



DEGREE PROJECT IN MEDIA TECHNOLOGY,
SECOND CYCLE, 30 CREDITS
STOCKHOLM, SWEDEN 2017

A conceptual framework for building trust on a gig platform

An qualitative study of which factors make
customers trust giggers in knowledge sharing

ELSA LANDBERG

A conceptual framework for building trust on a gig platform

An qualitative study of which factors make customers trust giggers in knowledge sharing

Elsa Landberg

Master Degree Project in Computer Science and Communication

Royal Institute of Technology, Stockholm, Sweden

+46733472283

elsala@kth.se

SAMMANFATTNING

Utvecklingen av informationsteknik genom Internet konkurrerar med de traditionella informationskanalerna som används för att dela och sälja kunskap. Giggande är ett koncept som först myntades 2009, men det har visat en snabb och skalbar tillväxt. Att "gigga" innebär att arbeta i en miljö där tillfälliga arbetsuppgifter utförs av oberoende arbetstagare för korta åtaganden. Syftet med denna studie är att undersöka en av de senaste trenderna inom gigging, nämligen hur man kan tjäna extra pengar genom att dela kunskap. En kvalitativ studie har gjorts på gig-plattformen Udemy.com, en plattform som tillåter giggare att ladda upp en video på dem själva när de håller en föreläsning. Potentiella köpare av dessa kurser besöker Udemy.com, söker efter vad de vill lära sig och kommer slutligen att kunna välja kurser utifrån sin egen bedömning.

Kunskapsdelning är inte ett nytt koncept, t.ex. utlåningsböcker på bibliotek har länge varit en del av olika kulturer. Giggare är ansvariga för att skapa sin egen profil, spela in sin kurs och marknadsföra sig för att få mer efterfrågan på sina kurser. Tidigare forskning har angett några metoder och principer att följa när det kommer till gigging, men ingen forskning görs på hur man bör göra för att gigga inom ramen för kunskapsdelning. Trovärdighets- begreppet är nyckeln till onlinesamhällen enligt tidigare forskning. Den centrala forskningsfrågan i detta dokument är: "Vilka aspekter påverkar en potentiell köpares uppfattade förtroende mot kursansvariga som har laddat upp en kurs på Udemy.com?" För att svara på frågan gjordes en grundlig litteraturstudie som berörde områdena för att bygga förtroende i gig-ekonomin och även området för personlig marknadsföring online. Ett konceptuellt ramverk utvecklades genom att jämföra många olika forskningsartiklar inom dessa områden och hitta gemensamma teman som för den potentiella köparen bygger förtroende gentemot giggaren. För att kontrollera om ramverket var relevant när det gäller att bygga förtroende hos potentiella kunder, gjordes en kvalitativ datainsamling där potentiella kunder fick göra en användarstudie ("tänka högt"-studie) på gig-plattformen Udemy. Trovärdighets-konceptet baseras på användarnas känsla och åsikter gentemot giggaren, och kvalitativ forskning är mer lämplig än kvantitativ forskning för att undersöka dessa typer av värderingar (känslor och åsikter). Användarstudien på Udemy kompletterades även med en före- och efter-intervju. Anledningen till att göra en för- och efter-intervju var att få en generell uppfattning av deltagarnas inställning till att använda en gig-plattform som erbjuder kunskapsdelning. Syftet med studien var att det framtagna konceptuella ramverket skulle kunna användas av gig-företag som vill uppnå en aktiv marknadsplats, där giggarna lyckas sälja sina kurser. Resultat från den kvalitativa studien visade att det konceptuella ramverket som togs fram i litteraturstudien och som därefter testades i de kvalitativa intervjuerna, inte var fullt tillräcklig för att garantera trovärdighet. Det konceptuella ramverket var relevant, men många fler aspekter av att bygga förtroende upptäcktes i den kvalitativa studien. Dessa aspekter kan vara tillämpliga inom ytterligare forskning i samband med gigging av kunskapsdelning genom video på en gig-plattform. Diskussionsdelen av det här dokumentet diskuterar utmaningar i att ge kunskapsdelning online inom en gig-kontext. Diskussionsdelen föreslår vidare förbättring av undersökningsmetoder och ytterligare forskning i detta sammanhang. Att föra fram det konceptuella ramverket från en omfattande litteraturgranskning var central i denna studie. Den kvalitativa datainsamlingen resulterade i förslag på förbättringar av ramverket, samt förslag på hur ramverket kan testas ytterligare.

A conceptual framework for building trust on a gig platform

An qualitative study of which factors make customers trust giggers in knowledge sharing

Elsa Landberg

Master Degree Project in Computer Science and Communication
Royal Institute of Technology, Stockholm, Sweden

+46733472283

elsala@kth.se

ABSTRACT

The development of information technology through Internet is disrupting the ways that people share and receive knowledge. Traditional communication channels, such as face to face-communication is to an increasing extent accompanied by knowledge sharing through digital communication channels. Furthermore, the digital channels offers methods to instantly charge for knowledge sharing with a monetary transaction. The gig economy is a concept that was first coined at 2009, but that has shown rapid and scalable growth in terms of both revenue and practitioners. Giggling, which is the main activity that is performed within the gig context, refers to working in an environment in which temporary work tasks are made by independent workers for short- term engagements. The purpose of this paper is to investigate one of the most recent trends within giggling, namely how to make extra money by sharing knowledge online. The study in this paper is done on Udemy.com, a platform that allows giggers to upload a video of a lecture. Potential buyers of these courses visit Udemy.com, search for what they want to learn, and will then be able to choose courses and tutors based on their own judgement. Knowledge sharing is not a new concept, e.g. lending books at libraries has been part of different cultures for a long time, but knowledge sharing through the gig economy-context is a rather new concept. Trust is key in online communities and gig platforms.

On Udemy, giggers set up a profile, record a course and promote themselves in order to get more leads on their courses. Quality assurance of the course is a challenge in this context. Previous research has stated a few methods and principles to follow when giggling, but no research has been done on how to gig within the context of knowledge sharing. The central research question in this paper is: "What aspects affect a potential buyer's perceived trust towards tutor that has uploaded a course on Udemy.com?" To answer the research question, a thoroughly literature study was made, converging the areas of building trust in the gig economy and the area of personal branding online. A conceptual framework was developed by comparing many different research articles within these fields, and finding common themes that builds trust for the potential buyer. A qualitative data collection was made by doing a think aloud-test on the gig platform Udemy.com. The think aloud study was done to verify the conceptual framework

that was brought forward in the literature study, and to investigate further improvements of the framework. Trust is an abstract concept since it is based on a feeling, and qualitative research is more suitable than quantitative research to investigate these types of values. A think aloud study on the online platform Udemy.com was therefore done, in combination with a pre- and post-interview. The reason for doing a pre- and post- interview was to understand the participants' attitudes towards using a gig platform that offers knowledge sharing dynamics. The main aim of this study is to be able to bring forward a conceptual framework that can be given to gig companies that strives for having an active marketplace, and that wants to help the giggers on the platform to sell their courses. Results from the qualitative study showed that the conceptual framework that was brought forward in the literature study, and subsequently tested in the qualitative interviews, was not sufficient to guarantee the participants' perceived trust for the tutors. The conceptual framework was relevant, but many more aspects of building trust was discovered in the qualitative study. These aspects is relevant to investigate in further research. The discussion part of this paper discusses challenges in giggling knowledge sharing. It furthermore suggest improvement of investigation methodologies and further research in this context. Bringing forward the conceptual framework from an extensive literature review was central in this study. The qualitative data collection resulted in improvements of the framework. These contributions of improvement of the framework could however be tested further.

Keywords: Gig Economy, knowledge sharing, sharing culture, trust, online personal branding, conceptual framework.

Definitions: Gig platform: *a virtual interaction medium which serves as a two-sided marketplace for people who performs (or buys) giggling. Subsequently, giggling is the activity of selling something on such a platform.*

Trust: *A belief from one party to another of delivering a mutually agreed service at a given context and time slot.*

Physical- and virtual trust environment: *"physical world and web 2.0"*

Structural- and relational embeddedness: *Different types of interconnections in web 2.0-*

OSN and Web 2.0: *Definition for an interconnected online environment.*

1. INTRODUCTION

1.1 Background

One definition of the gig economy is: “an environment in which temporary positions are common and organizations contract with independent workers for short-term engagements” [28]. Most often, the actual gigging occurs on a gig platform. As of today, it exists a wide range of companies that work towards connecting people working in the gig economy through platforms and apps. Examples of such platforms are illustrated below.



Image 1 Some specific examples of platforms where gigging can be performed and users can find each other depending on the needs they have. Uber provides a service (giving the customer a ride), airbnb provides a platform to find and rent out housing spaces, Upwork and Freelancer provides knowledge and learning.

According to Forbes magazine, an increasing amount of people worldwide are considering working in such a short-term engagement— environment as the gigging environment implies [29]. The market for gig- based jobs is growing, and according to a study by PwC, sharing economy global revenues could grow from roughly US\$15 billion today to around US\$335 billion by 2025 [10]. In 2009, the financial crisis challenged a major part of the U.S. population’s personal economic situation. Around that time, the term “gig economy” was coined in order to explain the trends of how parts of the population had been using apps to connect with customers and provide services or products with the attempt to earn extra money. Furthermore, sharing/gigging behaviour is more likely to occur when a big number of people feel dissatisfied with the current economic model, and if the regular labor market is at a bad state, people are more likely to take matters in their own hands and start to offer services or products to sell [10].

As seen in illustration 1, the person that is looking for goods, services or knowledge is choosing for themselves on the gig platform. There is usually a high volume of giggers to choose from, and the customer is solely in charge of what to choose. Furthermore, there are parameters which plays a role in what the customer want to buy and who they want to buy from. The final choice is based on an assessment of the gigger, which in scientific and academic contexts is called “perceived trust”. The assessment part of the gigger, before any relationship has been established among the parties, is referred to as trust belief in previous research [26]. Belief and trust will be further explained on in chapter 2.

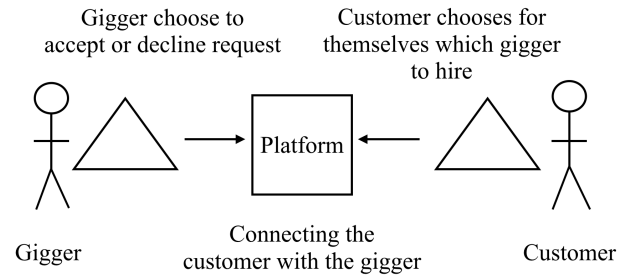


Illustration 1 - A customer and a gigger connects through a app/ platform that serves as a marketplace and lead-generator. A monetary transaction is done through the app/platform. At this point of this paper, the “gigger” refers to the person that sell products, services or knowledge. The “customer” refers to the person that purchases offerings.

1.2 Udemy

As of today, the context of the gig economy is broad, and can preferably be divided into several gigging fields. Image 2 illustrates how the gig economy concept can be divided into different fields that refers to what giggers can sell and in which industries gigging is performed. It covers a wide range from selling knowledge, to actual goods, to providing a service (i.e. giving a person a ride). As previously stated, trust is key to an active marketplace where users sell goods, services or knowledge [13].

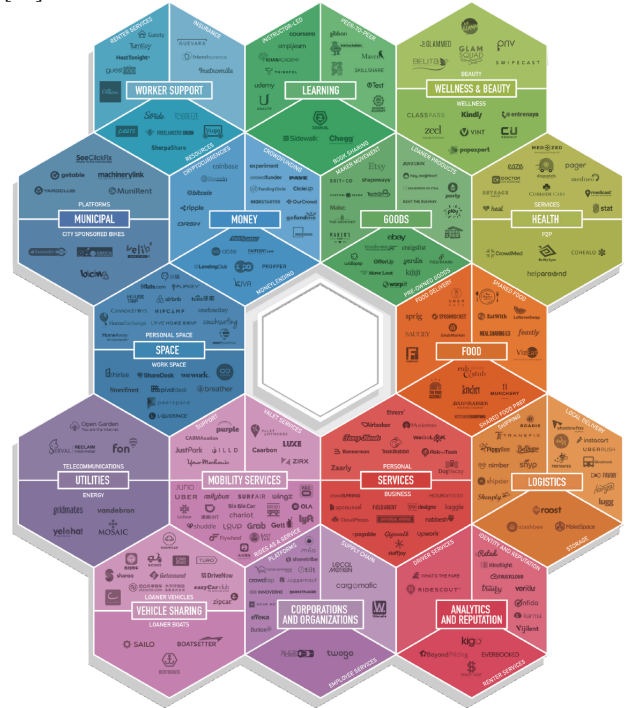


Image 2 - Udemy is in the “learning”- part of the honeycomb and in the “instructor-led” field. The fact that the offering is instructor-led implies that the actual tutor’s (gigger) personality might affect the perceived trust that a customer feel [9].

There are no requirements or assessments of the tutors that upload a video course to the platform. The tutor provides the lecture in video format, and potential buyers can purchase a pre-recorded video by their own choice. The images below illustrate the registering flow (for tutors) work, tutor profile, and the course overview.

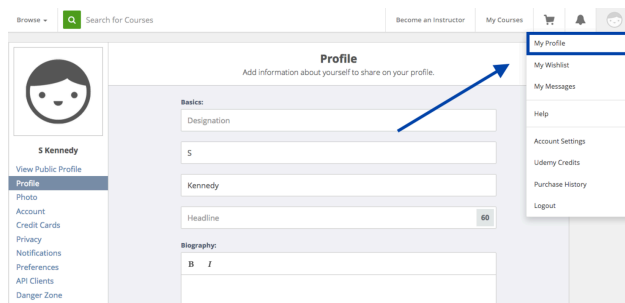


Image 3- The flow when a tutor registers a profile on Udemy.

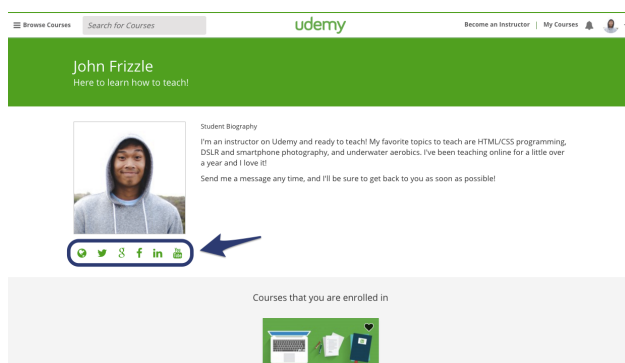


Image 4- This is how a registered profile looks like.



Image 5- This is how the course overview looks like.

2. THEORY

2.1 Web 2.0 and OSN's (Online social networks)

Web 2.0 refers to the current online technology and Internet landscape. Another definition is web 1.0, which refers to the earlier stage of the web. Web 1.0 is more primitive than web 2.0 and in contrast to web 1.0 structures, web 2.0 implies greater interactivity, interconnectedness and participation among its users.

Web 2.0 is a complex and interrelated system and much of its structures are built upon advanced Internet technology and applications, including blogs, wikis, podcasting, RSS, and social networks [21].

Most gig platforms have web 2.0 built structures, where several platforms, sites, blogs etc. are interconnected into the actual platform, and forms a complex landscape. Furthermore, most of the gig platforms as of today perform in the landscape of web 2.0 [21].

Additionally, OSN's (online social networks), forums and *gig*-platforms enables people to choose to upload images and choose their own words to describe themselves, and what product, service or knowledge they can provide. On the contrary, since most platforms are interrelated in web 2.0, customers can go through these different online spaces when assessing which gigger to hire. The identity that a gigger has built up becomes crucial when aiming at being chosen for hire. Looking at image 3 once more, it is beneficial if a gigger knows how to create a good platform presence on the gig platform to pass the customer's assessment.

2.2 Trust and reputation in service-oriented environments

2.2.1 Holistic view on trust and the interrelationships among the practitioners

The assessment of the gigger that a customer does is referred to as trust, and communicating parties (giggers and customers) in the networked environment (the gig platform) are in this trust concept referred to as communicating agents (in web 2.0) [8]. Knowledge sharing and trust is investigated in previous research and Grabner-Kräuter, S., (2009) "Where there are high levels of trust, people are more willing to provide support and take risk in information exchanges" [21].

In computer science and psychology, trust is referred to as when a trusting agent has faith in the trustworthiness of the trusted agent, and that this agent will be able to provide the knowledge, capability and professional qualities that is important for the trusting agent. Furthermore, in the context of web 2.0, building trust is key to an active gig platform. The concept of trust is, similarly to the gig economy, a broad concept that is mentioned in different business areas such as sociology or computer science. The environment in which trust occurs is built up by different relationships. As previously stated, communicating agents is the term that refers to the communicating parties in the networked environment (in web 2.0) [8]. In other words, on a gig economy platform, communicating agents can be used as an umbrella term for the users on the platform, i.e. the customers (buying services or products) and the giggers (selling services or products). Furthermore, when investigating trust in an agent's context, the environment is referred to as agent environment. In this environment, trust is belief, and time and context is crucial to the trust in this environment. Furthermore, the relationship between the trusting agent (the customer on a gig platform) and the trusted agent (the gigger that has a course on Udemy for example) is referred to as a trust relationship. In this relationship, it occurs a trust value.

2.2.2 Trust as hedonic value

"Trust is defined as the belief the trusting agent has in the trusted agent's willingness and capability to deliver a mutually agreed service in a given context and in a given time slot." [8]. Furthermore, trust is a rather "soft value" that is based upon the trusting agent's feelings, perceived impression and opinion of the trusted agent. Moreover, the belief of trust within the context of the gig economy has to be investigated with qualitative assessment methods, which be further justified in chapter 3 of this paper. Hedonic value components are referring to "thinking and feeling", and this is initially what trust is [21].

2.2.3 Keeping a record- one way to build belief (first assessment of trust)

As most of the gig economy networks are so open and ad hoc, establishing trust is not an easy task. However, each trusting agent performs some sort of record within the network, and this record may be used for future interactions with trusting agents. In the trust – literature [8], an example of a record could for example be a recommendation from a trusting agent, which the trusted agent can use as a portfolio for upcoming potential trusting agents.

2.2.4 Physical vs. virtual trust environment

The physical trust environment is the trust that occurs when people meet and get a perceived feeling of trust [8]. The virtual environment (which will be the investigation focus in this paper) is when trust occurs between two parties that communicate through a virtual interaction medium. These two parties, i.e. the trusting agent and the trusted agent, have never and will probably never meet in real life). This environment is referred to as the virtual trust environment.

2.2.5 Structural and relational embeddedness

Literature and theoretical concepts makes difference between structural and relational embeddedness. Structural embeddedness is the technological components of how trust is built in a social network, while relational embeddedness is how trust is built through the relations among the profiles on the platform [13].

2.3 Knowledge sharing

2.3.1 Traditional knowledge sharing

Knowledge sharing, a concept defined as "the process by which an individual imparts his or her expertise, insight, or understanding to another individual so that the recipient may potentially acquire and use the knowledge to perform his or her task(s) better" [31]. Furthermore, knowledge sharing has been done for many years, in channels such as face-to-face or via libraries, and it has been done within many widespread cultures. To exemplify, most people can probably relate to buying a "how to"- book in a bookstore, and a publisher has given out that book.

2.3.2 Knowledge sharing in web 2.0 environment

However, with the rapid growth and development of information technology, handheld mobile devices and the Internet, knowledge sharing's potential has spread to further areas. In other words, knowledge sharing has always existed, but the channels have developed. Handheld devices allow instant communication among people from different backgrounds. Furthermore, technology can potentially play a role of sorting knowledge data, or serve as a

marketplace to showcase more knowledge sharing sources [31]. Individuals with access to Internet have endless possibilities to create whatever knowledge content they want online [21]. Trust (in a web 2.0 environment) becomes the factor that replaces the trust (physical contexts) that a customer felt for the middleman in traditional knowledge sharing, which is why it is increasingly important to master the method of building trust online.

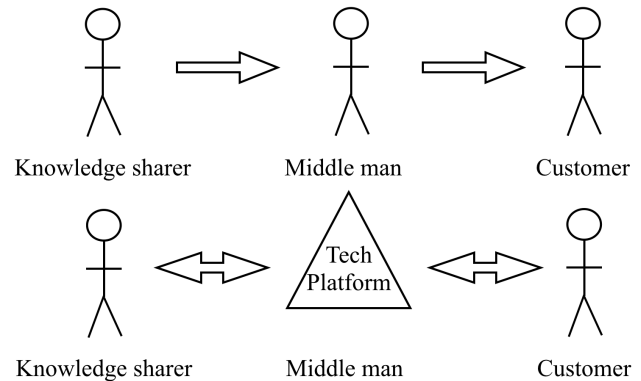


Illustration 2- An illustration of how information technology, technical devices and the Internet replaces the "middle man" that was previously responsible for assessing the knowledge provider (i.e. gigger in this context).

2.4 Terms underneath the gig economy umbrella

2.4.1 Differences and similarities of gig, sharing, collaborative

The sharing economy is most often defined as when participants bring, share, and take goods without any expectation of monetary or other exchange [6]. The collaborative economy is similar to the sharing economy in the sense that it does not include monetary transactions. The gig economy is often used in the context of bigger platform providers that are marketing the value of "letting people make money on something that they could lend/share". The monetary transaction is therefore central in the context of the gig economy. The business model that is most common in this context is to take a percentage of the monetary transaction between the customer and the gigger. This model scales very well to volume, so when the volume of the platform increases, the revenue to the platform increases. In other words, there is a possibility for success for the gig companies that succeed.

In the gig/collaborative/sharing umbrella, a good division is profit organisations and non-profit organisations. This instantly becomes clearer than using the different terms, and is furthermore used in earlier research [8]. The terms are used interchangeably in different context (especially in research), which is why this paper too will adopt concepts and research on the sharing economy, and apply on a gig economy context, and vice versa. Then, it all comes together as that the most important aspect to be able to sell knowledge is to build trust. The gig economy is not a static mode and the concept is constantly changing.

2.5 Projected future for gig economy, online communities and OSN's

2.5.1 Sustainability and gig economy

The gig (especially sharing) economy is considered as more sustainable than more traditional structures. The effective use of resources that the gig-/sharing economy implies is projected as positive regarding sustainability. Instead of throwing away a product, giggers can sell them. Furthermore, business models operating in the gig economy context scales due to the massive amount of Internet users worldwide, and the potential for growth in this gig industry is high [12].

2.5.2 Online virtual environment is open and accessible to anybody

In the online environment, users can connect with each other without a middleman. In other words, this is fosters chances for all people to potentially share knowledge [7]. The term the Athena doctrine is a concept which refers to that future leadership will be highly influenced by the internet and online environments, since the industrial business models are being more influenced by more disruptive, internet-based business models [31]. Suggestions are that leaders in the future should be more inclusive and open to other people in communities' opinions. To clearly exemplify this shift, this quote is highlighted:

"Trust can be seen as a powerful alternative to formal governance mechanisms that allow exchange relationships to be formed and that attempt to control opportunism" [15]. The online virtual environment might furthermore be considered as more equal than the physical environment.

2.6 Trust building blocks according to gig economy- literature

2.6.1 Literature compilation for the conceptual framework

Below, it will follow an explanation of the different important building blocks for building trust in a gig economy-context. Broad literature studies were done in order to capture the building blocks that are considered to build trust in the gig context. Companies that are operating in the gig economy are using these building blocks to build trust among the users on the gig platforms.

2.6.2 Identity

On a gig platform, creating an online identity is the concept where both trusted agents and the trussing agents are required to upload information about them. By providing information about yourself, you build up an identity [21]. Fields that should be included in an identity are personal information, including brief items such as gender, age, occupation location, etc. Different sharing/gig platforms have different prioritize/s in terms of how many identity building blocks (i.e. bio, profile picture etc.) that is integrated on the platform (some platforms are more or less primitive than others in terms of covering these identity buildings blocks) [6]. Another identity building block is to use free-length verbal descriptions of how the person prefers to be part of the community and participate in the sharing [6].

2.6.3 Communication

A platform should provide support for rapid communication between the buyer and seller, since this is highly crucial, at the utmost when it comes to communicating a good reputation [6]. Examples of how to provide a good framework for communication on a gig platform are chat channels, comment sections, service hotlines. The buyer and seller can furthermore communicate and ask questions before they buy something, to make sure what to expect from the purchase and to build comfort in that they will not be disappointed after the purchase. The communication features are used to communicate expectations and restrictions [6]. The communication aspect is expected to play a role in the trust (belief) assessment that the customer does.

2.6.4 Reputation

By accumulating references, a person can establish a trustworthy reputation within the network [6]. Even though writing references is rather time- consuming, having good ratings is positive in order to improve your reputation online and by that also to get a higher trust (belief) on a gig platform. In terms of reciprocity (which is a state where a person feels like they want to "give back to somebody") a positive reference on a profile contributes to a good reputation for a profile owner, and makes them look like good members who are "safe to interact with" [6].

2.6.5 Community and reviews

A community is not directly embedded onto a gig platform, and some platforms do not include a community. However, the community can be beneficial in terms of trust. An example of a community-oriented activity is to host events or something similar that encourages the users on the gig platform to engage in the community. A specific time frame is not required for a community to be considered as a community, but the community does not exist in the absence of purpose, interconnectedness, individual investment and sometimes even the aspect of feeling good participating into something [28] [18]. This clearly implies softer values than those of the building blocks framework. Further explanation states: "for the sharing economy to really take off in underserved markets, it needs to be both *available and accepted in communities* [30]. Albinsson, P.A. & Yasanthi Perera, B., (2012) furthermore clearly note the importance of active and well-functioning communities in terms of changing users/consumers mind-set, encouraging their acceptance and a driver of participation in the gig economy [24].

2.6.6 Inclusion

Being inclusive, i.e. behaving as that all people are welcome and can participate is another successful aspect to build trust within the context of the gig economy. Inclusion fosters the sharing behaviour and furthermore, transparency openness and flat structures is positive in this context. Inclusion can be a challenge in gig economy companies when it comes to matching people from different cultures [3].

2.6.7 Personal branding online, OSN tactics and video communication channels

Online social networks (OSN's) are defined as "web-based services that allow individuals to create a public or semi-public profile for themselves in a bounded system" [15]. In the web 2.0-

environment, OSN's are interconnected. Individuals can create a list of other profiles with whom they are connected. Moreover, in web 2.0, individuals can view and traverse their list of connections and also view profiles with whom they are not connected to through OSN's. OSN's therefore allow an intertwined network and individuals can create a path through these networks by for example posting an Udemmy profile onto Linked in. As cited by [4]: "I've had lots of interesting moments where someone has found my blog via Facebook or LinkedIn". In terms of marketing a profile in the gig economy context, using OSN's might be a smart tactic. Furthermore, if a profile has a large public on one OSN, it might have extra impact to forward that public to another OSN. Anon (2015) underlines this as: "for the tastemakers, that already have a large public, sharing a profile with a large public onto other social networks is a good strategy to use in terms of personal branding [2]".

One of the latest trends in online marketing is the usage of video [23]. One example of this is how YouTube got an upswing in year 2016, and the reason for this was that people demanded a communication channel, which allowed users to show a more personal side, which is easy done through video.

2.7 Aim

2.7.1 Holistic aim

This study was first to understand what the factors are that affect which giggers on a gig platform that are most likely to be chosen. A literature study was done and it showed that building trust is important for giggers when they want to sell products, services or knowledge on a gig platform. Therefore, the aim of this study is to investigate what giggers should do to build trust on the gig platform Udemmy. The aim is also to map these trust building factors to the literature about trust. To sum up, the aim of the study is to outline a framework of what factors that build trust in the context of knowledge sharing on a gig platform.

2.7.2 Conceptual framework

The aim with the literature studies was to come up with a conceptual framework of how to build trust in the gig economy context. Furthermore, the aim with the conceptual framework was that it would be based on a broad literature study.

2.7.3 Aim with user study on Udemmy.com

In this study, the gig platform Udemmy was assessed with a think aloud study. The aim with the study was to gather the participant's opinions of what factors are being considered when choosing a gigger on Udemmy. The user study had to be done on an existing gig platform, and an aim was to find a gig platform that served as many building blocks of trust as possible. A wide range of platforms were assessed in order to decide which one was the most suitable to test. After careful considerations, the platform Udemmy.com was chosen.

2.7.4 Aim with thematic analysis

The aim with the thematic analysis was to analyse the user study and to avoid bias. Therefore, the thematic analysis method was used.

2.7.5 Mapping conceptual framework vs. think aloud

The aim was to test the intersection between knowledge sharing, gig economy & online personal branding behaviour to compose a framework of how a gigger on Udemmy should behave.

The aim of the mapping of user study towards the conceptual framework was to see where the overlaps, contradictions, refinements or qualifications are. The aim of the mapping was to investigate whether the framework matched the building blocks of trust, and to investigate whether there were additional factors that build trust in this narrow context.

2.8 Problem Statement

What aspects affect a potential buyer's perceived trust towards tutor that has uploaded a course on Udemmy.com?

2.8.1 Understatements

Can a framework of how to set up a profile that implies trust help a gigger to get more leads on their online tutoring video?

How can you measure trust? What factors/building blocks are considered to build trust (from previous literature) in the context of the gig economy and personal branding online?

2.9 Limitations

By selecting a narrow group of participants, this study will not be able to draw conclusions of general perceived trust. The study is furthermore made on the platform Udemmy.com. Therefore, this study will not be generalizable outside the context of this user group and platform.

2.10 Research contribution

This study is not generalizable, but the results in paper might potentially foster further research areas within this field of knowledge sharing online, ultimately through video and provided by a private person (by giggering).

3. METHOD AND DATA COLLECTION

3.1 Participants

The chosen user group was compiled of 10 men and women in the age span of 20-30 years, living in Stockholm and that were considered tech-savvy in the sense that they were using online networks and platforms on a daily basis. The reason for choosing this user group was that these people are rather tech-savvy, but are still used to more traditional knowledge sharing (i.e. physically going to a library). An assumption is that the selected user group with young and tech-savvy people provides more qualitative data than a group of participants that is less tech-savvy.

3.2 Pre test

First, interviewing two PhD students that has studied the concept of the gig economy did a pre-literature study of the area. The aim was to get a deeper understanding of what areas within the field that had been researched previously, current views, ideas,

opinions, and what the motivating and enabling aspects of the concept of gig economy implies. A suggestion of relevant literature was provided interrelated with these interviews and a conceptual framework of building trust was developed.

When the framework was developed, a think aloud pre-test on the platform Udemy.com was conducted. By doing the pre-study, it became clear that there were more implications for aspects that contribute to building trust than the aspects that are suggested in the context of the gig economy. The pre-study underlines that there were factors of how likeable the tutor was, which led to a concept developing of expanding the conceptual framework to also cover concepts of personal branding online together with the already researched aspects of building trust in the gig economy concept. The pre-study was the main reason for doing further literature studies within online personal branding, web 2.0 structures and OSN's.

3.3 User test procedure

With the intention of testing the conceptual framework that was brought forward in the literature review, a suitable method for this test was researched. The aim was to capture the spontaneous reactions of which building blocks from the conceptual framework implied importance in the decision-making of which gigger that was chosen. Therefore, a think aloud test was chosen since it is strong in what to consider in improving the interface (i.e. which building blocks are important). The framework (included building blocks) will then be modified based on this feedback [2]. This study was mainly a literature study but the qualitative data collection was also done to test the conceptual framework (that was brought forward from the literature studies).

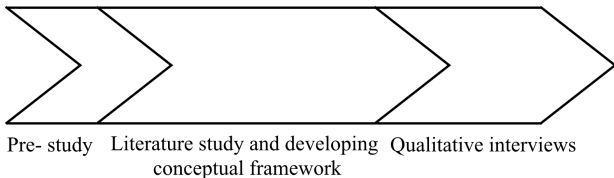


Illustration 3- A three step method was used in the user study.

3.3.1 Pre- interview

The participants got to openly explain and self rate their relationship to the gig economy, online knowledge sharing habits and whether they had bought something online previously. Semi structured, open-ended questions were asked if the participant did not understand the context and there was much focus on why the user thinks in a certain way. The reason for this interview technique is that it often gives more answers than if the interview would be structured and not implying why the user think in a certain way [16]. Results will be presented in chapter 4.2. The main questions that were posed were:

- Previous experience and habits of knowledge sharing online and gig economy context.
- Justification of “why/ why not” for the previous question.

3.3.2 Think aloud

Both trust and online branding are concepts that are difficult to measure, since it most often implies a feeling of the potential

customer [20] [17]. Trust implies a feeling among the participant, which is why a qualitative and explorative research method was chosen.

First, the participants got to browse freely on Udemy.com. This was done to test their general feeling towards the site and collect potential qualitative data of trust- factors that would affect their trust building to profiles. This ties to the pre- post interview of their general feeling of wanting to buy knowledge through video from a person that is “very personal” within the context of the gig economy.

The think aloud-test was done due to its powerful outcome in terms of the user's perception of online profiles. It was done according to pidoco's framework [24]. The questions that are posed during the think aloud test are not of the structured kind. Instead, they can rather be considered as guidelines. The questions were formed from the literature study, in order to capture feedback and elements from the study participants. In this think aloud test, the users are welcome to choose a course for themselves, depending on what their interest might be or what their eye is catching. The reason for letting the selection be free is so that they choose a course depending on the different elements/ building blocks that they feel is important and additionally comment on the blocks. After that, the participants was given two pre-determined profiles that the participant had to assess in terms of “whether they would consider to buy the lesson or not”. The participants were not familiar with the conceptual framework of how to build trust from the theory, and the reason for this was to avoid biased think aloud expressions. The theoretical framework that is brought forward in the literature study was developed into guiding questions.

3.3.3 Post- interview

The post-test interview was made in order to cover further topics that might have occurred for the participant after doing the test. The aim was to capture qualitative data about their attitude towards knowledge sharing in the context of the gig economy after they had assessed the different trust-building blocks. However, this was not studied in-depth, but rather considered as an extension of the research and interesting in terms of further research. The main questions posed were:

- What is your general attitude towards knowledge sharing in gig context after doing the think aloud study?
- Would you want to start taking courses here?
- Do you think this will be useful for more people if they knew about it?”
- If you were a tutor on Udemy, how would you go about if you would market your course and yourself on Udemy?

3.4 Evaluation

3.4.1 Thematic analysis of the think aloud test and mapping of categories against conceptual framework

To be able to analyse the think aloud test (on Udemy.com), and the semi-structured questions that were posed simultaneously, thematic analysis was done. Thematic analysis [5] is a well-grounded method to use when aiming to analyse interviews. The

method's functionality is that the data from the interviews is analysed and common themes among the data (interview answers) is found. Subsequently, the data is grouped into common areas. Then, the answers are stated along each theme, and the different answers can be discussed and compared to each other. Thematic analysis has been used in similar fields of research previously, for example in a paper where the aim was to investigate mothers' motivations for blogging [20]. Analysing qualitative interview data can be considered quite vague, but by using established methods to categorize the data, it can be further used and be verified against a conceptual framework. The interviews were compiled into different themes, by doing a thematic analysis of each interview [10]. Lastly, the conceptual framework from the literature was mapped against the themes in the qualitative study, discussion topics were found and conclusions could be drawn.

4. RESULT

4.1 Conceptual framework: Trust building blocks

Illustration 6 is a compilation of the building blocks that were introduced in chapter 2.6. According to previous research and theory about the gig economy, the building blocks below are essential in order to build trust on a gig platform.

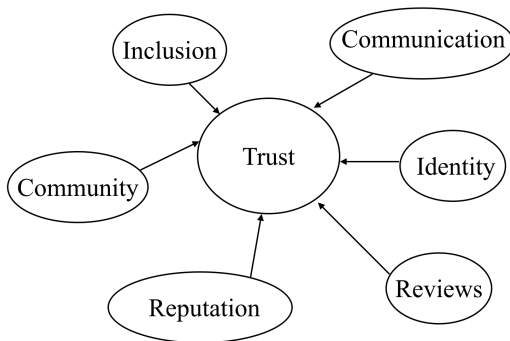


Illustration 6- a compilation of the conceptual framework of building trusts in the context of gig economy.

4.2 Pre- and post interview results

4.2.1 Previous experience and habits: gig platforms and knowledge

General knowledge sharing- habits was one central topic of the

pre-interviews and the participants were asked what they view in terms of video content and what they have paid for online. Participants had bought apps, and the main reason for this is the "convenient packaging of the value offer".

4.2.2 Values for knowledge online: flexibility and convenience

Participants explained that when purchasing something online, the central reason for the purchase was the convenience of that channel/medium (for example a driving license app). It was not because the participants had higher expectations on the quality of the content. One of the participants liked the online factor because it allows you to take the course at your preferred **pace**. An example was given by tone of the participants: "It was almost was embarrassing when you had to ask the teacher to repeat him or herself". Taking a course online by a gig tutor could make it possible to rewind the tape if you did not pick up some information. One participant mentioned during the think aloud test that she liked the "distance course online" concept due to the convenience and flexibility, you can take the course whenever and wherever you like. One participant mentioned how she believes in the offline tutoring system, and says that the importance of meeting people, going to places is in itself challenging and develops you as a person.

4.2.3 Marketing and promotion: how to promote courses online

One of the participants said that she had used a freelancer platform for getting songs out on Spotify- lists. That decision went really fast and she did not really doubt her decision. Word of mouth was apparently the most important factor in her decision, after getting a recommendation from her colleague she immediately chose a freelancer on that suggested service. All participant said that they would surely purchase a service on Udemy.com if they would need it, and that it was strange that they have not heard of this platform before. On the leading question on whether the participant would put up a course on Udemy.com, and in that case, how they would market themselves, two participants would have written in groups that are based on building Word of mouth, e.g. KTH Facebook groups. They would also think about what the target audience is and then apply a marketing strategy of their courses onto that target audience. Examples would be to give out flyers or post on forums, e.g. math threads.

TABLE 1.	Pre- interview	Post-interview
Thematic analysis themes		
<i>Previous experience and habits</i>	Some participants had paid online.	None of the participants had heard of Udemy.com previously. Interest was increased after the study.
<i>Values of knowledge online</i>	Rewind video. Watch anytime. Flexibility and convenience.	Convenient to be able to browse courses depending on what they wanted to learn.
<i>Marketing and promotion</i>	Word of mouth was strongest.	Marketing towards Facebook groups with specific interest, posters at universities etc.
<i>Online knowledge landscape</i>	Courses with a convenient and straightforward packaging of the content.	Tutors on Udemy.com are considered serious due to the fact that they are registered on the platform.

TABLE 1. The common themes from the pre- and post interview are stated in the left column. This table provides a quick overview of the

4.2.4 Online knowledge landscape: Communication channel offerings and control

One participant expressed that “there is too much knowledge online”, which implied that products or services that offer a more personalised interface with less redundancy are attractive for a consumer. One participant compared online video lectures to live lectures and expressed that one of the best aspects of an online video is that you can simply rewind the video anytime and you don’t have to feel ashamed about asking the teacher (as is the case in an ordinary lecture given at e.g. schools) to “please repeat because you did not get that last part”. One of the participants was willing to pay for knowledge that is not provided through her regular education. She expressed that Excel, despite its usefulness in work life, has not been offered at KTH and therefore she might take an online course to cover this gap of competence. On the leading question of whether there is a perceived correlation between influencers and knowledge sharing/ trust building, the answers were widespread. Two participants expressed that bloggers have a lot of followers, which in itself might be considered as the reviews that are given on Udemy.com. One participant compared knowledge sharing on e.g. Udemy.com to the makeup tutorials that are given by some bloggers on YouTube. These tutorials have followers because the followers like something that the blogger has done previously. A follower can relate to the blogger whom they subsequently trust. One participant says that if they would see a blogger use excel, then she would not trust that. One participant says that everybody learns in their particular way, and that some people might think “oh this cool girl is teaching excel, I want to learn from her”.

One of the participants expressed that she is willing to pay if there is no other way to get hold of the knowledge. Another participant expressed that she would pay for special features that is not available in a free version of some knowledge online.

Most of the participants were not that fixed by the range of the price, but the discussion was rather about whether it costs at all or whether it’s free. One of the participants was interested in taking a course for decision-making on business level. The participant added that the reason for her willingness to pay was mainly the lack of knowledge on other places. If she Google “decision-making in business”, it usually comes up hits of blog etc. which gives low credibility and “it would be nice to have a legit source of this”. It is usually too much knowledge in each context where it appears. Most of the participants expressed that they would pay for a more tailored and specific source of knowledge, tailored to ones current needs.

4.3 Think aloud study results

As posed in the literature, the participants said that the factors that determines whether to book a specific person or not mainly depends you get from the “general feeling” of that person. Previous research and literature within the context of online branding suggest several frameworks and methods to follow in order to create a “good feeling” among the potential customers when building an online identity/profile. One of the participants mentioned the filtering effect of the platform. As a consumer you get the feeling that the gig tutors on Udemy most likely are not any “bad” tutors, you get a general feeling that Udemy must remove the bad profiles or at least sort them at the bottom. What the participants felt in terms of trust was mainly dependent on what was featured (at the top of the list). None of the test

participants scrolled all the way down the list to go through all the different offerings.

4.3.1 Communication

One of the participants requested some type of “customer service” on the platform, which she could not find. She said that she would not write to the specific tutor on any of the integrated social media platforms. Two participants said that you usually choose to purchase the most featured post because you take the quality for granted, and that you seldom do further research.

4.3.2 Platform dynamics: Impact of featured course

First (which will be ignored in this paper) the participants choose which video they wanted to buy depending on their interest (some participants were more interested in learning about the music program logic PRO and some were interested in learning Excel) from the categories that was provided in the browse- function. All of the participants say that in the case of Udemy, you are willing to pay due to the actual website. The convenience and removal of “crap” and redundancy, which implies ease of use, is what you would likely be willing to pay for.

4.3.3 Tone of voice

More than half of the participants mentioned that they would not consider hiring a tutor that they would get irritated with. One participant said “if a person is really bothering and I get irritated with watching her/him, then I would definitely not hire that person”. One participant found a tutor on Udemy but neglected the course saying: “I would never stand this accent that he has”. Apparently, the actual personality of the tutor is important.

4.3.4 Tone of written text

Participants expressed that the text/ bio/intro had the tonality “like as if the person wanted to become your friend”. Another participant’s first approach was that the teacher “tried to be funny”. One participant said that it is nice if the tutor does not have cliché quotes in the bio or in the description of the course (i.e. the identity building blocks). In other words, it is important that the tutor is concise and to the point.

4.3.5 Origin (and background check) of the tutor

One of the participants said that it is not that important to do research of the tutor or the quality if the course. However, if the tutor’s knowledge was planned to be applied in a corporate context, she would do a better background check. One participant said that it is more likely that she would trust the person if they came from her own country or a country that felt closer to her (i.e. a country that she had knowledge about). The main reason for this is that she knows the university standard at the universities that are closer to her. One of the participants said that the country of origin does not matter when she is choosing between tutors, it is rather about the response from the community on the tutor’s courses.

4.3.6 Visual quality of content: “basing low quality on low quality”

Participants expressed that they base “low quality on low quality”. You don’t want it to feel like as if the person has created the course quickly and sloppy over the weekend”. Commercials or ad spaces are not appreciated either. One of the participants said that it would not be appreciated to see a photo taken on a regular walk or something that is similar to a bad photo in that sense.

4.3.7 Heading and keywords: tailored, concise and to the point

Participants expressed the importance of having a good heading that captures everything that the course will bring up. Participants mentioned the impact of choosing “good” keywords that are tailored and concise. On the preview of the course, and that suitable keywords had impact on how serious the tutor was considered to be.

4.3.8 Web 2.0 dynamics and online social networks (OSN’s)

The embedded OSN’s on a tutor profile did not play a major role in the belief of trust. Two participants said that it is relevant to integrate e.g. YouTube, because then they could see earlier

tutorials that they has produced (and also review produced content in video format). They would not contact the tutor on e.g. mail or FB before buying a course though.

4.3.9 Previous experience and influence

One participant noticed the “MBA” degree among one tutor and said that this implied a lot of security and comfort. It implied a lot of trust in that the tutor knows what he/she is talking about since she/he is certified from a university. The participant did however not do any research of the university. One of the participants said that the previous experience (education etc.) that was stated in the bio of the tutors had high impact too, but that it should be short and concise in its description. The participants were interested in different fields. Some of them were interested in learning coding, some were interested in learning specific programs such as logic or excel, and one was interested in decision-making within business. For most of the participants, it depended on whether this person/provides of knowledge was already influential or not.

4.3.10 Ratings and reviews

It was shown that the ratings (five ranged stars) and comments were very important. One participant said that the ratings play a

TABLE 2. Thematic analysis themes	Relation to conceptual framework	Think aloud study notes in the area
<i>Communication</i>	Communication tool is suggested for gig platforms.	Platform- provided “hotline”. Contact through embedded social media channels was not appreciated.
<i>Platform dynamics (featured course)</i>	Nothing found in trust theory.	Participants were most keen on looking at the courses in the featured section.
<i>Tone of voice</i>	Inclusiveness.	A “weird accent” was not appreciated among the participants.
<i>Tone of written text</i>	Inclusiveness.	Concise and to the point. Friendly.
<i>Origin (background check) of tutor</i>	Nothing found in trust theory.	Degrees from well- known universities are appreciated.
<i>Visual quality of content</i>	Nothing found in trust theory.	Photos and video needs to be in good quality and at a professional location.
<i>Heading and keywords</i>	Nothing found in trust theory.	In order for the participants to proceed to viewing a tutor’s profile, heading and keywords needed to be accurate and interesting.
<i>Web 2.0 functionalities and OSN’s</i>	Gig platforms operate in the web 2.0 context and giggers are encouraged to share onto other OSN’s.	The participants did not pay that much attention to the embeddd OSN’s on a giggers profile on Udemy.
<i>Previous experience and influence</i>	Good reviews from previous efforts is appreciated.	A description of previous job position at a well- renowned company. A degree.
<i>Ratings/ reviews</i>	Reviews are important.	The most important trust-building factors according to the participants.
<i>Previews</i>	None.	Preview (video) is appreciated.

TABLE 2- Shows a mapping of the opinions of the participants from the think aloud study. The left column states the common themes from the think aloud- analysis. The right column shortly describes comments about each theme (think aloud). The middle column is a comparing attempt where comments about each theme was mapped against the conceptual building blocks of building trust.

major role in terms of decision-making on whether to buy the online knowledge sharing video and that ratings is generally a good way to explore online.

4.3.11 Preview video

Four of the participants asked whether it existed a preview video. After browsing the course on Udemy.com, they found the preview video on the course page. However, since they asked about the preview video uncompelled, a preview video seems to be very important in order to build trust.

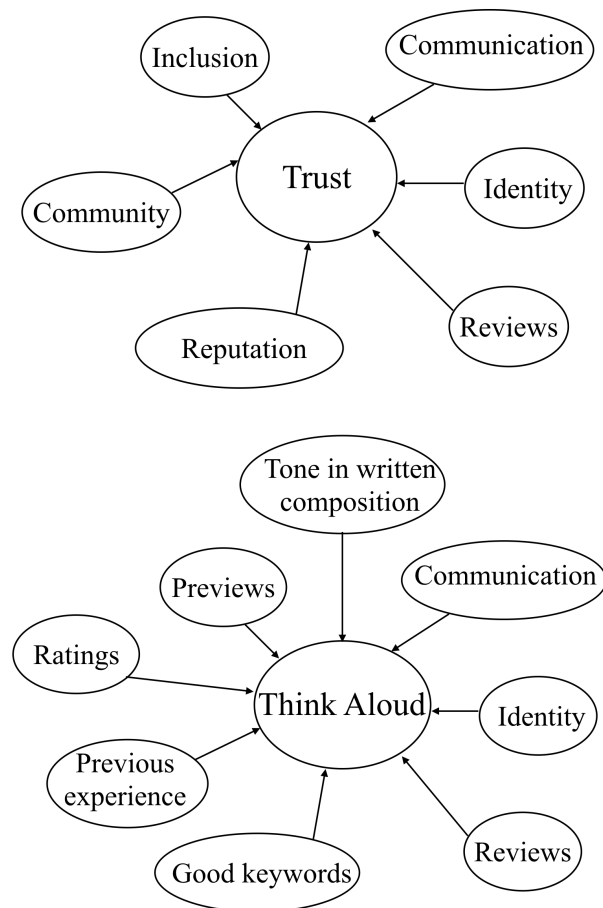


Illustration 4- An illustration of the common themes from the think aloud study compared to the conceptual framework from the literature studies. The differences (new themes in the second illustration) might be seen as possibilities of improvement. The similarities verifies the conceptual framework and proves that the trust building blocks from the literature are relevant, outside of theory and in real life examples.

5. ANALYSIS & DISCUSSION

5.1 Mapping conceptual framework with think aloud results

In this chapter, the results from the think aloud study (comments and opinions from the participants) will be related to the conceptual framework. Also, the insights from the think aloud study will be related to theoretical concepts and terms that are explained in chapter 2 (structural- and relational embeddedness, physical- and virtual trust environment).

5.1.1 Structural embeddedness: platform structures

Structural embeddedness is the technological components of how trust is built in a social network [13]. An analysis of the think aloud results is that the platform dynamics impact the trust that the customer feels for a gigger on a gig platform. Platform dynamics is about the technological components of how trust is built in a social network (i.e. featured section, the state of art of a profile being registered on a platform). Subsequently, a conceptual framework in a knowledge sharing and gig context should be extended with a building block “structural embeddedness”. The structural embeddedness was important for the participants, and according to them the strongest value of using Udemy.com, is the **convenience** of using the platform, where the content is sorted and collected in one place instead of trying to find courses online on other places. For example, instead of spending a lot of time to Google or to look at tutoring videos on YouTube, it would be easier to buy a perfectly tailored video.

Specific insights about platform dynamics (i.e. structural embeddedness) was that the attention span of the participants. For example, if the tutor did not use good and concise keywords, the participants’ trust was lowered. If the participants’ **attention span** was broken, the participant’s was not keen on proceeding with further trust assessment of the tutor’s profile. One example of when this occurred was how participants wanted keywords to be accurate and the bio to be to the point. Another example of the attention span insight was how most of the participants were not interested in clicking on the OSN’s that were embedded onto the tutor profiles. Both [15] and [27] discusses the impact of keeping a good personal brand onto all’s (online social networks) as an online freelancer, however this study implied that the attention span affects the level of importance of connecting OSN’s. Another specific insight regarding the attention span was the impact of the featured section. None of the participants wanted to look through all of the tutor profiles and courses, instead they settled with choosing the courses that were at the top of the featured section. Previous research within the gig economy context [8] discusses the ethical aspects of the gig and sharing economy, and how it is actually the company that provides the platform that are in power of which giggers will get leads and which will not get leads.

5.1.2 Relational embeddedness

Relational embeddedness is how trust is built through the relations among the profiles on the platform [13]. The reviews and ratings resulted to be strong building blocks of building trust.

5.1.3 Physical trust environment

Results showed that it was important to showcase the previous experience within the field of the course that was provided by the tutor and additionally whether the tutor had an education or degree. There are several on-going discussions whether universities and schools will play an important role in the future since a lot of knowledge will be accessible online. Note that one comment in the think aloud results: “I would want to take an excel course on Udemmy, since my University (KTH) has not provided that”. However, if it is important to have a degree as a online video gig tutor (as results showed), then the classic educational system will still be important in the future. Further investigation should be done in this area to be able to draw specific conclusions.

Results from the pre- and post interview were that word of mouth in was important in terms of trust for a tutor and course. One of the participants stated that she would not consider looking through a tutors profile that accurately if she had gotten a recommendation of that tutor outside of the platform. In terms of theory and mapping towards the conceptual framework, this insight is very similar to the explanation of the building block “community”, which shows that the framework is solid in that sense.

5.1.4 Virtual trust environment

A similar effect was how one of the participants noticed and appreciated that a tutor had an MBA (which was explained in that tutor’s bio), but the participant did not look up whether the university of that MBA was well renowned. Results from the think aloud study implied the importance of having a “good” identity (i.e. profile) and the result was insights of how to create a good profile. For example, a profile picture in good image quality and at a serious location was appreciated among the participants. Also, writing with a conversational and friendly tone was positive in order to build trust. Having a preview video of the course, so that customers can assess how the tutor behave showed to be important too.

Another aspect in terms of the participants attention span was that it would be important to do a well- grounded research and background check of the tutor if the tutors video was going to be used for a corporate occasion. In terms of a company hiring, it seems more important to have a longer attention span because you don’t want to co-brand with a “bad” freelancer/tutor. So, according to this study, it seems like the attention span usually is quite low, but that it may be stretched depending on what the knowledge sharing video will be used for. The integration with OSN’s on Udemmy.com was not that popular in terms of building trust. If so, the YouTube channel was trust-building. This correlates with earlier research: “Online social networks are still developing, and research on the topic has only started” as a discussion topic in the paper by [15]. It seems as the platform has a lot to do with building trust, and that the tutor can follow all principles from a conceptual framework of building trust in a really good way, but that the feature section on the platform plays a major role in what the potential consumers ultimately selects.

Another example was the actual credibility that the tutor got by just having a profile and course uploaded on the platform

Udemmy.com. An example of this is how one of the participants said that “it usually comes up hits of blog etc. which gives low credibility when I Google for example decision-making in business”. It seems like the participants takes for granted that the platform Udemmy.com does some kind of assessment of quality. The answer from the same participants as the quote above, implies that having an good online personal brand (influence) is not similar to a good quality in credibility and validity when it comes to knowledge sharing.

5.2 Challenges with the Method

The think aloud method is good in terms of captivating a user’s feelings with verbal expressions. “Qualitative research is mainly explorative research and is used to gain an understanding of opinions, motivations and underlying research. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research” [25]. This quote clearly states the main findings that a researcher can expect with this chosen method. This study too brings forward new ideas and deepens the understanding of an already existing concept.

I have compared my conceptual framework (presented last in this chapter) to the study that was presented by [15]. In that paper, a conceptual framework was developed. It does not operate within the gig economy-context of knowledge sharing in video format. Similarly to [15], this paper’s major focus is on the conceptual framework. Even though qualitative data is difficult to categorize, by contextualizing qualitative research to a framework from previous literature puts the data into a context which may give good ideas. Therefore, collecting data in this study seemed important. Below, an outline of further testing is presented, which builds on ideas that was discovered in this study.

5.3 Future Research

5.3.1 Qualitative and quantitative further research

In terms of further research, studies that encourages to bring forward a better conceptual framework for the tutors to build trust on Udemmy.com would be beneficial. Insights and results from such studies could furthermore be used to improve the signup flow (introduced in chapter 1.2) for the tutors at the moment when they sign up on the platform and start to use it. The results and insights from such a study can be useful both for the companies that are operating in the gig economy context and for the giggers that want to start giggering on such platforms.

It would also be profitable to do quantitative studies of how much impact the different building blocks from the conceptual framework has on trust- building. This is to be able to prioritize a gig company’s effort in what to focus on. It could also be good to investigate each building block with more structured interview methods. Suggestions of quantitative research is introduced below.

5.3.2 Suggested (quantitative) methods for further research

In terms of doing quantitative data collection to extend this study and for further research, doing a PANAS-test on the aspects of the trust building factors that was brought forward in the results-

chapter would be profitable. This study aimed to capture the perceived feeling of trust through a verbal self-report method (think aloud study), but doing a non-verbal study (such as PANAS) would be good in terms of generalizing. "Self-report methods to assess emotions can be either verbal or nonverbal and generally rapid and low-cost methods." [19].

More research of how education in the future will look like in the future, and the impact of universities, online versus offline lectures etc. would be interesting and this paper contributes to important aspects within that field.

Now that this research has provided insights of what is considered important in building trust, further research could imply to understand what factors that are considered important, it could be beneficial to investigate the amount of impact it has. A study that is similarly done uses the percolation model [17] where the aspects are weighted against each other to compare their impact against each other in a matrix. This method might be good as an attempt to measure the trust factors that is brought forward in this study. After doing a study such as the matrix based with the percolation model, you will be able to calculate a probability of the trust that the potential customers perceive, and thereby be able to calculate how likely it is that the knowledge sharing will occur.

6. CONCLUSION

This study has tested the theoretical framework that was brought forward in the literature study. The research question and understatements are presented below.

- What aspects affect a potential buyer's perceived trust towards tutor that has uploaded a course on Udemy.com?
- Can a framework of how to set up a profile that implies trust help a gigger to get more leads on their online tutoring video?
- How can you measure trust? What factors/building blocks are considered to build trust (from previous literature) in the context of the gig economy and personal branding online?

The answer to the research question and its understatements above is that it can, to some extent, be beneficial to follow a framework for building trust in the context of knowledge sharing through a gig economy platform. However, this area showed to be more complex and additional building blocks besides the ones that were brought forward were shown to impact the perceived trust of the potential customer. The study resulted in an improved framework after doing the qualitative study and a result that could be brought forward would be to compile the two frameworks (from literature studies and the think aloud) together. The improved framework underlines that this area of research has much potential to be investigated further, which is why this paper suggest a wide range of further research fields in this context. Some aspects that builds trust towards a tutor on Udemy.com is brought forward in the qualitative study, and should be measured with quantitative methods such as a PANAS test or a percolation model.

REFERENCES

- [1] Albinsson, P.A. & Yasanthi Perera, B., 2012. Alternative marketplaces in the 21st century: Building community through sharing events. *Journal of Consumer Behaviour*, 11(4), pp.303–315.
- [2] Anon, 2015. Why do things go viral on YouTube? *Strategic Direction*, 31(3), p.21.
- [3] Augustinsson, E. ABC I kollaborativ ekonomi (2015)
- [4] Bardhi, F. & Eckhardt, G.M., 2012. Access-based consumption: the case of car sharing.(Report). *Journal of Consumer Research*, 39(4), p.881.
- [5] Blomkvist, P. & Hallin, A., 2015. Method for engineering students: Degree projects using the 4-phase Model,
- [6] Bowman, M., Debray, S. K., and Peterson, L. L. 1993. Reasoning about naming systems. *ACM Trans. Program. Lang. Syst.* 15, 5 (Nov. 1993), 795-825. DOI=<http://doi.acm.org/10.1145/161468.16147>.
- [7] Brogan, C., 2011. *Growing Your Audience: Some Basics*, Hoboken, NJ, USA: Hoboken, NJ, USA: John Wiley & Sons, Inc.
- [8] Chang, E., Dillon, T. & Hussain, F.K., 2006. *Trust Concepts and Trust Model*, Chichester, UK: Chichester, UK: John Wiley & Sons, Ltd.
- [9] “Collaborative Economy Honeycomb” by Jeremiah Owyang. jeremiah@crowdcompanies.com @jowyang. March 2016.
- [10] Davis Pluess, J, Lee, M, Pelaez, P, Kim, L. E (2016) An inclusive sharing economy: Unlocking business opportunities to support low-income and underserved communities. BSR Report, Available at: <https://www.bsr.org/our-insights/report-view/sharing-economy-inclusive>
- [11] DeMers, J. *The top 7 Online Marketing Trends that will dominate 2016*, Article contribution to Forbes Magazine, 29 September 2015
<https://www.forbes.com/sites/jaysondemers/2015/09/29/the-top-7-online-marketing-trends-that-will-dominate-2016/#3150fa8634bc>
- [12] Eisenmann, T., Parker, G. & Van Alstyne, M., 2006. STRATEGIES FOR TWO-SIDED MARKETS. *Harvard Business Review*, 84(10), pp.92–101.
- [13] Friedman, B., Khan Peter, J. & Howe, D., 2000. Trust online. *Communications of the ACM*, 43(12), pp.34–40.
- [14] Gerzema, J. & D’ Antonio, M., 2017. The Athena Doctrine: Millennials Seek Feminine Values in Leadership. *Journal of Leadership Studies*, 10(4), pp.63–65.
- [15] Grabner-Kräuter, S., 2009. Web 2.0 Social Networks: The Role of Trust. *Journal of Business Ethics*, 90(4), pp.505–522.
- [16] Jägerskog, A., 2001. Intervju som ger svar : principer för effektiv intervjuteknik : sammanställning av professor John Sawatskys kurs Intervjuteknik,
- [17] Khvatova, T. et al., 2016. How to measure trust: the percolation model applied to intra-organisational knowledge sharing networks. *Journal of Knowledge Management*, 20(5), pp.918–935.
- [18] Kirby, D., 2010. The Future is Now: Diegetic Prototypes and the Role of Popular Films in Generating Real-world Technological Development. *Social Studies of Science*, 40(1), pp.41–70.
- [19] Labrecque, L.I., Markos, E. & Milne, G.R., 2011. Online Personal Branding: Processes, Challenges, and Implications. *Journal of Interactive Marketing*, 25(1), pp.37–50.
- [20] Lampinen, A. et al., 2015. Studying the “Sharing Economy”: Perspectives to Peer-to-Peer Exchange D. Cosley et al., eds. *CSCW’15 Companion*, pp.117–121.
- [21] Lampinen, A., 2014. Account sharing in the context of networked hospitality exchange. , pp.499–504.
- [22] Milanova, V. & Maas, P., 2017. Sharing intangibles: Uncovering individual motives for engagement in a sharing service setting. *Journal of Business Research*, 75, pp.159–171.
- [23] Pettigrew, S., Archer, C. & Harrigan, P., 2016. A Thematic Analysis of Mothers’ Motivations for Blogging. *Maternal and Child Health Journal*, 20(5), pp.1025–1031. Available at: <http://dx.doi.org/10.1007/s10995-015-1887-7>.
- [24] Pidoco – powerful prototyping, *Think Aloud* <https://pidoco.com/en/help/ux/think-aloud>
- [25] Rocco, T. & Plakhotnik, M., 2009. Literature Reviews, Conceptual Frameworks, and Theoretical Frameworks: Terms, Functions, and Distinctions. *Human Resource Development Review*, 8(1), p.120.
- [26] Schor, J., 2016. Debating the sharing economy.(Essay). *Journal of Self-Governance and Management Economics*, 4(3), p.7.
- [27] Stickel, C., Holzinger, A. AND Felfernig. Measuring Emotions: Towards rapid and low cost methodologies. In: Proceedings RecSys ’11 workshop on human decision making in recommender systems (Decisions@RecSys’11), Chicago, 2011.
- [28] Techtarget, Business terms “The gig economy” <http://whatis.techtarget.com/definition/gig-economy>
- [29] Wald, J. *5 predictions to the freelance economy in 2017*, Article contribution to Forbes Magazine, 6 December 2016
<https://www.forbes.com/sites/waldleventhal/2016/12/12/5-predictions-for-the-freelance-economy-in-2017/#243e7596370a>
- [30] Webster, J., 2016. Microworkers of the Gig Economy. *New Labor Forum*, 25(3), pp.56–64.
- [31] Yu, T.-K., Lu, L.-C. & Liu, T.-F., 2010. Exploring factors that influence knowledge sharing behavior via weblogs. *Computers in Human Behavior*, 26(1), pp.32–41.

