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GAMIFICATION: A NEW APPROACH FOR HUMAN RESOURCE MANAGEMENT

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ABSTRACT: The aim of this study is to analyze the tool of the gamification and, concretely, the advantages that it can contribute inside the area of human resources. This mechanism, which is taking force inside the organizations in the last years, can help the businessmen to solve their problems of motivation and engagement of personnel thanks to the application of technologies of games in contexts that are not game, such as the case of the business.

KEYWORDS: gamification, motivation, engagement, human resources.

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1. INTRODUCTION

Motivation is the engine of companies (Romero, 2015) and, in turn, one of the principal obstacles which there meet the businessmen of the 21st century (Cano, 2014). The organizations need that their employees contribute the maximum thing of them themselves, but the majority does not manage to stimulate to their components in order that they squeeze all their effort of an ideal way. A possible solution to these problems it might offer gamification. This tool manages to improve the performance of the people applying technologies of game to achieve that the amusement is the motivating intrinsic one that stimulates them to take part in a dynamic and proactive way in actions that generally need an effort of the will. (Marín & Hierro, 2013; Valera Mariscal, 2013; Herger, 2014; Werbach & Hunter, 2014; Soria del Río, 2014; Pomares, 2015).

"70 % of 2000 principal companies of the world are going to have some type of gamification action this year ", was assured already in 2013 Juan Carlos Lozano, president of ANAGAM (gamification's National Association and Digital Marketing) in an interview for the diary Expansión. And it is that, for many experts, gamification is a key tool for the businessmen of the 21st century (Werbach & Hunter, 2014), since it can achieve across technologies that they find in the numerous games benefits for the organizations. The motivation, the engagement, the happiness and the good results might be 4 principal benefits of this technology; but his application has infinite positive consequences, so much for the entity that decides to use it like for his employees. (Marín & Hierro, 2013; Valera Mariscal, 2013; Herger, 2014; Werbach & Hunter, 2014; Soria del Río, 2014; Cano, 2014).

Concretely, in the area of human resources, the repercussions that can be reached on having applied gamification are raised, since this tool is adaptable to all the phases related to the personnel of the organizations. For example, the technologies of games offer a great usefulness at the moment of recruiting and to select the personnel adapted for every working place, training the employees in order that they can realize ideally their tasks, evaluate the performance and establish a remuneration depending on the same one or, even, they can help to manage the professional careers of each and every of the components of the company to allow them to reach all the goals that they propose in relation to their skills and capacities. (Herger, 2014; Soria del Río, 2014)

That is why this work is going to focus in the application of gamification in the area of human resources, due to two principal factors: on the one hand, the benefits that the tool can contribute in the personnel management inside the organizations and, on the other hand, the remittance of personnel that is joining the companies, which it is principally of the generation millennial, which is characterized by the need of intrinsic motivators and by their passion towards the games. (Herger, 2014; Marín & Hierro, 2013; Meister, 2015)

In addition, the principal existing theories will be analyzed in relation to the implantation of gamification in the organizations, since it are Yu-kai Chou's theory of 8 impellers, the protocol of Werbach & Hunter of them 6D and the guidelines raised by Valera Mariscal to implementing gamification in a system.

In last place, there will be exposed a series of real cases in which gamification has reverberated successfully in the benefits of the companies, with true examples how gamification in Microsoft or Volkswagen, between many other multinationals.

This way so, it is possible to say that the aim of this study will be to know what is gamification, what applications it can have inside the managerial and, organizations especially, what can reach to the area of human resources. In addition, there will be analyzed the benefits that there can provide the use of this tool, the most relevant theories will be studied on how gamify a system and there will be exposed diverse cases of success in which gamification has been applied.

2. WHAT IS GAMIFICATION?

2.1. Concept

There are great the authors who have expressed their concept they brings over of gamification, but in this study, we have decided to select four definitions on the term corresponding to some of the experts most understood with the matter.

First, Werbach & Hunter (2014, p.28) indicate that a definition does not exist of gamification universally accepted, for what they think that gamification is " the use of elements of games and technologies of design of games in contexts that are not games".

On the other hand, Marín & Hierro (2013, p.15) hold that " gamification is a technology, a method and a strategy simultaneously. Emerge of the knowledge of the elements that do attractions to the games and he identifies, inside an activity, task or certain message, in an environment of non-game, those aspects capable of being turned into game or playful dynamics. All this to obtain a special entail with the users, to stimulate a change of behavior or to transmit a message or content. That is to say, creates one significant and motivating experience".

Another definition of gamification is offered by Herger (2014, p.8) when explain that "gamification is not always about making games; it's about changing behaviors, engaging people, creating habits, solving problems in a gameful way. To achieve this use what we learned from videogames and behavior science and motivation theories. That means we apply game elements and principles to make work less boring and more fun. As it turns out, gamification is quite effective".

Finally, we might emphasize Valera Mariscal's definition (2013, p.33) that is similar to that of Werbach & Hunter (2014), but making concrete in the area of the video games, and he holds that gamification " consists of the use of the approach and elements of the design of the video games of contexts different from the game. "

After these four definitions offered by different experts we can extract the most relevant information from all of them and summarize that gamification is a tool that uses characteristics of the games to achieve aims in non-game contexts.

2.2. Origin

The origin of the concept is not clearly made concrete in the time, though authors like Werbach & Hunter (2014, p.27) aim that " the companies have been applying for a long time the thought orientated to games to the managerial challenges, though without managing to understand completely the area that includes this concept. There exist references that speak of "gamify" the systems on line and that date back of the decade of 1980".

On the other hand, Werbach & Hunter (2014, p.27) mention the teacher of the University of Essex, Richard Bartle, who thinks that the word was referring in his origin to the action of " something transformed into a game that is not a game".

In addition, according to the opinion of Werbach & Hunter (2014, p.27) "the first use of gamification in the current sense took place in 2003, when Nick Pelling, a British developer of games, established a company of consultancy to create interfaces similar to the games for electronic devices. The term fell down then in disuse, though in the later years, designers of games as Amy Jo Kim, Nicole Lazzaro, Jane McGonigal and Ben Sawyer, as well as investigators as Ian Bogost, James Paul Gee and Byron Reeves, began to speak it brings over of the potential that the video games had in the managerial "serious" world. Only it was in 2010, nevertheless, when the term "gamification" began to be adopted widely in the sense in the one that is used nowadays. "

2.3. Why is the time of gamification?

Many experts countersign the idea of that we are living the key moment of gamification but, on what are they based to assure it?

On the one hand we have observed that Marín & Hierro (2013, p.15) distinguish three keys of why gamification is nowadays more a protagonist than never. First, the authoresses indicate towards the advances of the current technology and the possibilities that this one offers. The second key they think that she is the current generation, due to the fact that " they takes the whole life playing and it does not seem that they have intention of stopping doing it". And, in last place they are based that " the companies have the need to report and strike in a new way " due to the changeable environment in which we live.

On the other hand, in the line of Marín & Hierro`s thought, but centring more on the key idea of the current generation, Herger (2014, p.11) explains why he considers summit of gamification to be the moment being based on that

"the millennial generation is arriving in the workforce in large numbers. And videogames are part of their life. When they enter their twenties, they have played 10,000 + hours of videogames. This not only means they are experts, but they are also familiar with game design elements and game language, and that they expect an experience that games provide. And that means immediate feedback, the opportunity to learn, and a safe way to take risks and fail. These expectations can create challenges for their managers, who may label millennials as high maintenance employees. But if you cannot give them this experience, they will leave. Worse, you may not even get millennials into your workforce, because an engaging experience starts with the recruitment process".

This way so, it is possible to affirm that it is a good moment for gamification and for its expansion and for it, in addition, we can be supported on the information offered by Marín & Hierro (2013, p.16) that assure that this one might be the epoch of the game since the information corroborates this idea with examples like that the applications that more disburden in the mobile phones are games or that, in Spain, a year 1.500 million of euros become exhausted in games. Other information that countersigns this idea would be it of Cano (2014) that he assures that the market of gamification grows to such a speed that waits for a global collection of the above mentioned sector around 65 million dollars in 2016. In addition, López (2013) based on Gartner's report (multinational of consultancy and investigation of the technologies of the information) to affirm that 25 % of the new processes around the management that should be re-designed in the companies already will include one or more technologies of gamification.

2.4. Gamification components

To explain which are the components that integrate gamification are going to take the definition as a reference on gamification that Werbach & Hunter offer (2014, p.28) when they assure that gamification is " the use of elements of games and technologies of design of games in contexts that are not games".

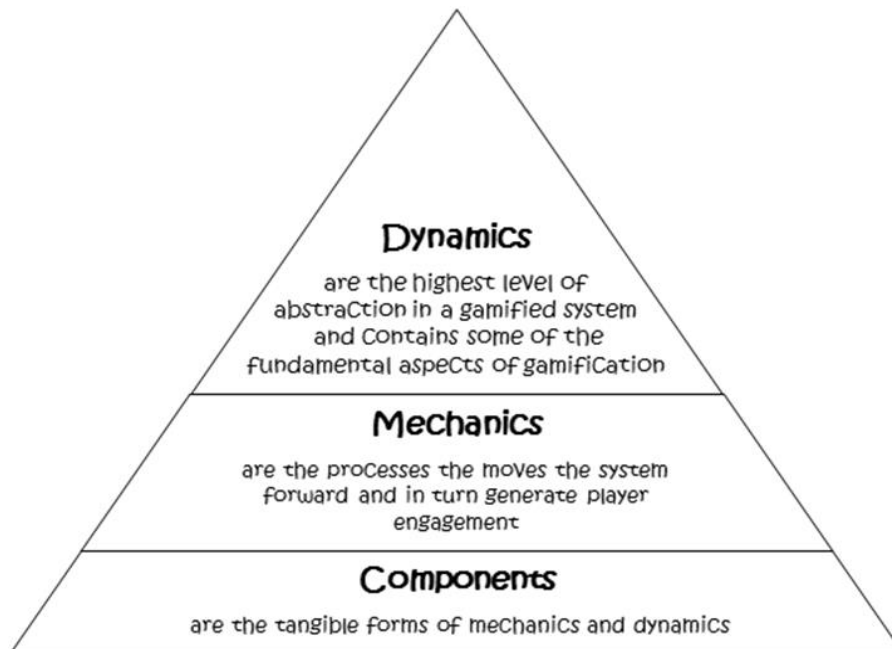
This way, we can remove the mechanism of gamification in three principal members: the elements of games, the technologies of design of games and the contexts that are not games.

2.4.1. Elements of games

First, we find one of the most relevant components of gamification, which they are the elements of the games. To explain what they are we can gather the opinion of Werbach & Hunter (2014, p.28) when they aim that the game is " an integrated experience " and that the "pieces" that integrate the above mentioned experience are the elements of game. To clarify these terms, the authors put the example of the game of checkers. Hereby, they make clear that some of the elements are the pieces, which are objects; the concept jumping the pieces to capture them would be another element, which they are the relations between the objects; and, others are abstract concepts that define the rules, like a piece might be obtain on having come to the last row of the board. This way, the authors (Werbach & Hunter (2014, p.29)) they make clear that " when what we do it is to take pieces of games and to integrate them in managerial, at the time practices we will be applying gamification and the final product of this task it will be, or at least it is waited, a more suitable managerial and more attractive practice ".

On the other hand, Werbach & Hunter (2014, p.82) indicate that " there exist three categories of elements of game that are relevant for gamification: dynamics, mechanics and components. These categories are organized in diminishing order of abstraction. Every mechanics is tied to one or more dynamics and every component is tied to one or more elements of major level".

Illustration 1: **The three elements of games**



Source: Werbach & Hunter (2014)

First we are going to analyze the **dynamics**. These are, according to Werbach & Hunter (2014, p.82), "the panoramic aspects of the gamified system that we have to take in consideration and manage, but that we can never introduce in the game". In addition, they make clear that the most important dynamics of game are five:

1. "Restrictions (limitations or forced commitments)
2. Emotions (curiosity, competitiveness, frustration, happiness)
3. Narrative (a coherent and continued history)
4. Progression (the growth and development of the player)
5. Relations (social interactions that generate feelings of fellowship, status, altruism)".

Later we will study the **mechanics** that are "the basic processes that make progress the action and that lead that the player interferes" (Werbach & Hunter (2014, p.83)). In addition, the authors identify ten mechanics of game as the most relevant:

1. "Challenges (puzzles or other tasks that need an effort to solve them).
2. Luck (elements of randomness).

3. Competition (a player or group wins and other one loses).
4. Cooperation (the players must work together to obtain a shared aim).
5. Feedback (information brings over of how the player is doing it).
6. Acquisition of resources (obtaining of useful or collectible elements).
7. Rewards (benefit granted for realizing a certain action or obtaining a certain achievement).
8. Transactions (trade between players, directly or across intermediaries).
9. Shifts (sequential participation on the part of players who are alternated).
10. States of victory (aims that do that a player or group is winning - the conditions of tie and defeat are related concepts). "

In last place there would be the **components** that are " elements more specific than the mechanics or the dynamics " (Werbach & Hunter (2014, p.84)). This way, the authors propose 15 components of game that they consider to be more important:

1. "Achievements (definite aims).
2. Vicissitudes (visual representations of the personage of a player).
3. Emblems (visual representations of the achievements).
4. Heroic missions (challenges specially complicated on having reached a level).
5. Collections (set of elements or emblems that can be accumulated).
6. Fight (a definite battle, typically of short duration).
7. Unfreezing content (aspects that alone are available when the players reach certain aims).
8. Gifts (opportunities to share resources with others).
9. Tables of classification (visual representations of the progression and the achievements of a player).
10. Levels (steps defined in the progression of a player).
11. Points (numerical representations of the progression inside the game).

12. Missions (predefined challenges, with aims and rewards).
13. Social graphs (representation of the social network of the player inside the game).
14. Teams (definite groups of players who work together to obtain a common aim).
15. Virtual goods (assets of the game with a virtual perceived value or with a monetary real value). "

Nonetheless, though the authors emphasize 15 components as the most important, three of them are most used by the designers at the moment of creating a gamified system and, because of it, they are the most famous components in the field of gamification.

Some authors like Werbach & Hunter (2014) name them PET (on having referred to them in Spanish as “puntos”, “emblemas” and “tablas”) other authors like Valera Mariscal (2013) are called them PBL (on having referred in English to points, badges and leaderboards), but really they refer to the same components.

This way so, with regard to the PET, Werbach & Hunter (2014, p.75) emphasize that their investigations derive that the majority of the systems of gamification use these three elements and, therefore, they considers them to be "a good starting point", but never like indispensable or inherent in gamification.

Later, we are going to analyze a bit better each of three elements PET (or PBL):

First, the points are in use, according to Werbach & Hunter (2014, p.76), " for encouraging the people to do things, compiling them". On the other hand, Valera Mariscal (2013, p.34) thinks that " the points help us to do a follow-up of the achievements by means of the punctuation and to contribute a constant feedback to the player". This way, we have selected the ideas of Werbach & Hunter (2014, p.76) that in their work identify six different ways in those who can be in use the points in the area of gamification:

1. "The points support in an effective way a classification
2. The points can determine the victory in a gamified process, supposing that exists a form of victory
3. The points believe a connection between the progression inside the game and the extrinsic rewards
4. The points provide feedback
5. The points can be an external way of progress
6. The points provide information for the designer of games"

Secondly, the emblems or badges are " a more solid version of the points. An emblem is a visual representation of some type of achievement inside the gamified system" (Werbach & Hunter, 2014, p.77). On the other hand, Valera Mariscal's definition (2013, p.34) is that " they represent achievements, they help us to reinforce the idea of goals reached by the participant, to which they are remembered and are recognized. " In addition, Werbach & Hunter (2014, p.77) allude to the investigators Judd Antin y Elizabeth Churchill to make clear five characteristics motivacionales that can have a system of gamification designed well:

1. "The emblems can provide an aim that the users try to reach, which has demonstrated that it has positive effects on the motivation.
2. The emblems provide a guide with regard to what it is possible inside the system and generate a species of summary of what one supposes that the system does. This one is an important characteristic during the initial stages, in which there is tried that the user manages to feel involved in the system.
3. The emblems are the indicative one of what it is what matters for the user and what is what has managed. They are a species of visual scoreboard of the reputation of a user, and the users will come often to the emblems to try to demonstrate others of what they are capable.

4. The emblems work as virtual symbols of status and as forms of personal affirmation that indicate the tour that the user has realized across the system of gamification.
5. The emblems work as tribal scoreboards. A user who has someone of the same emblems that other users will experience a certain sensation of identity with this group, and an intelligent design of a system of gamification can connect the emblems with some type of group identification system".

Finally, the tables of classification help the users to know like they it are doing in relation the rest of users. And, according to Valera Mariscal (2013, p.34) " they orientate according to the relative position of the player in the group of comparison. They monitor the improvements and are an incentive as positions are climbed. To make the best out them, they must be formed depending on the most appropriate group of reference". This way, we can emphasize that on the one hand, the fact that they should be public it can be deeply motivating since it can help the players to know in what situation they are; but, on the other hand, they can be also enormously demotivating on having reflected the position of other users who can seem to be unattainable and, therefore, to do that the player loses the desires of trying to achieve the challenges.

Anyhow, Werbach & Hunter (2014, p.80-81) make clear that there is no an alone method to do the tables of classification in a gamificated system and, therefore, the tables do not have to be statics, but they can show any characteristic that the designer of the system wishes.

To finish with this classification (of dynamics, mechanics and components), the authors explain that " as every mechanics is connected by one or more dynamics, every component is connected by one or more elements of major level " (Werbach & Hunter (2014, p.85)). In this line, it is possible to say that many gamified systems use components like the emblems or the points to connect the actions of the players with the mechanics and dynamics of major level.

2.4.2. Technologies of design of games

With regard to the technologies of design of games (Werbach & Hunter (2014, p.30-31)) they emphasize in not falling down in the erroneous idea of that to design games is so simple as he to be added to any activity by a punctuation or a few tables of classification, but they try " to decide what elements of game to put in every place and as to do that the gamified experience global is major that the sum of these parts". Hereby, the authors support that

"The design of games has something of science, something of art and much of experience earned based on hard work (...). The design of games is very hard. Even the big designers of games, as the big directors of movies, in occasions produce works of poor quality. Companies successfully how Electronic Arts and Sony have invested dozens of million dollars in games online that turned out to be a failure. And, nevertheless, if we do not learn to estimate the accumulated knowledge and the verified technologies of design of good games, our probabilities of failing will be very much major".

2.4.3. Contexts that are not games

For Werbach & Hunter (2014, p.31-32) " gamification operates in contexts that are not games. (...) The key element is that they imply real aims of managerial or social character. (...) The players are not there to escape from our product to a world of fantasy; they are there to be implied more actively by our product, our company or our aims". With this, which the authors want to transmit it is that it is very relevant the fact that it occurs in contexts that are not of game and, therefore, it is necessary to take advantage of the benefits of the game but without forgetting that it is not playtime and amusement what we are treating, if not serious and real aims. It is for this that the authors clarify: " The challenge that gamification presents, therefore, consists of taking a series of elements that normally operate in the universe of the games and to apply them in an effective way to the real world".

On the other hand, Werbach & Hunter (2014, p.22-24) want to emphasize three contexts of non-game as the principal ones at the moment to gamify: the internal gamification, the external gamification and gamification to modify the behavior.

The internal gamification refers the one that is produced inside the organizations and it would include areas as the productivity, the innovation or the companionship.

The external gamification refers to the one that exists out of the organizations and it would imply the clients of the organization and, even, to the potential clients. To achieve the aims of external gamification would be in use tools of marketing, in order to look for a major implication, identification with the product, an increase of the loyalty and/or a few top income.

Thirdly, gamification to modify the behavior seeks to stimulate new beneficial habits for the population. Therefore, this context can include field multitude that they are positive for the society, as for example, lessen the rate of obesity, have a system of education or of health more cash or achieve a rate of major recycling.

2.5 The future of gamification

With regard to the future of gamification, the experts prove to be optimists and think that it will turn into a basic tool into many areas of the life, this way we can show as Werbach & Hunter (2014, p.129) they affirm that " we can wait for more of the same thing, only that to major scale". Hereby, they compare the boom of gamification with that of the social networks and do not visualize a managerial future without it.

On the other hand, (Werbach & Hunter (2014, p.130) augur a promising future both in the internal gamification and in the day pupil, beginning for the areas of HR and sales, but without leaving of side in the future fields as the accounting or the product design.

In addition, they think that there will be a strong impact of gamification in the politics, the public administration and the social activism.

Finally, the words of Werbach & Hunter (2014, p.130-131) are forceful on having affirmed that " with the time, the aspects passengers of this mode will vanish, meeting replaced with the conviction of which gamification is capable of producing positive results. As long as the design is carefully pondered, gamification will be able to work and will be contemplated as one more part of the tools that the modern executives have to their disposition ".

3. APPLICATION IN COMPANIES

It has could only portrayed that gamification can turn into the tool of the 21st century for those who want to reach their aims across the technologies that are in use in the games, but in this work we want to focus ourselves in the application of the method to the companies, leaving of side possible alternative applications, since they can be in the educational area, the sports one or that of the social activism, between different many.

Every day more companies add to the gamified world applying this tool in areas like the sales, the human resources, the product design and, even, the accounting. (Werbach & Hunter, 2014) gamification can achieve that the most tedious and repetitive tasks turn into the most entertaining. Hereby, Valera Mariscal (2013) gathers the study realized by Mario Herger in the one that compares common elements of the game and of the work to demonstrate that the characteristics between both are numerous, but that the way of carrying out them provoke big differences in the perception of the employees.

Table 1: **Differences and similarities between work and play**

	WORK	PLAY
TASKS	Repetitive, bored	Repetitive, fun
FEEDBACK	Once a year	Constant
GOALS	Contradictory, vague	Clear
STEPS FOR DOMAIN	Uncertain	Clear
RULES	Uncertain, unclear	Clear, transparent
INFORMATION	Too much and not enough	Amount fair at the right time
FAILURES	Prohibited, punished, don't talk about them	Expected, stimulants, they boast
STATUS FOR USERS	Hidden	Transparent, timely
PROMOTION	Adulation, arbitrary	Meritocracy
COLLABORATION	Yes	Yes
SPEED/ RISK	Low	High
AUTONOMY	Medium, low	High
LOGICAL ARGUMENT, NARRATIVE	Only if you are lucky	Yes
OBSTACLES	Accidental	On purpose

Source: Herger (2014)

With this comparative Herger tries to expose how gamification can shorten the differences between games and work and contributes tracks on how doing the experience of working more motivating, challenging and interesting, by means of the educations of games.

On the other hand, it performs vital importance to emphasize the enterprise culture, which must be coherent with the premises of gamification. This way, Valera Mariscal (2013) thinks that three basic premises exist any gamified system must have:

1. **Transparency:** It is related to the internal communication of the company and consists of the fact that the goals must be clear, the communication must be opened and they have to exist a constant feedback.
2. **Autonomy:** It implies transmitting the power of decision, that is to say, the empowerment. It is based on the characteristic of the games of the participation and the aptitude to assume challenges.
3. **Development:** It is based on the premise of growth that they take I obtain all the games, it is present in the companies that wish that their components develop personnel and professionally.

Another prominent aspect is that of the importance of the leadership inside the companies. How he exposes Valera Mariscal (2013, p.91) "of nothing a marvellous system serves of gamification if the implied executives do not use the suitable leadership style".

Illustration 2: **Components of a system of internal gamification**



Source: *Valera Mariscal (2013)*

There has been extracted the most relevant information of a picture elaborated by Valera Mariscal (2013, p.93-94) in that some characteristics of the games are analyzed in relation by the aspects of a game-leader, which should be present in all the organizations of success.

Table 2: **Game elements and characteristics of a game-leader**

GAME ELEMENTS	CHARACTERISTICS GAME-LEADER
WILLFULNESS	<ul style="list-style-type: none"> ● PERSUASION: He/She knows his/her team and is capable of implying it and directing its will, instead of imposing his/her criterion. ● ASSOCIATED COMPETENCIES: Interpersonal sensitivity, assertive interpersonal communication and persuasion.
NARRATIVE	<ul style="list-style-type: none"> ● VIEW: He/She has clear the vision that gives sense to the task and transmits and remembers it frequently. ● ASSOCIATED COMPETENCIES: Strategic vision, leadership and interpersonal communication.
CLEAR GOALS	<ul style="list-style-type: none"> ● CLEAR GOALS: He/She has a clear objective and properly transmitted to his/her team. ● ASSOCIATED COMPETENCIES: Strategic vision, analysis capacity, planning, time management and interpersonal communication.
SPECIFIC RULES	<ul style="list-style-type: none"> ● COHERENCE: He/She adopts clear and just rules that everyone understands and accepts. ● ASSOCIATED COMPETENCIES: Leadership, teamwork and assertive communication.
REWARDS	<ul style="list-style-type: none"> ● RECOGNIZES THE EFFORTS: He/She knows how to manage the recognition of the achievements and efforts. ● ASSOCIATED COMPETENCIES: Interpersonal sensitivity, emotional intelligence, skills and motivation feedback.

<p style="text-align: center;">CHALLENGES</p>	<ul style="list-style-type: none"> ● DESIES: He/She poses challenges to develop and grow professionally. ● ASSOCIATED COMPETENCIES: Leadership, coaching skills and creativity.
<p style="text-align: center;">FEEDBACK</p>	<ul style="list-style-type: none"> ● ORIENTA: He/She knows how to ● ASSOCIATED COMPETENCIES: Sensibilidad interpersonal, emotional intelligence, feedback skills, motivation and coaching skills.
<p style="text-align: center;">ESTHETICS</p>	<ul style="list-style-type: none"> ● CARE THE FORMS: He/She is careful with his/her own example and promotes the culture of the organization. ● ASSOCIATED COMPETENCIES: Nonverbal communication and leadership with values.
<p style="text-align: center;">RETRIES</p>	<ul style="list-style-type: none"> ● MOTIVATE: He/She supports the face of difficulties, encourages and invites action. He/She looks at progress rather than errors. ● ASSOCIATED COMPETENCIES: Interpersonal sensitivity, emotional intelligence, feedback and motivation skills.
<p style="text-align: center;">LEVELS</p>	<ul style="list-style-type: none"> ● DEVELOPS: Adapt the difficulty of the task to stimulate skills. ● ASSOCIATED COMPETENCIES: Team development, employee knowlegde, skills coaching, planning and organization and creativity.

Source: Valera Mariscal (2013)

As Valera Mariscal explains (2013, p.94) " it is not a question of forgetting the difficulties, the efforts and the responsibility of work, but to giving them sense and value. This it is the mission of the leader and this purpose of a adapted gamificated. This is what will push the team positively towards work. "

Finally, Valera Mariscal (2013) emphasizes in his work the importance of the feedback in the managerial area, that is to say, of offering feedback to the employees on the labors that these perform. This way, the expert in gamification chooses two classes of feedback how the indispensable ones in gamification: the feedback of activity and the feedback of progress.

According to Valera Mariscal (2013, p.125) "the feedback of activity is related to the effect that any action humanizes seeks to provoke". To explain this definition the author exposes some examples as the impulse that leads some people to exploit the plastic ones of bubbles or to try making a basket with a paper in a paper bin. It is a question of the stimulus related to the curiosity to know what will happen after the action. The process that the author proposes would be the following one:

Stimulus -> motivation -> conduct -> effect - perception of the effect (feedback)

Hereby, if the effect is interesting, the stimulus will become more attractive and probably the cycle happens again. As Valera Mariscal (2013) explains "This system is destined to support the participant in the short-term game, it gives them immediate information of the effect of their action, this produces a positive activation to them and invites them to continue".

But long-term this feedback will not be effective, because of it there exists the feedback of progress, which does not report only of the activity in a certain moment, but also on the general development of the player from the point of view of reaching achievements in the game. Valera Mariscal (2013, p.128) thinks that " the feedback of progress gives us the information of the advance in the process of the game. Though a game need not be completely linear, if that possesses a way of progress of the experience. It is the way of the player who goes from the beginning until the end and who implies the overcoming of the previous challenges, which at the same time gives information to the participant on his growth in competence or skill".

To explain it, the author proposes the example of the categorization of the martial arts. When we mention the result of a combat, one would speak of feedback about short cycle, but when the fighters change color of belt the feedback that they receive it is long-term, because they indicate them the evolution that is having across a colour range of the step from the minor one to a major skill.

4. APPLICATION IN THE AREA OF HUMAN RESOURCES

Now that already has revealed what is gamification and which is its application in the companies, we are going to analyze the possibilities that this tool offers in the area of human resources. This strategy consists of implementing activities of leisure within the environment of work and, though still exist some sceptics with regard to this topic, every time there are more companies that decide to include gamification in their HR. (Roig, 2015) More concretely, it is possible to define gamification for HR as the integration of the game in the processes of selection of personnel and of management of the talent with the aim of finding potentials and of developing the people depending on their profile and the organizational needs. (Rojas, 2016)

To apply this type of mechanics in the area of personnel a model supposes "win to win ", since both parts, employee and company, obtain something positive of the process. (Holgado, 2015)

Later, the opinion of the experts is going to be exposed with regard to the application of gamification in each of the phases that the employees cross during their stay in the organizations and there are going to be revealed different real cases of its application in the companies.

4.1. Recruitment and selection

In reference to the recruitment and the selection of personnel in an organization, gamification can provoke consequences ideal both for the employees and for the employers. On the one hand, the candidate on having realized the process with playful components feels fewer constricted and increases his degree of comfort, since he forgets the tension of being inside a process of selection of personnel. On the other hand, given the most relaxed attitude of the candidate, the company manages to obtain an additional information about this one that otherwise the candidate would never reveal. (Holgado, 2015)

Herger (2014, p.15) refers to the teacher Allen Huffcutt of Bradley's University, who has been studying for years the problems of the phase of recruitment and, particularly, the most common mistakes that take place in the interviews of work. This way, he explains that

"Huffcutt identified the following ten questions as the most common in job interviews:

1. Why should I hire you?
2. What do you see yourself doing five years from now?
3. What do you consider to be your greatest strengths and weaknesses?
4. How would you describe yourself?
5. What college subject did you like the best and the least?
6. What do you know about our company?
7. Why you decide to seek a job with our company?
8. Why did you leave your last job?
9. What do you want to earn five years from now?
10. What do you really want to do in life?"

Herger makes clear that Huffcutt's opinion is that all the questions are prepared by the interviewed ones and that many of the answers are not real. Meanwhile, many recruiters think that they can decide which are the best candidates after these questions since they think that they are expert at evaluating and judging people. By contrast, Huffcutt believes that after the interviews called "intuitive", it would be useful to realize another series of tests to the candidates less structured to know really the characteristics of the possible futures employees.

After the allusion to Huffcutt, Herger (2014, p.16) supports the ideas of the teacher exposing that " this is where gamification can help. Instead of inviting the candidates to job interviews right away, they give them games that simulate the work environment and your test their aptitude".

To be able to visualize of more real form how gamification is applied in this phase, we are going to observe later some cases of companies that they have applied and / or apply gamificated designs to recruit and to select from the ideal form to their potential employees:

1. REVEAL: This game online designed by the cosmetic multinational L'Oréal was challenging the players to create a new product. The process was consisting in that the players were getting virtually in the departments of the company and were trying to create a new product across different tasks and with different tools that were offering them. At the end of the game, the users were receiving an evaluation on the realized work and numerous prizes could win if the labor was performed well. Hereby, L'Oréal managed to mobilize more than 120.000 people among which was possible to identify new potential talents across gamification. (Herger, 2014)

Illustration 3: The Project Reveal



Source: Herger (2014)

2. Multipoly: It is a simulator of recruitment and selection who created the multinational of accounting and consultancy PricewaterhouseCoopers in which the candidates take part in a virtual world as if they were employed at the company for one year. Really, the game lasts 12 days and consists of the fact that every participant has a concrete mission and earns points depending on his achievements. Finally, the players who manage to overcome more tasks similar to those that they would have to perform in real life, are selected to be employed at the company. (Herger, 2014; Meister, 2015)

3. Virtuoso: The company Italian-Hungarian GRaviTalent offers to other companies this game of recruitment that evaluates the candidates in multiple areas as the resolution of problems, the attitude in the work, the self esteem, the emotional stability, the resistance to the stress, the impulsiveness or the persistence. (Herger, 2014) For that, Virtuoso organizes three areas in a total of nine dimensions. These are:

a. Cognitive Style

- i. Problem solving: The ability to select and apply generic or ad-hoc methods to ill-defined challenges.
- ii. Strategical thinking: The ability to plan steps of action ahead to reach a goal.
- iii. Ingenuity: The ability to think outside the box, with an original gaming style.

b. Work attitude:

- i. Perseverance: The ability to focus and make an effort for an extended span of time.
- ii. Resilience: The ability to start again after a failure.
- iii. Go-getter: The ability to translate a demand into action fast.

c. Work Style

- i. Speed: The ability to keep a high pace of work, and to react fast.
- ii. Precision: The ability to work with few errors.
- iii. Efficiency: The ability to achieve a goal with minimum resources.

4. Trayectoria Estrella: The beer Damm created a gamified program to capture talent that was consisting in, after a process of recruitment in which engineers were caught by a series of common characteristics, to realize a process of selection across a few gamified tests. Some of the ingenious proofs were "The small Iron Man and the machine of wit " or "The league of the sticklers for justice ", in others. The aim was to verify all the competences of the participants playing to manage to obtain the real information about each one of the candidates. In addition, conscious of the union of the futures employees with the technologies, due to the fact that they were of the millennial generation, they created an app to begin to promote a link with them in order to encourage their interest and their commitment to the selection process. (Foment del Treball, 2015)

Illustration 4: **Trayectoria Estrella**



Source: *Foment del Treball* (2015)

4.2. **Training**

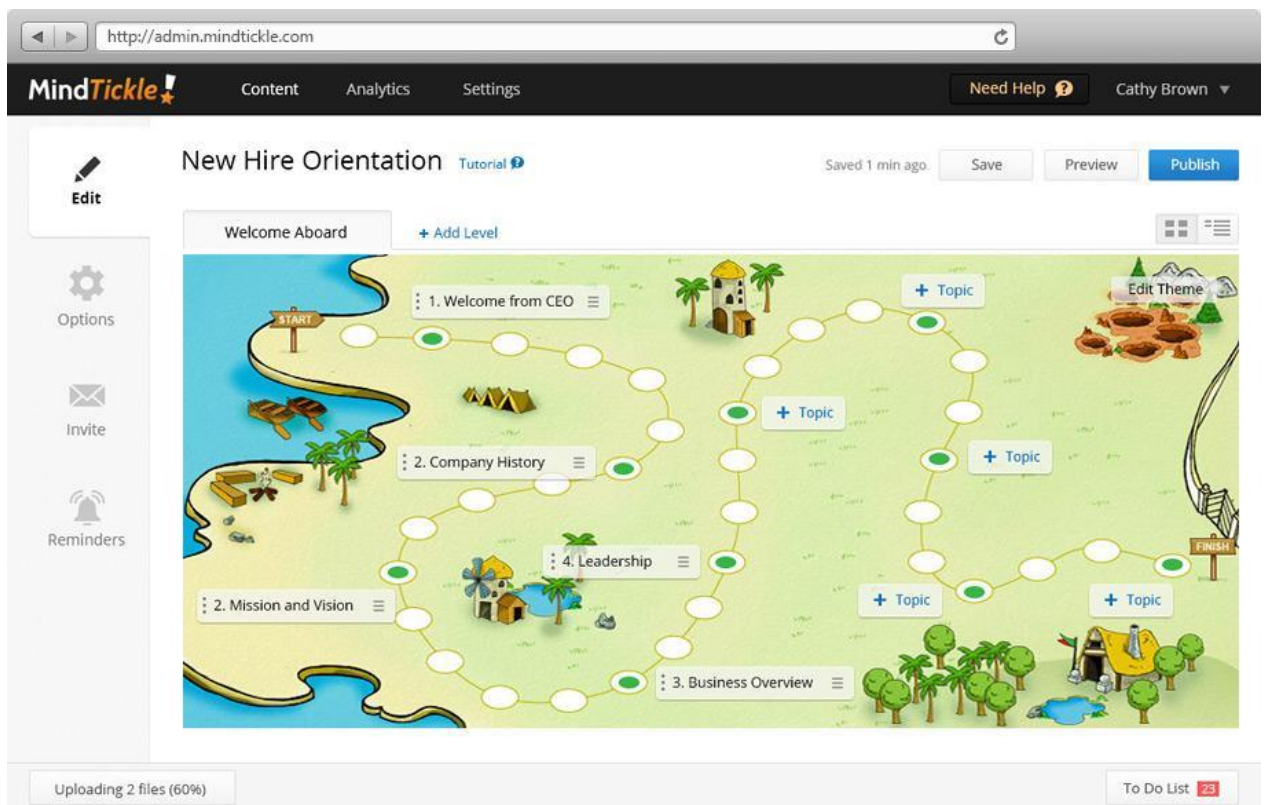
The training is another of the phases of special relevance in the scope of the HR. There are many organizations that they do not promote, or do it in a wrong way, the formation between their employees, which is a big mistake due to the importance of which the workers of the company know the same one and are instructed efficiently on how to carry out their daily labors.

Gamification can be the tool necessary for the businessmen who do not know how to carry out the actions of training between their members without these tasks seem to be tedious and, by contrast, they become entertaining and manage to compromise the workers.

Later, we are going to analyze four concrete cases of companies that decided gamify the incorporation and formation of their new employees:

1. HCL: MindTickle helped to the IT company to create a community online by learning to undertake and to prepare in a way different from the new members, across games. The candidates had to overcome tasks related to their future functions in the company across the platform to gain points and to overcome levels. The success was enormous since the information of abandon between the day of the test and that of the incorporation diminished nine times less than before applying gamification. In addition, the company could be more precise in its plans of training with regard to the needs of their employees. (Herger, 2014)

Illustration 5: MindTickle (the project of HCL)



Source: Herger (2014)

- SAP uses a tool similar to that of HCL and has achieved that the knowledge of its employees with regard to the products and the own company has increased 75 %. In addition, there have diminished in 60% the costs of administration and logistics. (Herger, 2014)

Illustration 6: The Project of SAP

The screenshot displays the SAP Arena user interface. At the top, there is a navigation bar with 'ME', 'FRIENDS', 'CHALLENGES', 'MISSIONS', 'MARKET', 'ARCADE', and 'CREATE'. The main content area is divided into several sections:

- OVERVIEW:** Shows a player profile for 'Super Closer' with a title dropdown, Cash: 434, and Points: 1,759.
- GLOBAL:** A table comparing performance across four measures (Missions Done, Wagers Won, Cash Earned, Points Earned) against 'Vs. Friends' and 'Overall' scores. A large '50 LEVEL' badge is displayed on the right. XP to level: 1,573.
- SALES:** A similar table for sales performance, with a '37 LEVEL' badge and XP to level: 431.
- EXPENSES:** A table for expense performance, with a '21 LEVEL' badge and XP to level: 98.
- ACHIEVEMENTS (29 of 48):** A grid of 12 achievement cards, each with a level, points, and a description. Examples include 'Level 10', 'Level 20', 'Level 30', 'Level 40', 'Level 50', 'Warrior', 'Soldier', 'Friendly', 'Popular', 'Crusader', 'Stylish', 'Chic', 'Money Bags', 'Appreciated', 'Cherished', and 'Timely'.

Source: Herger (2014)

- Deloitte created a program online to train to their own employees called Deloitte Leadership Academy, in which about 20.000 executives take part of more than 150 companies of the world. The tool consists of including medals, boards of classification and missions in a simple and intuitive platform with formative contents that they must overcome to reach the aims. The results have been an increase of 37 % in the number of users who return to the website every week, an increase of the time invested by users in the platform and a growth of the number of users who finish the programs of training. (Herger, 2014)

4. Damm incorporated a gamified process of welcome that was consisting of replacing the typical program of reception the new employees with games that were helping them to understand the key aspects of the company at which they were going to be employed and of the tasks that one was going to entrust them. Hereby, it was managed to reduce the hours that the veteran personnel would have to invest in the training of the new ones if the traditional process had followed and was achieved to imply and to motivate to the new components from the first minute in the company. The used technology would be it of "learning by doing " that it would mean to learn making simulate, that is to say, situations that in the future the employees would be. (Foment del Treball, 2015)

4.3. Performance evaluation and remuneration

With regard to the evaluation of the performance and the remuneration a wide debate exists on the ideal way of carrying it out. What we do know so accurately is gamification can help the managers of the organizations to carry out a process of more effective evaluation and, therefore, to providing a more just remuneration.

In this way, we can emphasize the opinion about the topic by Herger (2014, p.29) that supports the idea of that the evaluation of the traditional performance that is done one or two times a year can take to numerous problems due, principally, to the changes that are in the habit of existing along an exercise in the organizations. For it, he rests on Eric Mosley's study (CEO and co-founder of Globoforce) on whom proposes five steps to improve the process of performance management:

1. "Capture achievements throughout the year
2. Widen the input circle beyond a single point of failure
3. Use inspiration, not obligation
4. Expand accountability for reputations and careers
5. Empower employees to create a performance mosaic"

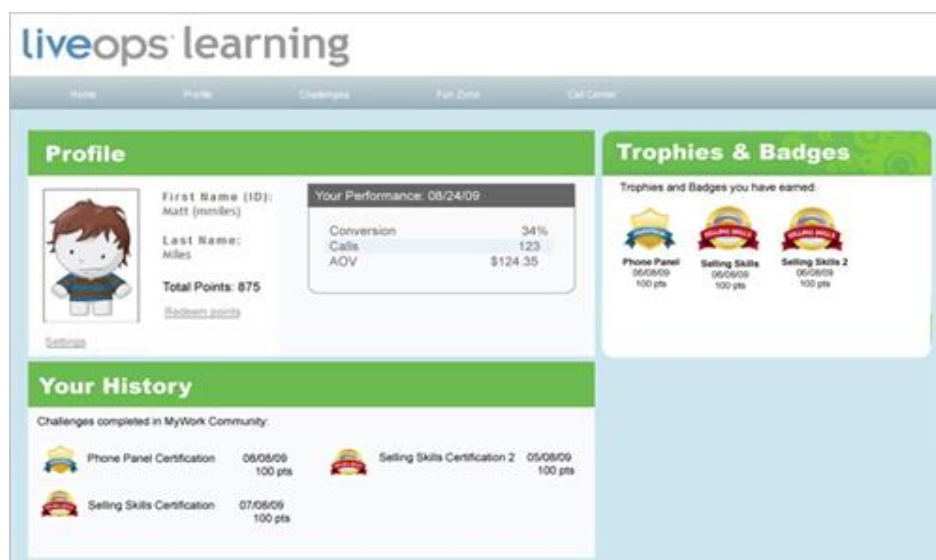
On the other hand, it performs vital importance to indicate the important relation between this phase and the feedback since, since Werbach & Hunter appear (2014, p.67) " if they are designed well, the curls of feedback push the users towards the wished behaviors". This way, many experts support this idea, assuring that the feedback in a gamificated system can provoke an effective motivation.

To assure these ideas, Werbach & Hunter (2014, p.68-69) affirm that " on having constructed gamificated systems successful, the immediate and frequent feedback is necessary". And, for it they make clear that there are three important characteristics of the feedback that are fundamental:

1. "An unexpected and informative feedback increases the autonomy and the intrinsic motivation. " What means that people like turns surprised by achievements and rewards that were not waiting and, on the contrary, the rewards fix quotas and waited they can be demotivating.
2. "Users like that inform them on how they are doing it. " That is to say, that motivates the players to know the progress that they are having towards a concrete aim and, therefore, major involvement provokes them to complete the needed task.
3. "The users will regulate their own behaviors being based on the metric ones that provide them. " What it wants to say that it is necessary to use said metric with wisdom to focus the actions of the users in the direction wished without neglecting the other objectives.

A company that decided to apply gamification its system of evaluation of the performance was LiveOps, a company that has more than 30.000 agents of call center distributed all over the world working independently from their house. This way of operating reduces expenses, but it can suppose problems of training, incentives and efficiency at the moment of standardizing procedures. For it, the company began to be employed at a gamificated platform called Nitro Bunchball LiveOps whose aim was to stimulate, to train and to make grow to the employees. The game was consisting of completing missions related in spite of completing a call in the minor possible time, increasing the formation or achieving the satisfaction of the client, among many others. The evaluation of the performance was revealed due to employees with the most points in games received more work and, therefore, were more likely to earn more money. (Valera Mariscal, 2013)

Illustration 7: Nitro Bunchball LiveOps



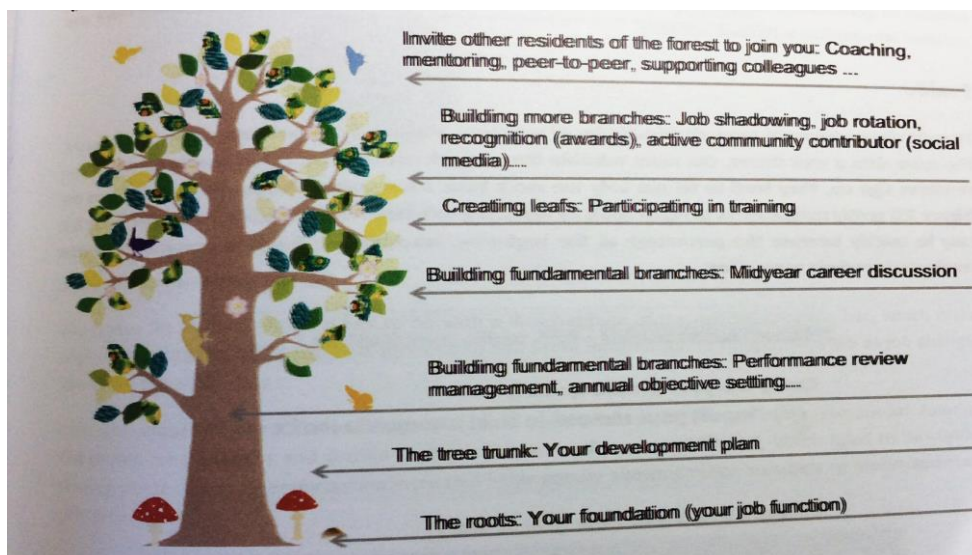
Source: Valera Mariscal (2013)

4.4. Career management

Finally, the phase of development of careers is of mere relevancy due to the fact that it reverberates in the future, not only of the employees, but also of the own organization.

To explain the process of management of careers Herger (2014, p.43) realizes a comparison with the process of growth of a plant:

Illustration 8: Comparison between the growth of careers and plants



Source: Herger (2014)

“Every career-related activity, including learning, job rotation, participation in communities, but also timely objective planning and managing performance reviews contributes to growing additional branches and leaves. The concept could be expanded by seeing your direct reports trees as a forest and taking care of health of the forest.”

In addition, Herger compares it in turn with games as successful as FarmVille, whose aim is to take care of animals or plants and its scope has challenged more than 80 million people in the whole world.

Finally, is necessary to finish this paragraph with the visualization of a real example of gamification managerial, concretely, in the area of HR for the management of careers. The example that has been selected has been the proposed one for Herger (2014), the web LinkedIn.

LinkedIn is a gamified tool for the development of careers that helps to change behaviors and to update and share information in the network.

The tool consists of the fact that every member of LinkedIn has a profile of which there takes form the information that every user provides. The quid is that all more information shares in the network, more valuable it is this for all the members. The problem is that is demonstrated that when a new member registers in the network he tends to offer the minimal information. It is for it, that the company uses a few gamificated tools to promote the fluency of the information and the interrelationship between the members.

One of the tools would be the bar of percentage of fullness. This one encourages the users to complete 100 % of the bar appealing to the sense of the ending, that is to say, of wanting to reach 100 % completing the bar. The trick resides in that, while initially it is easier to advance in the bar, as the percentage is increased also it becomes more difficult to increase it. Hereby, across gamification and without noticing it, the users do an effort across a game to reach an aim.

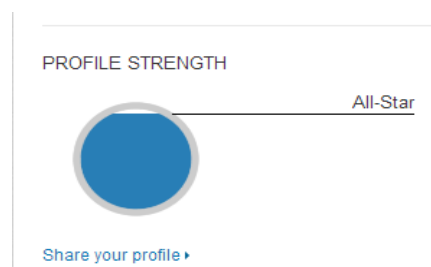
Illustration 9: **The tool of bars in LinkedIn**



Source: *Herger (2014)*

Other one of the ways that LinkedIn has used to motivate its users to improve their information to showing is the tool profile strength that consists of a circle that can be more or less completed depending on the levels reached inside the same category.

Illustration 10: **The tool of circles in LinkedIn**



Source: *Herger (2014)*

This idea arose because of a disadvantage that was presenting the program of the bars: once reached 100 % already there were no incentives to add any more information to the profiles, through it should change of employment or new degrees were obtained. This new tool allows to have several "circles" depending on the different aims that are wanted to reach, that is to say, a user can have a level of 90 % in an area but be beginning in different other one and have only 5 %.

But these two gamified tools could still obviate some relevant information, since the information is offered by the same users, by what there was invented a new tool that could check or add more information called Endorsements (support). The aim is to manage to create a relative image of the skills and knowledge of the user since, though not all the endorsements can make sense, the set of the supports contributed by other members manages to create a general image.

Illustration 11: The tool Endorsements in LinkedIn



Source: Herger (2014)

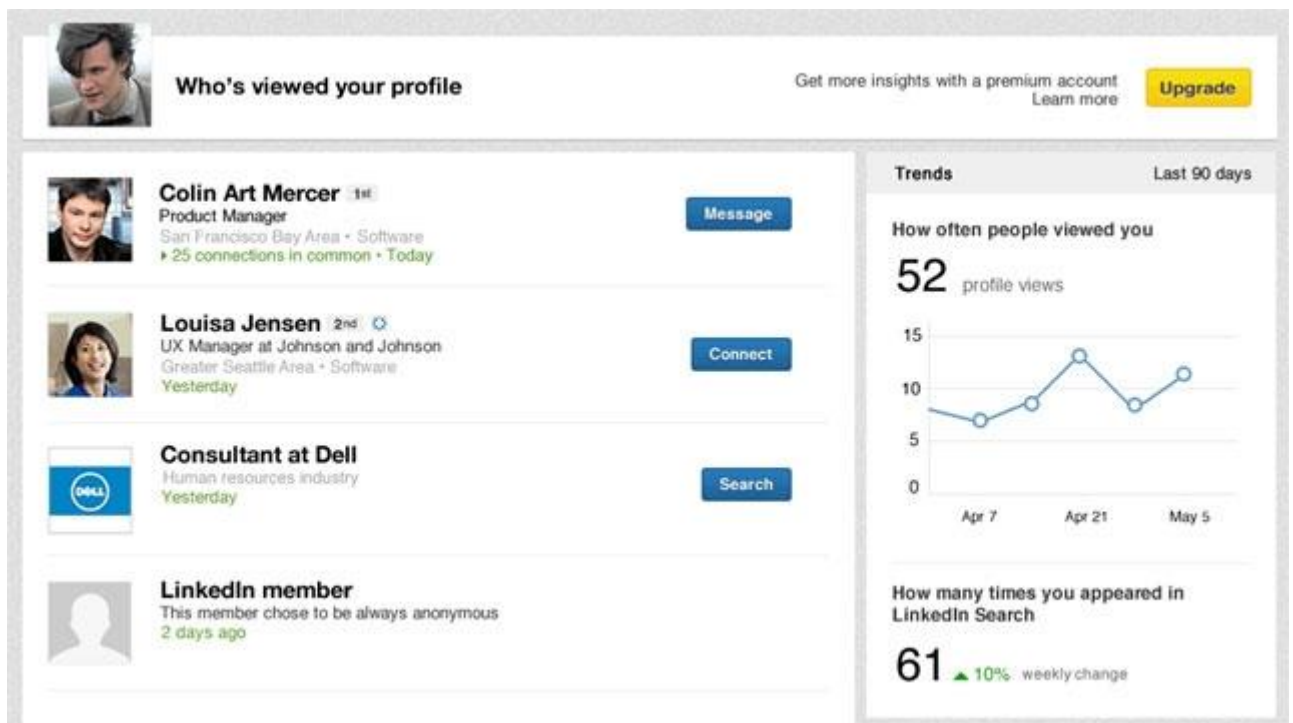
In addition, exists another tool that gives feedback the users brings over of how many visits has they received in their profile or all the times a search has been realized on their profile, called Who's viewed your profile. Even the same tool offers to the users to know the last five members who have been looking at their profile, which not only hooks the users of the web, but it encourages them to relate between them.

Illustration 12: The tool to know the visits in LinkedIn (1)



Source: Herger (2014)

Illustration 13: The tool to know the visits in LinkedIn (2)



Source: Herger (2014)

5. BENEFITS OF GAMIFICATION

Come to this point we can wonder: which are the benefits of gamification? After different readings of books, articles and experts, in general, we can say that the principal repercussions of gamification are two: motivation and engagement. These benefits, in turn, derive in two highly positive consequences for the organizations: the increase of happiness and the improvement of the results. Later, there are going to be analyzed these four parameters and the different opinions of the experts in the matter.

As the first direct consequence of the application of gamified systems can find the motivation. This way, Werbach & Hunter (2014, p.55-57) make clear that the origin of the word "motivation" comes from the Latin "motivus", that means " that it serves to move". Hereby, they make one comparative between the objects and the human beings and say that " people are like objects: they have a certain inertia that it is necessary to conquer in order that they could put in movement". In addition, the authors give great importance to the fact of understanding what type of motivation moves the users of gamification, since they think that " if you manage to understand the difference, then you will have crossed the half of the necessary way to determine the types of mechanisms that you can use to motivate your users ".Therefore, they decide to realize a classification between human who want and who have to do something, specifying that those who want feel an intrinsic motivation, unlike those who have to do something, which motivation is extrinsic. In the line of the differentiation of both types the authors clarify that " the activities do not fall down inside these categories by themselves: such a thing as a task does not exist demotivating or an intrinsically motivated task. Motivation implies an interaction between a person and a task, in a certain situation and in a certain moment".

On the other hand, Herger (2014, p.9) thinks that "when we talk gamification, we also talk about motivators. You may have already used bonuses, prizes, and other rewards to motivate your employees. Those rewards are what psychologists call extrinsic motivators. They come from outside an individual. They work well but have certain limits and may sometimes interfere with the intrinsic motivations. Those are motivators that come from inside an individual, such as the desire to become better in what we are doing, the desire to make friends and meet people, or to belong to a group".

Besides the pertinent explanations to differentiate the extrinsic motivation of the intrinsic one, the authors (Werbach & Hunter (2014, p.62-63)) go one step further and realize a reflection about demotivating that can be the extrinsic motivations in excess. This way, they indicate that " in occasions, to provide major benefits to people to realize a certain activity, will lead people to realize this activity with fewer frequency and to carry out her worse". In addition, they refer to the book Punished by Rewards of Alfie Kohn, in whom there is analyzed the phenomenon of the "expulsion" that makes clear that the motivating extrinsic ones tend to expel the intrinsic ones. Is for it, which Werbach & Hunter (2014, p.63) explain that " for the tasks that are interesting, motivation dissipates when extrinsic rewards are tangible, expected and contingent".

Finally, the authors (Werbach & Hunter (2014, p.64)) highlight a lesson of all that: " do not associate in an arbitrary way motivating extrinsic to activities that can be motivated using intrinsic regulators".

To conclude with the topic of the motivation, Werbach & Hunter (2014, p.67) emphasize that " the systems of extrinsic reward work for the activities that are not intrinsically motivating " in the face of which can be of great relevance gamification.

On the other hand, like the second direct consequence of the application of gamification, we find the engagement. In their work, Werbach & Hunter (2014, p.10), fulfil one deep reflection brings over of the direct relation between the games, the motivation and the engagement. Hereby, they stand out as an important problem the fact that the individuals are not compromised to their employment and realize a comparison with the engagement that one feels at the moment of playing:

"A well designed game is a guided missile that goes to the heart motivacional of the human mind. To apply the lessons that the games can teach us might revolutionize our companies. (...) Fun is an extraordinarily valuable tool to approach managerial serious aims, as the marketing, the improvements of productivity, the innovation, the loyalty of the clients, the human resources and the sustainability. (...) The organizations which employees, communities and clients are strongly motivated, will be capable of defeating those that cannot generate an authentic motivation. (...) The commitment is what provides a competitive advantage. The technologies of design of games provide the means to obtain it. "

On the other hand, Valera Mariscal (2013) alludes to a study realized by the company Gartner in the one that identifies four principal means that achieve commitment by means of gamification. First it indicates the rapid feedback; in counterpart with the traditional feedback across the evaluations that are slow and long cycles, gamification offers a response more rapid that can provide major commitment. Secondly, it aims that the goals and the aims are great clearer and concrete in the games that, in the majority of cases, in the companies. The fact that the aims are not diffuse helps the employees to feel that they are attainable. The third characteristic would be the coherence; the fact that the games could offer a history or a sense to the set of tasks, unlike in the labor life which activities can be perceived as incoherent or arbitrary. Gamification constructs a statement that manages to involve the participants. And, in last place, Gartner emphasizes the attainable challenges, emphasizing in that the organizations propose big and long-term challenges, whereas the games offer concrete and short-term challenges that, how one has indicated previously, they promote the commitment.

To finish with the references to the commitment of the employees, it is necessary to indicate that Herger (2014, p.9-10) alludes to a study realized by the Institute Gallup that devotes itself for decades to interview hundreds of thousands of employees of the whole world to know their levels of commitment with the company to which they belong, defining the awkward employees who "work with passion and feel to profound connection to their company". This way, gamification's expert underlines that the last information of 2013 indicates that in USA only 30 % of the employees is compromised by its employment, 52 % it is not and 18 % is firmly divided to the company at which they are employed. In case of Spain, only 18 % is engaged, 62 % it is not and 20 % feels highly divided to its company. For the author this information is of mere relevancy since they reveal the serious problem that the companies suffer on having used so high percentage of not awkward workers, given the importance that has the implication of the same ones in the current society.

This way so, we have already observed how the experts indicate the motivation and the engagement like the direct benefits of gamification, but it is not necessary to forget that there exist numerous indirect consequences of the application of this new tool in the systems. As it has distinguished itself previously, in this study we have selected the happiness and the results how the principal repercussions of gamify and, therefore, to motivate and to compromise the members of the companies.

On having spoken on the possible benefits that gamification can contribute both to the companies and to its employees, Herger (2014, p.8) affirms that "to happy and motivated player (employee) is also willing to go the extra mile, is should dwell creative, shows dwell initiative, and this benefits everyone".

On the other hand, Herger (2014, p.11) aims that a good gamification can create one happy employees and is supported on a study realized by the iOpener Institute for People and Performance to affirm that "happy employees should plough twice as productive, stay five steal longer in their jobs, plough six steal dwell energized and take have steal less sick leave".

In addition, Herger (2014, p.11) assures that "happier workers also helps their colleagues 33 % more than their least happy colleagues. They raise issues that affect performance 46 % more, and they achieve their goals 31 % more often and are 36 % more motivated".

Likewise, Werbach & Hunter (2014, p.71) find in gamification a mechanism to provoke the satisfaction between the components of the organization alluding to the personal growth and to the attainment of aims, and they expose: "do not consider gamification to be a kind of secret tool to try to exploit more the clients, the employees or other groups. Consider it to be a way of providing the authentic happiness and of helping people to bloom, at the same time as you obtain your own aims".

In last place, a fundamental characteristic of the application of gamification are the results. As Werbach & Hunter support (2014, p.36) "gamification works. In spite of the innovation of this practice, diverse companies they have obtained positive significant results due to the incorporation of elements of games in its managerial processes. "

6. HOW TO IMPLEMENT GAMIFICATION IN ORGANIZATIONS (THEORIES)

Numerous theories exist on how it is necessary to implement gamification in the different organizations. In this work, there have been selected the three who have received more force in the last times inside the area of gamification. On the one hand, can observe Yu-kai's Theory of 8 impellers, that is the most specific. On the other hand, we will be able to see the protocol of Werbach & Hunter of them 6D, that is a bit more general. And, in last place, the points of bearing in mind that raises Valera Mariscal and that are a few general guidelines to which must attend to any gamify process.

Since already we could have observed, gamification can offer numerous benefits but also it raises some challenges that cannot get lost of sight, this way, since exposes Valera Mariscal (2013, p.44) " for the businessmen, for the executives and the professionals of human resources gamification implies new advantages and opportunities. But also it generates new challenges that will demand to be prepared". In this way, the psychologist confirms that it is not necessary to forget of the challenges that also gamification of a system carries, and foresees two types of adjustments that the organizations will have to bear in mind: the human adjustment and the technology adjustment.

On the one hand, with regard to the human adjustment, we can find all the necessary requirements that can affect the people belonging to the company. This way, first it will perform vital importance that the company knows the basic foundations of gamification, in order to manage to understand its aims, its functioning and its principles. Secondly, it will be necessary to incorporate new coherent leadership styles into the philosophy of gamification, that is to say, executives who can report, give feedback, be employed at equipment and to motivate, between many other qualities. And, in last place, it will be indispensable to understand the psychological basic underlying foundations to gamification to be able to implement it in an as ideal as possible way.

On the other hand, we find the technical adjustment, which refers to more technological factors inside the managerial system. Hereby, firstly, it would be advisable to use the management tools computerized that offer the technological advances. Secondly, there will be important the major comprehension and utilization of the collaborative systems and the social networks to achieve a major diffusion and repercussion. And, in last instance, it will be of great relevancy the adjustment of the processing of the obtained information and the integration with the mechanics of game, across the specialized softwares.

Besides, the technical and human adjustment, which is common for all the organizations that they wish gamify some or some systems, the flow is a state of reference at the moment of designing any game and, therefore, also in the moment to design a gamified process. Mihaly Csikszentmihalyi was the creator of this concept and he defines it in his work " Flow. The Psychology of Optimal Experience " (1990) as: " a state in which the people are so involved in the activity that nothing seems to matter for them, the experience is so pleasant that people realize the task for the pure motive of doing it".

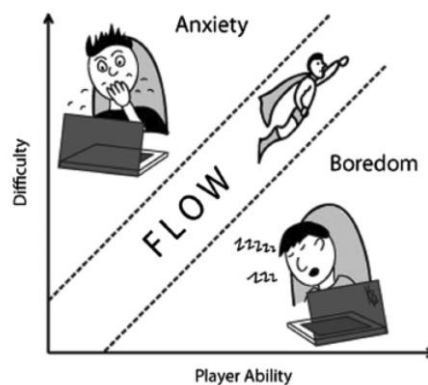
This way, Valera Mariscal (2013) enumerates seven common characteristics to any fluid experience:

1. Know-how: sensation of possession of the skills adapted to overcome the challenges.
2. Rules: normalization or regulation of the activity.
3. Feedback: indicators to control if the things are done well.
4. Concentration: only it is payed attention to the activity.
5. Alienation: disappearance of the conscience of one itself.
6. Intemporality: distortion in the perception of the passage of time.
7. Autotelic experience: the sensation of realizing the activity is so agreeable that is realized by pleasure and not by the benefits that are obtained of its accomplishment.

Hereby, Valera Mariscal (2013, p.118) reflects that Csikszentmihalyi's studies propose that " all these activities of flow have jointly that offer a sensation of discovery, a creative feeling that transports the person to a new reality. It pushes the person to higher levels of performance and leads him to states of conscience that had not experimented before. Into sum it transforms the personality making it more complex. In this growth of the personality there is the key of the activities of flow " .

To explain the Theory of the Flow, Csikszentmihalyi offers a basic scheme by a coordinate axis. In one part, we have the difficulty or the degree of complexity of the task and, in other one, the skill that the player possesses to confront the task or challenge. Hereby, if a person faces a complex challenge a scanty skill, the most probable thing is that he will enter the zone of anxiety and, therefore, that his experience is negative. Of the same form, if the task to overcoming is too simple with regard to the skills of the player, he will enter the zone of boredom and his experience also will be negative.

Illustration 14: **Scheme to explain the Theory of the Flow**



Source: *Csikszentmihalyi (1975)*

The intermediate area between these two negative zones would be the channel of flow or ideal experience, which is reached when the player can advance fitting the level of complexity to the degree of skill that is possessed. (Cano, 2014) This way so, as Valera Mariscal indicates (2013, p.119) " the challenge of gamification is in designing processes in such a way that the people enter this channel of positive experience and link themselves so that they link themselves with the activity (engagement)". This idea is supported by the analyst of Gartner and expert in gamification, Brian Burke (2014), who assures that when we align the aims of the players with those of the company, we all win.

This way so, we are going to proceed to analyze three theories selected like the most successful at the moment of gamify a system. First, according to the expert in gamification Yu-kai Chou (2015), the key of the same one is the use of the knowledge of the driving forces that motivate people. It is a question of taking advantage of the addictive mechanisms of the human beings and of how of creating designs that could take advantage of them to achieve that the users adopt the aims and realize the actions wished by the designer. According to Yu-kai Chou, gamification is like the charisma, can be used to achieve praiseworthy or malefic objectives.

Yu-kai Chou understands very well how is necessary to gamify in the different contexts to which is to be applied gamification. Yu-kai created the conceptual frame of the octalysis to help ourselves to gamify better. Octalysis is a tool of analysis structured to evaluate the strength of eight elements or factors to motivate the implication of the user in a certain context. This frame of analysis differentiates eight principal driving elements of gamification (core drivers) that are the following ones:

1) Sense of call and epic meaning: This element of motivation achieves when the player or participant thinks that he has been chosen to play or that he does it to achieve a commendable purpose. As examples, we can mention to what stimulates the people that contribute in Wikipedia, which support forums of discussion, to which they work free to construct a better world.

2) Development and achievement of the desire to progress: This element refers to our natural disposition to want to develop competences and to overcome challenges. An application like Google beside leading to new information, can manage make feel clever and capable when one finds what was looked concerning a few seconds.

3) Involution of the creativity and the feedback: It consists of using the skill of creative resolution of problems to overcome obstacles and, in addition, of observing the results of the creativity receiving feedback.

4) Belonging and possession: It is the impulse that leads to wanting to achieve something, to being gaining things and / or when to feel owner of your own destination. It is the mechanism that motivates to want to obtain something for the mere sense of property.

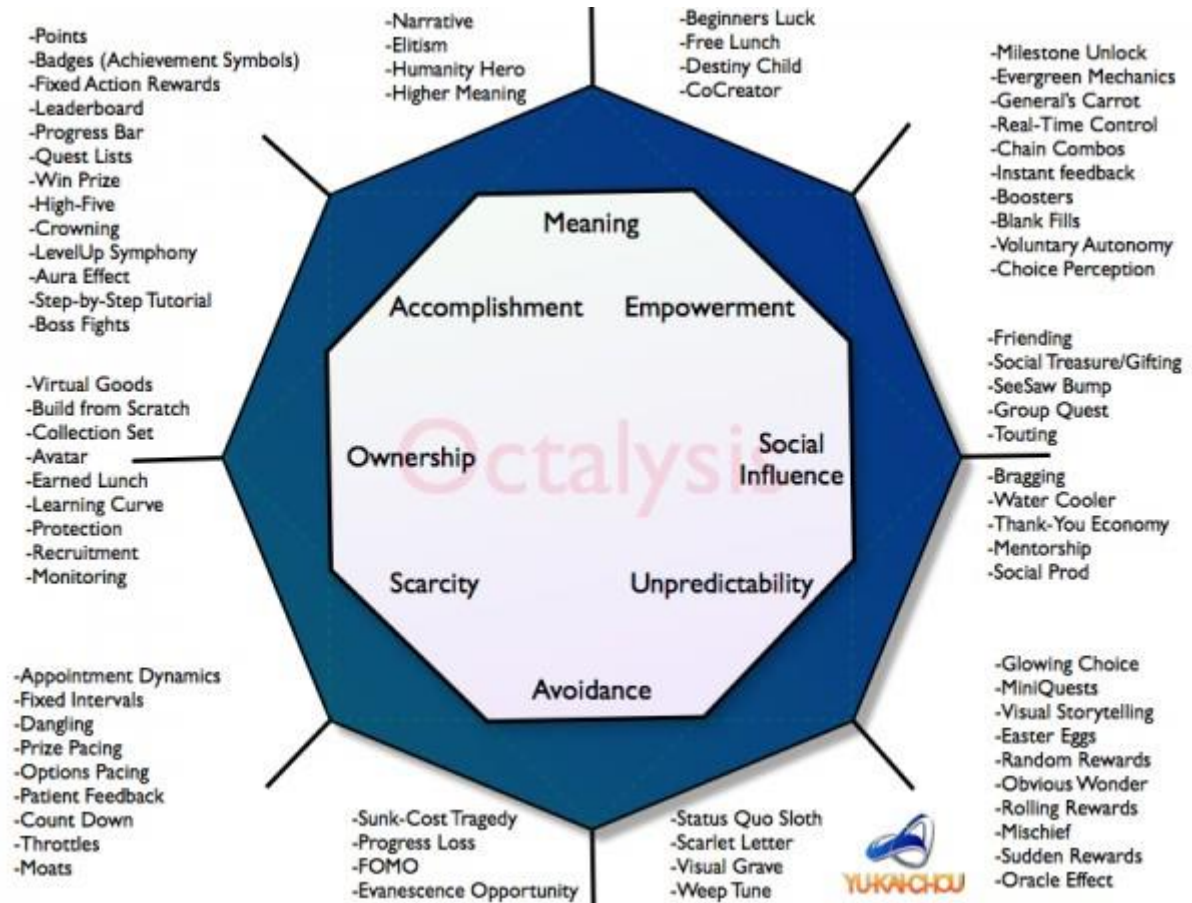
5) Social influence and affinity: This dimension groups the social elements as acceptance, mentoring, social answers, interaction, collaboration or competition, between others. The human tend to relate to those people that have more things jointly: interests, desires and aspirations. The social networks exploit this desire to be in touch with the related ones and to create relations.

6) Shortage and restlessness: It is the axis for which we value that one that we cannot have, for being scanty or for what we have to wait. An example might be the sale of iPhones nothing more they go out to the market, the longest waits happen throughout the world due to the force of the restlessness and the desires of obtaining as soon as possible your new smartphone.

7) Curiosity and suspense: It is the desire of of knowing what will happen. Many people read novels of mystery or see action films for this motive. Some individuals are very sensitive to this type of motivation, for example gamblers which become addicted to the games of chance.

8) To avoid the losses: It consists of the attempt of preventing negative things from happening, that is to say, of eluding the negative consequences and the loss. As example, we might indicate the zeal for wanting to win in a game and not to perceive the feeling loss on not having achieved it.

Illustration 15: Octalysis by Yu-kai Chou



Source: Chou (2015)

On the other hand, with regard to the process of how to apply gamification in a system, Werbach & Hunter (2014) bet for the framework, also called the model of them 6D that includes the following steps:

1. Define business objectives: To make concrete the principal aim that is wanted to reach.
2. Delineate target behaviors: To specify behaviors or conducts that it is necessary to carry out.
3. Describes your players: To explain how are the participants.
4. Devise activity loops: To design how is going to be feedback and which are going to be the indicators to control the procedures.
5. Don't forget the fun!: Never to forget that the key of gamification is to entertain.
6. Deploy the appropriate tools: To determine the suitable tools to be able to start the project.

In last place, Valera Mariscal (2013) thinks that the gamificated systems are demonstrating big results on having achieved that the activity that is realized is carried out by the enjoyment of the work in itself, but that is important to consider some points if we want to assure the success:

- Aim: Is indispensable to define the need that one tries to cover.
- Model of management: The probabilities of success are major if before we have a suitable human system of resource management, because it will facilitate the process of implantation of gamification in internal processes.
- Leadership: The executives have to be prepared and implied. A good predisposition and training of the controls will be very useful to take forward a gamificated project, that it needs of a few very concrete skills of direction.
- Communication: It is important to specify a plan of communication in order that they all understand the benefits that the gamificated system offers, hereby the participants will be more implied and compromised.
- People: It is very important to know the players. These must perceive the benefits, must feel self-efficacy, which they are capable of reaching the goals and that can increase their expectations of success. If the participants are not understood, it will not be possible establish a suitable management of their talent.
- Training: Depending on the degree of complexity and of the necessary skills to complete the challenges, the people will have to have means to train the skills that the game implies. For its part, the game will do that are practised, internalize and dominate these skills.
- Design: After bearing the previous aspects in mind it will be possible design the system. The important thing will be that there adapts to the needs that are had, that has a good design, which is useful and which is enjoyed.

7. EXAMPLES/ CASES OF SUCCESS OF GAMIFICATION

Once analyzed the concept of gamification, its application in the companies and, concretely, in the department of HR; the benefits that can bring its application and the existing theories as for how to implant it in the organizations, are going to proceed to be observed certain cases of success that have happened thanks to the application of gamification.

- Game of idiomatic quality of Microsoft: gamification in quality

As example to reflect the usefulness of gamification in situations that at first seem to be impossible to solve across fun resources, we can observe the Game of Idiomatic Quality of Microsoft (Language Quality Game). This gamified system was created by Ross Smith, duty manager of the group of tests of Microsoft, when he found before him and his team a problem of difficult solution: they had to check one to one all the products of Windows and Scullery in each of the languages in which Microsoft was commercialized.

The group of Smith was pioneering in the application of games for the review of the quality and managed to transform a process of tests routine and bored into an interesting and agreeable experience. This way, it was how there was created Language Quality Game, a game that recruited thousands of employees of Microsoft of the whole world in order that they were investing their free times in checking the dialog boxes of Windows 7. The process was consisting of giving points for every idiomatic detected mistake and of offering a few tables of classification where there was exposed the success of every employee. According to Werbach & Hunter (2014, p.20)

"Language Quality Game created a competitive dynamics for the employees participants. The employees wanted to win, and wanted also that their languages were winning. (...) As a whole, 4500 participants checked more than half a million of WIndows's 7 dialog boxes and 6700 reports of mistake realized, which gave like proved hundreds of significant corrections. Not only they did it going beyond their labor responsibilities, but a great number of employees described the set of the process as something entertaining and even addictive. "

- The Volkswagen's Fun Theory creates entertaining ideas: gamification to promote tedious tasks

A case of gamification is that of Volkswagen's initiative named The Fun Theory, which tries to modify the human behavior across amusement. Concretely, the authors Werbach & Hunter (2014, p.38), explain the famous experiment Piano Staircase, which was a video that was seen for more than 19 million people in YouTube. The experiment consisted of demonstrating that the amusement can promote actions that otherwise would not be carried out. Hereby " The Fun Theory transformed the stairs of a Swedish station of underground into an enormous electronic piano, representing each of the steps a key that was emitting sounds. The result: the number of people that was raising for the stairs grew 66 %. These people who preferred using the stairs were making something good for themselves and during the process they were obtaining, in addition, a bit of amusement".

- Fitocracy: gamification to promote the sport

Another example of success that show us Werbach & Hunter (2014, p.53-54) is the gamified web to play sports founded by Wang and Talens, two twentyish ones that wanted to motivate the people in order that they was doing exercise, and they achieved it.

"Using diverse characteristics that normally we can find in the video games - such things as levels, searches, emblems and points - Talens and Wang tried to find ways of motivating people to get up of the armchair and to go to the gymnasium. It encourages the users of Fitocrazy to register its meetings of jogging and of gymnastics, they are rewarded when they manage to progress and to undertake a harder training and it allows them share information, tips and histories of success in a social network. (...) The web site happened from 1000 users to 200.000 in the space of one year, and Wang and Talens have compiled numerous histories about users who have lost 40 kg of weight and have achieved to transform their existence. For Fitocrazy, gamification is the key at the moment of achieving that the users change of wanting to make exercise to actually do it".

- Club Psych: gamification to fidelize clients

Other one of the cases of success of gamification that show us Werbach & Hunter (2014, p.73-75) is the Club Psych, a gamified web inaugurated in 2010 that is constructed around a successful television program of the USA called Psych. The web offers challenges and games to the users around the program that uses characteristics of gamification like PET (points, emblems and tables of classification). According to the authors " Club Psych uses the PET of an effective way: after the introduction of the gamified site, the global traffic in the website of USA Network (to which belongs the Club Psych) increased 30 %, the sales online of goods increased almost 50 % and the number of pages seen in Psych's official site increased in 130 %". Of this form, which it is a question of demonstrating is that the users of the Club Psych are more engaged than the average spectator, which performs great importance for the program and the loyalty of its hearing.

- Just Press Play: gamification to stimulate the motivation and the training between the students.

Other one of the successful examples that indicates Werbach & Hunter (2014, p.125-126) is the project Just Press Play, realized in the School of Games and Interactive Way of the Rochester Institute of Technology. The program was carried out in 2011 by the teachers Elizabeth Lawley, Andy Phelps y Elouise Oyzon, and with the advice of the authors of the book to which one refers, in order to gamify all the experience of the students. The final aim was to improve the way that motivates the university students.

"Instead of re-designing the courses, the team of the project examined in depth the things that the students really need and tried to determine of what way their formation should be improved. They discovered that the students obtain better results when they know at least a teacher whom to be able to call to ask for advice; they are more satisfied when they can move for the campus and for the city; they have better results when they know how to work in team and their performance improves spectacularly when they are connected by the community of teachers and pupils of the faculty".

After all that discovering, the team of Just Press Play designed a series of games and tests to try to develop all these aspects, which otherwise it had been complicated to improve.

First, to encourage to the student body to know its teachers, there was designed a proof that was consisting of finding a few collectible cards that were receiving of the teachers if they were managing to overcome the mission that these were raising them. For example, one of the teachers raised the mission to find the card that he had hidden between his books, in his office, while they were giving him conversation. Hereby, the pupils, without realizing, knew the teacher while they were looking without rest for the card.

Other one of the aims of the project was to improve the teamwork, for it, the attainment of achievements was rewarded, also, in group. Of this form, was suggested an achievement collective that alone would be reached if 90 % of the students of the first course was managing to overcome a subject that was in the habit of having a high rate of suspenses. The repercussion was that not only the students of the first year increased their effort, if not that many other students of top courses, who were not obtaining any prize for that one, offered to help to their rawer companions. Of incredible form, the rate of approved in the examination was the major one of the history. The raw students obtained its emblems and, even, those of top courses enjoyed so much the meetings supports that asked for permission to train similar groups every year.

It is for all this that Werbach & Hunter (2014, p.125-126) hold that " Just Press Play shows how it is possible to use a system similar to the game to motivate behaviors that are important, but that usually are ignored. (...) The flexibility of gamification allowed to the teachers of the Rochester Institute of Technology to identify what they wanted that their new students were doing, though these things were not including in the standard program of the subject".

- Unsuccessful example of gamification:

In spite of the numerous cases of gamification that have turned out to be successful it is important to emphasize that not all the companies that decide to gamify their systems, or a part, manage to obtain positive results. This may be, according to Werbach & Hunter (2014, p.127) to that " still we are in the phase of birth of the sector of the professional gamification. "

An example of failure might be the one that obtained the company Seriosity de Stanford with the introduction of the system Attent Seriosity. The idea consisted of establishing a type of virtual currency to encourage the employees to use the e-mail. The more post office were sent and were read, major quantity of virtual coins would be compiled, but the idea did not conquer the workers and, therefore, it had slightly successful results for the company.

8. CONCLUSION

The aim of this work has been to realize an exhaustive study on gamification, its possible applications in the managerial world, the benefits that it can bring to the organizations and to its components, and the analysis of some cases of success of the same one, both to general level of the entities that decide to apply this tool, as of the companies that decide to do it in the area of human resources. Hereby, it is possible to affirm that gamification is a mechanism of special relevance for the companies of the 21st century that want to grow making evolve simultaneously to their components and achieving the motivation, the happiness and the engagement, to seat the pillars of organizations with perspectives of growth and improvement continues.

This way, is possible to recommend to the businessmen and executives to take into account this new managerial tool and that they use the entrepreneur that carry within, in spite of its innovation, gamification is having highly positive results in numerous organizations that have decided to use it.

In addition, it would be interesting that the investigators were deepening their studies and were entering the mesenteries of this mechanism in order to discover new applications inside the managerial area and to reach improvements inside the labor conviviality of the companies promoting the happiness, the amusement and the commitment with and inside the same ones.

On the other hand, it is necessary to emphasize that gamification not only supposes the multiple benefits that have distinguished themselves previously, but it comes out farther and provokes a change in the behavior of the employees of an entertaining way. This does not mean to forget the serious and real aims, but it tries of taking advantage of the expansion that the games unleash to stimulate the positivity inside the organizations, without giving of side to the responsibility that carries any working place, and offering a sense to the tasks that must be realized to achieve the absolute implication of the people in the above mentioned actions.

It is necessary to highlight the importance that gamification has looking at the future and the relevant role that the millennials have in the growth of this tool. The generation who is coming to the working places of the organizations and who will occupy the above mentioned place during decades is characterized by a few distinctive features very marked by the vital development through that these have lived next to the games. The millennials have played during all their life and continue doing at present, which has created a ferreous links with the games. But this does not suppose a problem, but an advantage, thanks to gamification, that there has could view the avalanche of talent player who was coming to the organizations, and has transformed this potential into the gamificated tool to manage to motivate and to compromise the employees with the organizations with the same force with the one they are linked to their games.

In conclusion, this work has wanted to obtain the most relevant information offered by the authors, experts and webs most instructed in the topic in order to provide to the managerial, student, investigative area, gamification or, in general, to any individual been interested in the topic; an essay that explains what is gamification, which are its applications in the world of the organizations and, concretely, in the area of the HR, which are its benefits, what theories are the most prominent and to be able to expose some examples of organizations that have turned out to be successful on having applied gamification.

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