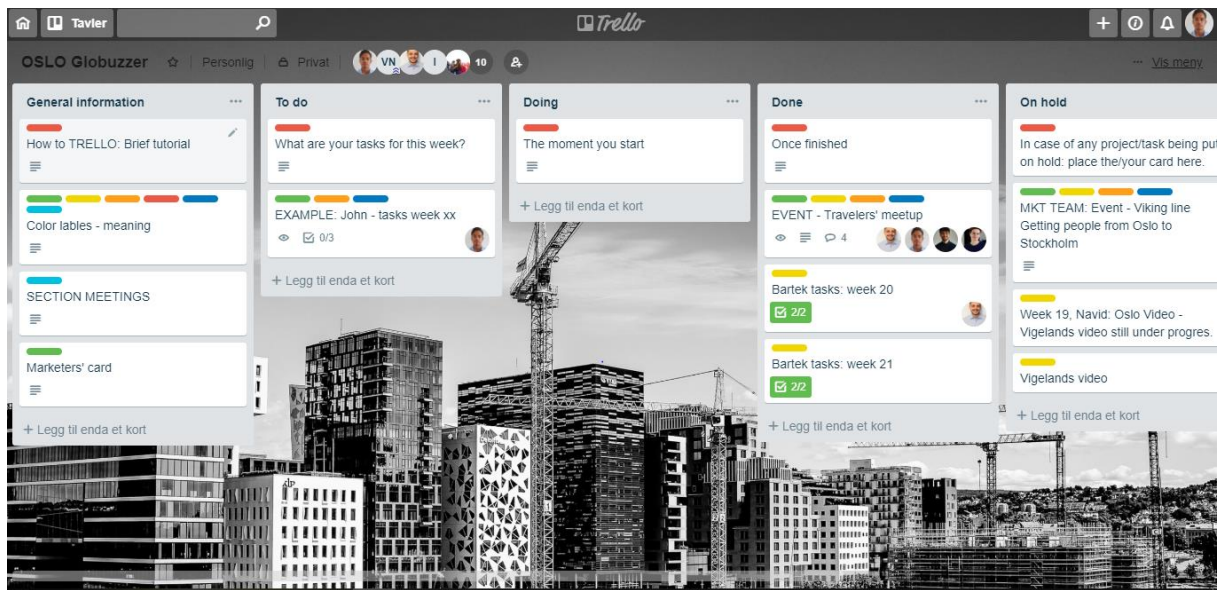


Figure 5.3: Trello board for the members of Oslo section.

With the information available, any newcomer should be in a position that he or she will be able to complete the given tasks. Also, this should encourage the newcomer to be proactive and become familiar with both the information on google drive as well as the tasks (and their guidelines) on Trello being information-seeking.

Should there still be any doubts after exhausting the mentioned information sources, then the newcomer should simply ask any of his or her coworkers. Asking when in doubt is the follow-up phrase of “you learn by doing”, and is what everyone regardless of seniority is encouraged to do. Not only is it a good way to get on the same page but it is also a great way to establish working relationships and expanding the network within the company. This leads to the importance of good communication. As previously mentioned, communication has been identified by the directors as the greatest KPI (key performance indicator) in terms of each member’s production outcome. Effective communication with team members and leaders is obviously important in getting things done, but when team members communicate across borders, it is even more important to follow the set communication guidelines. The rules for communication will be discussed more concretely in the next module, but the questions concerning communication will attempt to influence the newcomer that communication in general is critical for success.

An implementation from management to improve the communication flow for the company was the implementation of *the calendar*. The calendar is a spread sheet where every member enters their availability and unavailability (acceptable and agreed upon reasons for not being

available, e.g. part-time job, studies/university/classes/exam, planned holidays/days off) throughout the week(s). This way, members can coordinate meetings and achieve maximum level of collaboration in solving tasks together despite working remotely. Every member in GB has an agreed upon number of hours per week stated in their contracts as an agreement between employer and employee. GB also has its core business hours in the time frame of 8am to 5pm GB-time. This means that if a newcomer has agreed to work 20 hours per week, then in average, this newcomer will need to distribute 4 hours of guaranteed availability per day between 8am to 5pm.

Meetings (skype conference calls) is a very important aspect of working in GB. This is where ideas, projects, organizational strategies, etc. are given life through brainstorming, presentations and discussions. Except for the Stockholm office, it is also the only time when members from the other sections get to interact and get some facetime with each other. These meetings are often very productive and a good chance to interact with one and another, with it being a bit more personal than just chat conversations through slack. However, in order for the meeting to run as efficiently and productive as possible, there are rules to follow:

- Be on time for the meeting. Log on 2 minutes in advance and see to that everything is ready
- Unless you are given the word, please mute your microphone to cancel any background noises
- Stick to the agenda unless it is a brainstorming session
- Always back (counter) arguments with facts and/or statistics

These are the main rules to follow during any meeting. However, there are also general rules in terms to meetings:

- Every meeting Is mandatory. You have to report any absence in advance to your closest leader. Therefore, the availability marked in the calendar have to include the set time of the meetings.
- If the you cannot make the meeting without any previous notice, you will need a valid explanation.

Meetings are for the most part the occasions when things that needs to be done are defined as well as tasks assigned. It is therefore a very serious matter and every team member is expected to apprehend the rules of participation. Meetings is, as mentioned above, an arena to for example discuss and debate the ideas of new projects or improving existing organizational

strategies. As long as the meeting is with the right people (for example presenting a new market strategy during the weekly marketing meeting), any idea or suggestion that can lead to improved results, are welcomed as long as the proposal is backed up by research. One of the company's biggest projects was brought to life at the end of one strategy meeting because one employee took the concept of an existing project, and used personal knowledge and insight to present the rest of the conference with a more ambitious project. The project was initiated the following day. This goes to show that by understanding GB as a business and what any member is at liberty to do, that the newcomer can use their position as a sandbox to test their accumulated knowledge, to make a change and leave a trace while enforcing their legacy.

Module's questions:

- What is the single best way to learn?
- Where will you find all the information you need in terms of completing your tasks?
- Why is solid communication critical for your adjustment period?
- What is the purpose of the calendar?
- What are the rules of the calendar?
- Why do we have meetings?
- What are the rules of the meetings?

These questions aim to raise the newcomer's awareness of what makes a member becoming a "true" Globuzzer. Learn by doing is an invitation for the newcomer to engage with the given assignments with the safety net of having access to any relevant information, as well as the option of simply asking a coworker for help. As soon as the newcomer understands these aspects of their job, the faster the adjustment will occur. Once the adjustment has reached the adequate level, the newcomer will understand that he or she does not only help build the company, but they also build on their own expertise.

5.3.3 Communication and reporting

Continuing on the topic of communication, this module will discuss and ask questions concerning the concrete communication rules and guidelines. Commitment to the communication standards has been addressed and identified by the Globuzzer directors to be the most important factor in maintaining high quality production and adapting to become efficient at task solving.

One of the features that slack grants its users is the option to message/contact individuals or create chat-groups and add specific members to it (e.g. add all the content writers to a chat-group exclusively for content writers) or add every team member. As one of the

Monthly response tests

- Rules of communication?
- Primary communication tools
- How to maintain the given communication standards

The rules of communication are as follows:

- You must answer to any direct message/notification if you receive it during your marked availability (calendar).
- Turn on notification for the primary communication channels (slack and skype).
- Respond when someone directly addresses any group that you are a part of when marked as available in the calendar. If marked as unavailable, answer as soon as possible when available.
- Failing 3 times during a month in reacting to the response test, will cause in contract termination.

Communication tools:

- Primary communication tools are slack for chat (sometimes individual calls) and skype for meetings/conference calls
- Secondary communication tools are Facebook messenger and LinkedIn's chat

It can be quite the habit for a newcomer to get used to in terms of doing all communication virtually and remotely, which is why the last part of this module's information will include some tips to help the newcomer adjust and live up to the communication standards:

- Turn notifications on for slack, Trello and skype on all devices of use (phone, tablet, pc).
- Make a habit of checking the communication channels as frequently as possible
- Use the calendar to mark your availability and organize your weeks
- Communicate and ask for help if needed. Those in need of help will always get it.

5.3.4 Remote hacks

The purpose of this module is to provide some useful tips for the newcomer, when adjusting to the lifestyle of working remotely. The information here will come from a textbox but there will also be a video montage showing a member sitting down at a café to work, as well as getting as comfortable as possible at home. The video will also at the end contain some personal recommendations from other (existing) members with the purpose of engaging the newcomer with the insiders' own advices. With the text and video material presented here, the information that this module's questions will be based upon, will discuss how the newcomer can make the best out of working remotely. For many newcomers to come, working remotely will likely be a new and a unique experience for them. This module will give tips for how the newcomer can design and structure his or her work days to their liking by focusing on working conditions and freedom that few companies can match.

- You are the master of your environment. Where you work from is completely up to you. You have the opportunity to explore how your productivity can reach new heights by creating your own and unique work environment.
- As long as your assignments are done on time and you are available when you say you are available, you can decide what to do with the remaining time. Work on yourself and perfect your craft, start a hobby and share it on Globuzzer, prepare a business proposal/project that would you like to present, see if there are any other sides to the company that you would like to get involved in that would enhance your resume's attractiveness.
- The possibilities are what you decide it to be. If you take full advantage of your position, then this internship experience can be the most enriching experience this far.
- Given that you are able to attend every meeting and do your tasks on time, you can technically work from anywhere in the world. Just adopt to the "GB time" when traveling.

Tips for re-boosting your motivation to work remotely is an important aspect that cannot be ignored and has been addressed by the head of sections during multiple occasions in various (skype) conference calls. Though working remotely offers (at least to a substantial extent) the freedom for members to structure their own day and week while enjoying the comforts of home, the newcomer will still be alone most of the time. Although this setting can be ideal for some individuals, the lack of social interactions with colleagues can be demotivating. As Bauer and Erdogan (2011) states in their research, information seeking is a key behavior for new employees that may help them adjust, and that the information gathered from supervisors

and/or coworkers is a key element of learning about one's new environment. On top of that, human beings are social creatures and this aspect can be quite challenging to stimulate when working remotely. But it is not only the social aspect that gets stimulated and receives a boost; every work diary respondent that, at some point, met with fellow colleagues and closest supervisor in person, had the most productive and engaging work session throughout the duration of their internship.

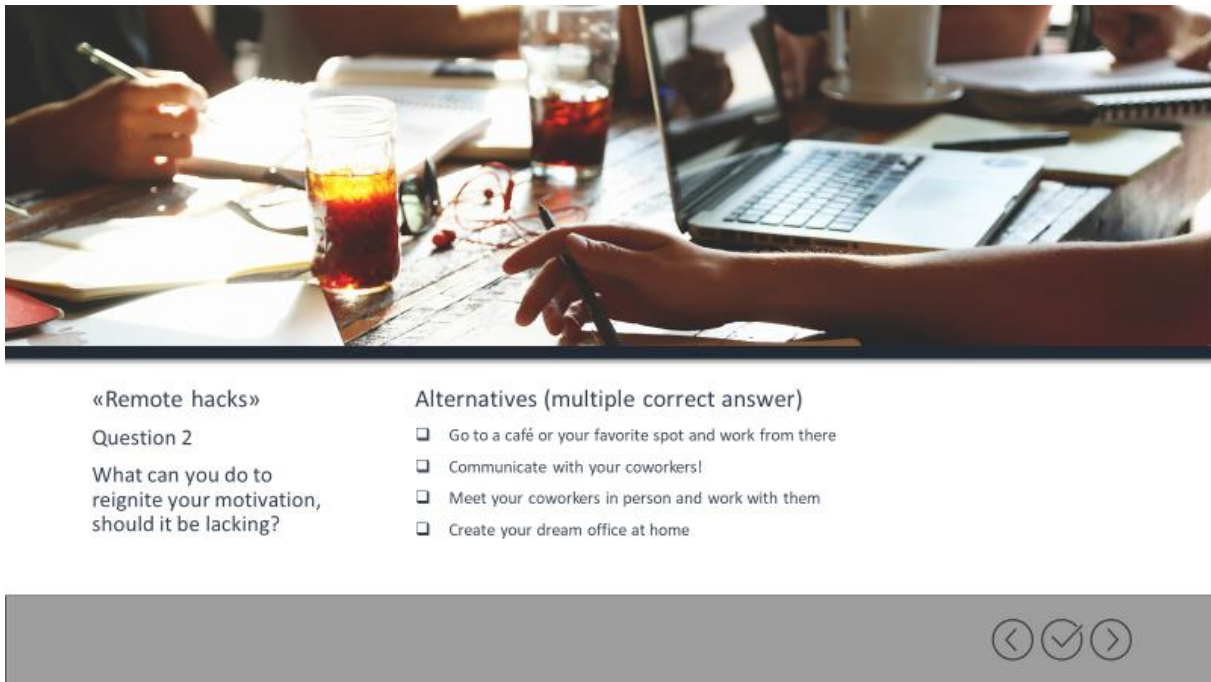


Figure 5.4: The second question from the module “Remote hacks”.

With this finding taken into consideration, this part of this particular module will present these additional tips:

- Meet your coworkers as many times as you can, by arranging a face-to-face work session at a café, university, etc. This will give you the opportunity to form better professional, work relationships and see very productive sittings.
- If you cannot find the time to meet coworkers physically and at the same time lacking the motivation to work at home, then go out to your favorite café for example. Working from a place that inspires you and other wise enjoy spending time at, can be the spark you need to get your productivity going.
- Maintain frequent communication with coworkers, regardless, as this will add to the relationship building but it might as well motivate to keep the same production pace as the coworker(s).

These tips and tricks are topics that have been discussed a substantial amount of times during conference calls and presented by veteran members to the latest team additions. Showing newcomers that the “old timers” also went through such things when started will give the newcomers a notion of involvement and that potentially experiencing such situations has been solved in the past. These tips and tricks which forms the following questions:

- Working remotely will provide you with great freedom to structure your own days. How can you use this experience to develop yourself?
- What can you do to reignite your motivation, should it be lacking?

Both of these questions will contain multiple correct answers.

5.3.5 Rules to live by

This final module will not include any questions but work as a recap of the topics of each module. A brief video clip and a few key sentences in a text box will emphasize on “how to think and act as a Globuzzer”, and how it ultimately will lead the newcomers in becoming a Globuzzer. This part will aim to reassure the newcomer that the process of getting accustomed to the remote work-lifestyle can be challenging at times, especially in the beginning, but that every member eventually managed the adjustment.

The content of this module will consist of brief sentences recapping the most essential and important key points presented throughout the gamification project. The questions will address the following points:

- You learn by doing
- Repetition of communication rules
- Working hours and availability
- Calendar

5.4 End-game

When the user believes to have answered each question correctly and progressed through every module and the player has reached the end game. He or she will then have the opportunity to go back and recheck every question before submitting the answers. The score will be revealed once the user presses *submit answers* and the player will end up at the leaderboard where the player can see how he or she performed. Regardless of how the player performs (see figure 5.5), the last stage shows a complete-percentage and the GB logo (corresponding with the complete-percentage), the option to replay OnGlobe or finish it (and

replay some other time), and a leaderboard. The leaderboard will display the players' first name followed by a number. The number indicates how many times they have played through OnGlobe. As a final touch (often referred to as "unlocked achievement" or "trophy" amongst gamers), the player will unlock a final video clip if he or she should achieve 100% on the first try. This video clip will include a special congratulations from the head of section and the CEO. If a 100% is not reached, the end-game page will then encourage the player to play again to achieve maximum score. The page will still display the player's completion-percentage, leaderboard, and the option of replaying OnGlobe or wrapping it up for the time being. The text will not say congratulations but something in the lines of "good effort but not quite there yet". The logo will have a black shade corresponding with the percentage not accomplished, meaning that if the player's score is 75%, then a quarter (1/4) of the logo will be dark.

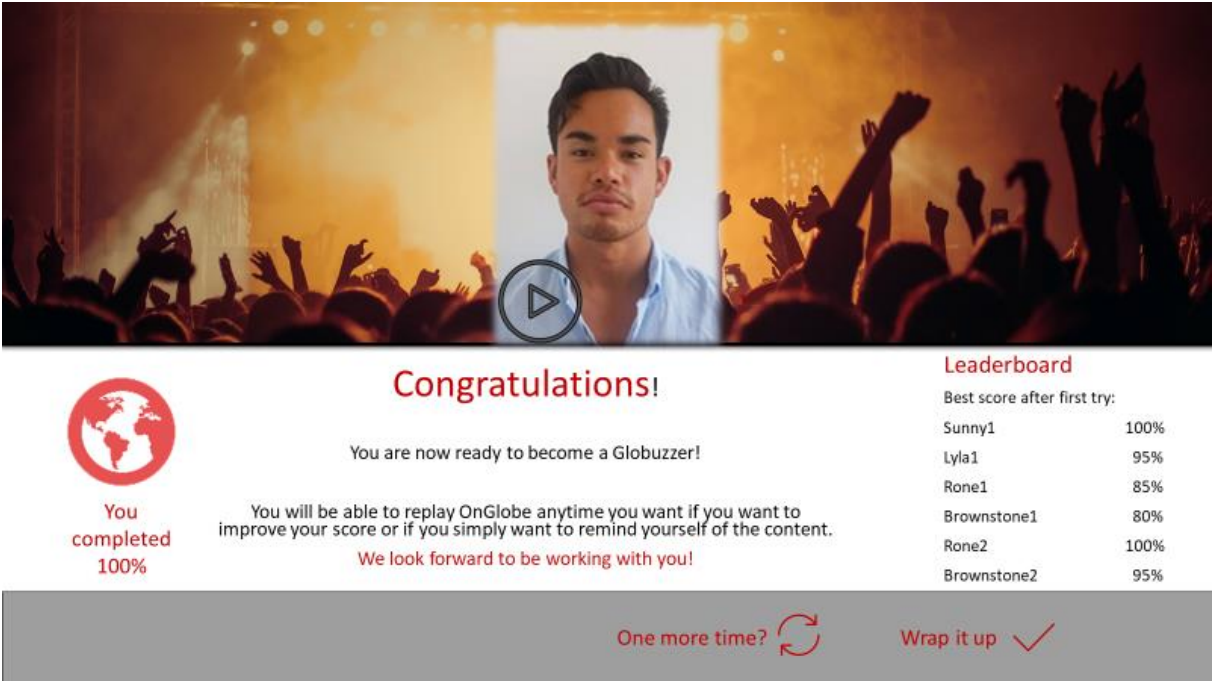


Figure 5.5: The end-game page.

6 Expected outcome and benefits

Made with the purpose of adapting newcomers to the aspect of working remotely and teach the importance of GB's communication standards, this project's expected outcome is just that – to make newcomers ready to step into their role as being a Globuzzer. Considering the four main results discovered through the diaries, this project is expected to affect these percentages

for the benefit of the individual and company as a whole. Through this formal approach of orienting, this project expects to substantially decrease the percentages of newcomers not receiving sufficient information prior to the first day of work, and, decreasing the percentage of newcomers finding the first day to be confusing, slow, or both. To address the newcomer's confidence in regards to task mastery, this project expects to have a 100% confidence level-percentage for newcomers after 1 month.

As a result of the implementation of this project, expected benefits will be:

1. Greater understanding of company culture and company as a whole
2. Greater display of productivity and self-efficacy from the newcomer
3. A steeper learning curve and faster adjustment time from the newcomer
4. Better quality of work in terms of assignments/projects
5. Newcomers living up to the given standards of communication
6. A greater input of creative and/or innovative suggestions in terms of business development
7. By including position-specific guidelines, it will be easier for the members in charge of recruitment to design position profiles in terms of posted job applications as well as an accurate indicator for what to look for in potential candidates during the screening and interviewing process
8. An improved retention rate and a reduced turnover rate. If there should be any instances of interns having the intention of quitting, regardless of reason, then the updated work diary will identify this issue and grant management/closest supervisor with the opportunity to address and solve this issue before the intern decides to quit for given reason.

7 “Post -OnGlobe”: measuring the outcome

It is important to note that this gamification project in itself will not account for the organizational socialization process as a whole. However, when taking into consideration the literature and the data gathered from the work diary, this project with its modules, will serve as a well-founded stepping stone for facilitating the newcomers' adjustment period. By emphasizing on the “rules to live by”, it is very likely that the newcomer will feel a greater level of an OS integration.

Like every new company project, there needs to be a phase in which the actual outcome of the implementation is measured and evaluated. In order to identify potential areas of improvements in regards to this gamification project, an evaluation process is a must and for this purpose, the work diary will be implemented as tool to measure the project's success outcome. However, the work diary will also see some changes and new additions in terms of the questions. As previously mentioned, the work diary is meant to uncover the newcomer's journey in regards to Bauer and Erdogan's socialization process model, but to evaluate the newcomer's level of learning, aspects of Cooper-Thomas and Anderson (2006) model in terms of learning sources will be included in the work diary. One added question could be formulated as such: what (information on Trello and/or google drive) and/or whom (co-worker, supervisor, leader) has been your greatest learning source? As mentioned in the literature review, the multi-level learning-focused model of organizational socialization, has the basis that learning is an important element in the process of socialization and that it effects the outcome for organizational socialization. Still based on this model, the work diary and supervisor feedback will identify the newcomer's success indicators: role performance (and extra-role performance to some extent) and social cohesion. These indicators are clear signs as outcome of a socialization process. By formulating the right questions, we can see what factors from both learning sources and learning domains that contributes to the indications of a potentially, successful socialization process.

Again, referring to Bargues (2012) that organizational socialization is a dynamic process between individuals and the organization taking place over time, the new work diary will be separated into three parts. The time perspective (1st day and one week into it; after 1 month; how about now, three months into it) remain the same but the data from the newcomer will be collected at these "checkpoints" to get fresh and detailed answers. While each step aims to discover the newcomer's socialization process, the first week will aim to get proper feedback on the gamification program. The collection points of 1 and 3 months will also ask the member if, in retrospective, he or she would include or exclude any aspects to the gamification program.

Going back to Bauer and Erdogan's (2011) model. The "updated" work diary will measure the OS outcomes of satisfaction, commitment, turnover and performance.

Job satisfaction will also be addressed more concretely for management to measure. By adding a direct question concerning the individual's job satisfaction in addition to meetings

held by supervisor, this OS-outcome will be measured properly throughout the duration of the internship. The same questions, if formulated correctly, can also measure the commitment at each stage, not just the 3-month marker.

Despite the duration for most interns is around four months, there can still arise cases of interns feeling the intention of quitting. In order to identify such trends and to measure this aspect of OS outcomes, there will be added a question addressing this aspect for every time checkpoint. This can also correlate with the individual's performance which will be measured through tracking and monitoring by supervisor or closes leader.

With these additional questions to the work-diary, management will be able to get the full picture and be able to identify any (positive and/or negative) trends and act on it. Below follow examples of the additional questions:

- What has been your greatest tool in terms of learning (mentor, closest leader/supervisor, internet, google drive, Trello)?
- Do you feel satisfied with your work and committed towards GB?
 - o If so, why?
 - o If not, how come?
- Have you ever had the intention to quit?
 - o If so, why?
 - o If so, what made you stay?

8 Practicalities and timeline

Initially, this project was suggested to include a task force including members from each core section, including two marketers, strategy advisor, IT-developer, a photographer, and a videographer. However, foreseeing the implications this would bring to the project due to a remotely, geographically scattered task force as well as entering the summer months, the decision fell upon the author to construct this project at own time and discretion.

Given that the author has the position of head of section, the content of this project was designed to fit and relate to newcomers entering into the Oslo section.

OnGlobe

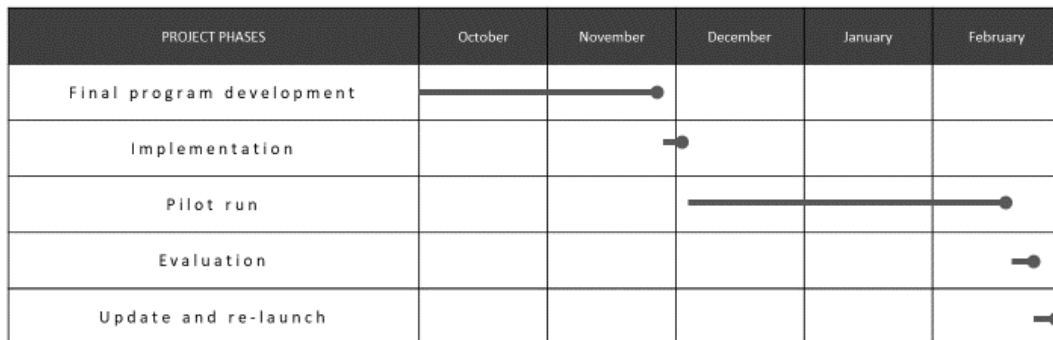


Figure 8.1 Gantt chart of the project timeline

The kickoff date for the OnGlobe pilot will be by the beginning of December 2018 and end around midway through February 2019 (see figure 8.1). Not only does this suit well with finalizing the entire program, but also in regards to many interns entering GB closely after New Year's Eve. In the period between December and February, the program will be constantly monitored for the evaluation phase to make the update and re-launch as good as improved as possible. If the data gathered from the evaluation phase would suggest that OnGlobe deliver the expected results, then the program will be implemented in each of the core sections. This would see the update and re-launch phase to design OnGlobe as a program that either is universal (in the sense that each core section could use the exact same program) or tailor the content according to the respective section (by using the blueprint of this pilot run).

Every newcomer entering after the official date of the project implementation will be included in the program and the feedback they will provide through the work diary, will be used to evaluate the outcome of the project.

In order to actually develop this pilot-program, there will only be needed necessary assistance from an external developer, as OnGlobe's content (written information) already has been created. The developer would only need the content material to install into the respective modules. If extra resources could be spared, one of GB's videographers would be a welcomed addition to the project team in order to give the video presentation a professional touch.

9 Conclusions

The goal of this project is to provide a program that will improve and accelerate the newcomer's adjustment period, and ultimately, contribute in GB achieving desired OS outcomes amongst newcomers. According to the literature, understanding the process of OS and thereby constructing an adequate onboarding plan, is an important aspect to any successful human resource management strategy.

By analyzing the unique situation and nature of GB, this project aimed to design a tailored onboarding plan based on the literature and the data required from the work diary respondents to enhance the overall OS process. After discovering the problem areas requiring immediate attention and how to best improve in these areas, the author consented to the approach of using gamification as a mean to orient future newcomers sufficiently into the company. The project then purposely aims to address these issues and presents the newcomer with a formal, yet simple and effective, orientation-tool to feel comfortable starting first day of work.

Ultimately, this project alone does not count for the entire onboarding process but will contribute to an accelerated adjustment period and eventually the desired OS outcomes.

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Your diary – our story

The Globuzzer work

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Name	Section	Position
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Brief Introduction

Purpose: This is a part of my master dissertation project. I am, in close cooperation with Rami, constructing a plan to improve the transition and adjustment period for newly hired employees when starting at Globuzzer. The purpose of this work diary is to gather your (mine included) thoughts, opinions, feelings, etc. about starting here, and your transition into becoming a true Globuzzer. Your information is very valuable to us and with it we can figure out how we can help new employees “getting onboard” in an improved, faster and more efficient way.

Disclaimer: Below, you will see that I have written down my personal answers as an example to give you a more concrete idea of what to say if the topics and bullet points are unclear. You don’t have to follow the same structure, nor being as descriptive as I am. However, I strongly encourage you to write your personal opinion as this will help greatly in making Globuzzer an even better place to work.

I look forward to hear **your** story!

The recruitment process

- From the moment you sent in your application to the moment you got the job, how was the process (what was it like? was it good or bad)?
- Was the information clear in regards to your job and its description (role, tasks, how you will work, from where you will work, etc.)?
- What about Globuzzer did attract you to sign with them rather than other alternatives?

Answer:

First day and first week

- How was your first day? Describe it
- Do you feel that you received sufficient information in advance to do your job?
 - o Especially in regards to slack and trello
 - o “Training” as to how to complete your assignments
 - o What did you learn specifically and from whom?
- How was the integration/socialization process?
 - o Did you get the grasp of Globuzzer’s work culture and mentality right away?
 - o What did Globuzzer do to “integrate” you, and was that enough?

Answer:

1 month into it

- Did you do any adjustments from your first day up to the 1-month marker?

- How was your self-efficacy, or production in other words? Did you feel confident in handling your tasks by yourself, or did you still feel that you are developing and/or need approval from your closest leader?
- Up to that point, how did you feel about your job and colleagues?
- Integration/socialization continued:
 - o How is the communication between your team members and leader(s)?
 - o How has your relationship/network building been?
 - o How has your own effort and initiative been in “becoming a Globuzzer”?

Answer:

How about now?

- Have you improved in regards to tasks, understanding the company and culture, performance, etc.?
- Do you feel more comfortable now than you did before or are you still adapting?
- Do you feel commitment to your job?
- Have you received any feedback?

Answer:

If you experienced any, what would you say were the biggest challenges you have faced during your employment at Globuzzer?

Answer:

In retrospective, what could have helped you with overcoming any challenges you might have mentioned, or eased the transition (adjustment period) from your first day leading up to now?

Answer:

At last, what is your expectations and hopes for Globuzzer in general, but also your future in it? What is it that you want to achieve?

Answer: