



Department of Business and Management

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Chair of Consumer Behavior

Gamification to attract young talents? Understanding the effects of gamified job posts on the attractiveness of the public sector among Gen Z

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## INTRODUCTION

In the last decade, the Public Sector has always been one of the most important sources of employment accounting for about 13 percent of total employment in the country. However, in 2019, it has been observed that only 2 percent of public employees ranged from 18 to 34 years old, compared to 19 percent in the average of OECD countries (Statista Search Department, 2024). This trend indicates a significant gap in youth recruitment, influenced by the reluctance to pursue a career in this sector. Gen Z, part of the population that is now entering the workforce, perceives the public sector to be very traditional and noninnovative, representing crucial attributes that strongly influence their employment choices. As the competition to attract the best talents increases, the workforce remains one of the most important assets of an organization, thus, the Public Sector must invest in this generation to avoid missing the potential and dynamism that it holds. By being “digital natives”, Gen Z demonstrates a strong desire for new technology, not only due to its simplicity and speed but also because of their curiosity which encourages them to experiment continuously. The business card of any organization is the job ad, as it represents the call to action that can attract potential candidates. This quantitative experimental research aims to investigate the effect of gamification, which is the application of game elements in non-game contexts, in the public sector job ads on Gen Z. Specifically, it examines how this practice impacts the attractiveness of the public sector, focusing on the engagement it fosters, and the professionalism perceived. Additionally, this study will address the effect of this strategy on the intention to apply to the public sector, seen

as a behavioral variable which represents the probability that an actual action will occur. Results, implications for theory and practice, along with limitations, are being examined in the research.

## CHAPTER ONE

### **The challenge of attracting young talents**

Engaging young talent of Generation Z, especially in what are perceived as less attractive or traditional sectors such as the public one, is becoming challenging. The public sector is reaching out to young professionals, but they don't feel inspired to pursue careers in this industry (Peulers & Tukaric, 2020).

The public sector has always been an important source of employment and plays a crucial role in the local economy and labor distribution. Data from 1960 to 2000 shows that public employment constituted an important share of total employment in OECD countries, averaging 16.6 percent and increasing to 18.8 percent in 2000 (Algan, Cahuc, & Zylberberg, 2002).

By focusing on the Italian public sector, it can be seen that it plays a crucial role as a source of employment, accounting for about 13 percent of total employment in the country. This figure, although lower than the average of 18 percent among OECD countries, underscores the importance of the public sector as a significant employer at the national level (Statista Search Department, 2024).

“Although the public sector is a monopoly provider of services in many areas, there is one market in which the sector faces clearly competitive and market-driven pressures - the labor market” (Bankins & Waterhouse, 2018).

According to the analysis conducted by Randstad Research (2024), 42% of respondents found the public sector to be appealing, compared to 34% who found the private sector



to be so. This suggests that, overall, people view the public sector to be a more desirable place to work (Statista Search Department, 2024). However, young people under 25 do not find the public sector to be as appealing as the private sector, with the former being seen less positively. Young people continue to show a preference for the private sector despite the public sector's benefits in areas like employment security, work-life balance, job content, development opportunities, and environmental and social care (Statista Search Department, 2024). Although the efforts to increase the attractiveness of the public sector as an employer, many young people have a negative opinion of it (Peulers & Tukaric, 2020).

Predominantly male and with a greater representation of older ages, the public sector is in danger of losing the vitality and prospects that young talent can offer (Statista Search Department, 2024). In fact, in 2019, only 2 percent of central government employees were between the ages of 18 and 34, compared to 19 percent in the average of OECD countries, indicating a significant gap in youth recruitment (Statista Search Department, 2024). Clearly, this reflects the emerging need of understanding reasons for such reluctance, and then finding solutions for the public sector, and in general less attractive sectors, to engage young talent.

Reasons for this lack of attractiveness may be diverse. First, the perception of lower pay compared to the private sector can be a disincentive for ambitious young people seeking financial recognition and rewards (Korac, Saliterer & Weigand, 2018). Moreover, the lack of transparency and merit in the public sector can fuel the perception of an unfair and unjust work environment. Practices of nepotism

and favoritism can undermine young professionals' confidence in their ability to advance their careers based on merit and skills (Bright & Graham, 2015).

However, one of the most impactful deterrents of the public sector is its perceived lack of innovation and technology advancements (Bright & Graham, 2015). Growing up in a digital age where technological innovation is continually evolving, Gen Z tends to be attracted to sectors that offer opportunities for advancement and use of high technology (Kim, Jang, Choi, Youn & Lee, 2021). However, the public sector often does not keep pace with technological advances, by using outdated methods, it keeps Gen Z away.

This technology gap may prevent young talents from considering the public sector as an attractive career option, preferring a more dynamic and cutting-edge work environment. In fact, the lack of innovative conditions may lead Generation Z to find the public sector uninteresting and unsuitable for their professional and personal growth.

Indeed, even current HR practices must adapt to the characteristics of the new generation of students entering the workforce (Pandita, 2021). Focusing on Generation Z, which is part of the population born between the middle of the 1990s and 2010, we realize that they have been raised in a time of significant social upheaval, growing globalization, and rapid technical advancement which witnessed the birth of a digitally connected and highly interactive world (Peterson, 2020). This is the reason why for Gen Z, also known as Digital Natives, virtual is simply part of their reality (Stillman & Stillman, 2017) as they know how to use the internet to communicate, find information, and keep up with the most innovative

inventions. So, it is of crucial importance for companies to find innovative ways to engage them, as traditional recruitment practices may appear obsolete.

Flexibility, innovation, and opportunities to participate in causes or projects that have a positive social impact are values that Gen Z often looks for in an organization (Peterson, 2020).

Gen Z is also known for its constant learning and research work-life balance. This generation appreciates employers who provide opportunities for professional development, continuing education, and an inclusive and collaborative work environment (Peterson, 2020).

It is important to understand the characteristics and expectations of this generation to develop effective engagement and retention strategies in the public sector. Organizations must adopt innovative approaches and adapt their HR practices to meet the needs and preferences of this emerging generation. This is the starting point to make the public sector more attractive and competitive in today's labor market.

Hence, HR should look outside of strict theoretical knowledge systems to find the best group of applicants who can give the company a distinct advantage in terms of human capital (Nair, Sadasivan & Krishnan, 2018). Employer branding ought to resonate with job seekers similarly to how a product brand does with consumers, inspiring them to apply. As a result, the hiring and marketing processes have become similar. The idea that companies should treat the labor market like a real market and that it has evolved into one is gaining traction. A job

advertisement must attract applicants to that particular organization (Peulers & Tukaric, 2020).

There is an urgent need to find a solution that meets the needs of both sides: on the one hand, companies who want to attract young and dynamic talent, and on the other hand, young professionals who are looking for challenging and rewarding careers. This underscores the importance of in-depth research to identify effective strategies and practices that can make the public sector more attractive to Generation Z and thus ensure the viability and competitiveness of these organizations in the long run.

A possible solution includes gamification in the job post as a way to attract probable candidates. By growing up in a digital world where interactive apps and video games predominated, Gen Z could find itself familiar with the idea of gamification, utilizing game principles and aspects in non-gaming environments (McKinsey & Company, 2022). Fostering an environment of reward and accomplishment as well as immediate feedback is a positive feature as they are accustomed to fast reactions from digital devices (El Fissi, 2023).

These constitute a range of benefits that Gen Z could notice when seeing the ad, and which could influence their perception of a company: in Stillman's (2017) nationwide study of Generation Z, 91% of them said that a company's technological sophistication would influence their decision to apply for a position in the firm (Peterson, 2020). Fostering innovative experiences could make a positive impact on the Gen Z student's journey and enhance brand engagement, increasing the attractiveness of less captivating sectors.

The following section will offer a detailed overview of existing literature that considers both the overarching themes of gamification, Gen Z, and the public sector, as well as a deeper exploration of each topic. By examining these areas, it is aimed to uncover research gaps that have yet to be addressed. This comprehensive analysis will guide toward a well-defined research question, setting the stage for subsequent investigations.

## **Literature Review**

This part of the chapter provides an examination of key topics that lie between the concepts of gamification, Gen Z work preferences, and all the challenges related to attracting talent to the public sector, based on a critical review of the existing literature.

This analysis delves into definitions, applications, and benefits of gamification, and explores its use in human resources by focusing on strategies already employed to see its effectiveness and candidate engagement.

Moreover, by drawing on evidence provided by existing academic studies, it can be shown how Gen Z characteristics can impact their career choices and how these could influence the company's practices.

Also, the public sector's challenges in attracting and retaining talent will be addressed, suggesting the need for innovations and a comparison with the private sector.

Finally, innovative approaches to addressing the challenges of attracting Gen Z to the public sector will be explored, relying on the existing literature.

This overview will operate as the basis for an in-depth examination of every subject, providing the framework for

a more comprehensive understanding of the dynamics involved and their consequences for business policies and management practices.

## **Definition of gamification and its applications**

Many researchers have studied and defined gamification. Following the work of Deterding et. al. (2011) it can be defined as “the use of game design elements in non-game contexts”.

In particular, Caillois’ theory (2001) divides play activities into two poles: *paidia* and *ludus*. While free-form is described as *paidia* (playing), *ludus* refers to expressive, spontaneous meanings and actions that characterize rule-based, goal-oriented play.

However, by referring to the term “gamification” as the design components of games, or *ludus*, this would imply that gamification focuses almost exclusively on *ludus*, with just a small attention on *paidia*. For this reason, McGonigal (2011) has introduced “gamefulness” as the opposite of “playfulness”, to describe that gamefulness includes the behavioral and experiential aspects of gaming, or *ludus*, which go beyond simple entertainment. This distinction becomes crucial in the field of Human-Computer Interaction (HCI) because gamification uses certain aspects of gamefulness for practical goals in serious contexts rather than for amusement. Gamified applications, as opposed to fun activities, are made to take advantage of the goal-oriented and organized aspects of games in non-gaming environments (Groh, 2012). This method, which avoids trivializing the experience, makes use of gaming mechanics to improve task performance and

user engagement. These kinds of uses are not limited to the traditional game worlds, they're used in a variety of industries and media, demonstrating a wide range of applications (Groh, 2012).

According to Aparicio, Gutiérrez Vela, González Sánchez, and Montes (2012), gamification can be a useful tool to increase people's motivation and participation in a variety of duties and activities that are not always very appealing. Its application is not limited to any field and can be applied in various settings, such as education, fostering environmental stewardship, or enhancing senior citizens' quality of life.

The self-determination theory proposed by Ryan and Deci (2000) considers people's psychological demands and growth inclination to show that the things that a person finds intriguing and engages in for the pure enjoyment of doing so, without any kind of indoctrination, are known as intrinsically driven activities, and these are associated with sports and gambling.

Nevertheless, gamification is quite widespread nowadays, and studies have shown that it does not successfully produce the desired outcomes: in fact, success rates vary widely, and the effectiveness is frequently inconsistent, however, this is based on the setting in which the gamification idea is being used (Böckle, Micheel, Bick & Novak, 2018). For example, for adaptive gamification in e-learning it is important to stress that data are collected from the person's interactions to identify learner's talents and limitations, learning style, and the degree of expertise, to adapt the learning experience to the single person (Bennani, Maalel & Ghezala, 2021).

Adaptive gamification research, in fact, has been advancing rapidly by focusing on customized incentive systems designed to meet the unique needs of various users and situations to maximize the accuracy and the benefits of gamification (Bennani, Maalel & Ghezala, 2021).

### **Gamification uses in HR**

Gamification can be an effective tool to use in Human Resources Practices (Simpson & Jenkins, 2015). It involves utilizing game mechanics and aspects to support an organization's efforts to enhance employee engagement and meet some organizational goals (Lawande, Mohile, & Datta, 2018).

Simpson and Jenkis (2015) asserted that gamification involves utilizing best practice concepts for creating HR procedures in a variety of areas, to especially increase motivation and engagement. Additionally, as the demand for HR to produce value grows, gamification of HR may offer one means for organizations to gauge that contribution.

Game concepts have a wide range of applications in human resources. Gamification, for instance, can be applied in HR to attract, onboard, educate, grow, and engage staff members (Simpson & Jenkins, 2015).

Studies have been conducted on the companies that struggle keeping workers, and it has been observed that gamification can be a solution to this issue. In fact, it can reduce absenteeism as the game tracks the performance on a regular basis and make absences visible to everyone (Bizzi, 2023).



According to Cognizant (2013), developing engaged personnel should be a company's priority. Through gamification, problems in the real world can be solved by enabling lessons to be learned from the vast amounts of data being generated in today's digitally equipped businesses.

Lawande, Mohile, and Datta (2018) add on by stating that gamification boosts employees' productivity, social intelligence, and conscientiousness by making them more open to learning and improving their ability to retain information. This helps the human resources department by raising worker motivation and making it possible for it to take a more strategic approach.

Bersin (2012) proposed that 'gamification' is built on six dimensions: progression, achievement and rewards, cascading information, countdown, levels, and quest.

Given the many applications, it is important to meticulously organize the gamification approach to benefit from that practice.

Raghavendran & Kumar (2015) carried out a case study on the application of HR practices in educating the workforce. In this study, it has been demonstrated that gamification can be used as a company advantage to encourage staff engagement. It shows that the Deloitte company, through an online platform called Deloitte Leadership Academy, provides a substantial quantity of coursework covering a wide range of consulting disciplines. The goal is to increase senior executive staff members' access to training programs. In this practice, Deloitte presents gamified features such as badges, status symbols, and leaderboards. In this way, it is easy to keep track of status symbols and

makes it easier to track how many workers enroll in and finish the course. It provides them with immediate feedback on how they are doing and assists them all the way through.

The study of Kaoud and ElBolak (2023) emphasizes even more the concept that employees' learning is encouraged by playing serious games. Thanks to this procedure, they can improve not only their abilities, but also the brand performance. In fact, technologies can aid in generating good employer brand knowledge which, therefore, impact the brand recognition and image.

Gamification, moreover, facilitates the reorientation and channelization of employee goals toward business-oriented objectives. Stronger ties between any organization's customers, employees, and partners have resulted from this procedure in HR.

Overcoming the leaders' mistrust is one of the most frequent obstacles to gamification adoption within a business. This resistance is often the result of senior management's conviction that work, and play should be clearly defined - a belief that is generally inherited from older generations. Rather than seeing gamification's strategic potential that engages the employees and enhance their productivity, they think it trivializes important business operations and confuses them with pleasure (Lawande, Mohile, & Datta, 2018).

Lawande, Mohile, and Datta (2018) highlighted that gamification can bring out other different challenges such as assigning participants to different game types. Many times, integrating the idea into adult education is seen as a challenge. However, by combining this technique within

Gen Z this kind of barrier can be eliminated as we are referring to a particular generation that is very tech-savvy. Another concern is whether it is financially feasible for game producers to prioritize pedagogy while creating new goods presents even another difficulty. For example, potential employee distraction, managers' ignorance of modern behavioral strategies integrated into processes, procedures, and technology, cheating, and participant unhappiness due to poor performance are among the worries regarding gamification (Sengupta, 2015).

Therefore, HR's job would be to become an employee advocate and unlock each person's inherent potential within the company. The principles of game-based learning and gamification may serve as the foundation for this position.

### **Gen Z and its working preferences**

Generation Z is a digitally connected and highly interactive slice of the population, and for this reason the “virtual” is simply part of their reality (Stillman & Stillman, 2017).

This generation is actively using social media, prioritizing individuality, and taste, being adept in new technologies, and born in an increasingly digital environment.

Growing up in this context, it has experienced different situations with respect to the previous generation, and this influences its values, including information and communication technologies, but also modifies its ideas and consumption beliefs (Bakewell & Mitchell, 2003; Berkup, 2014; Francis & Hoefel, 2018).

The study of Wood (2013), highlights that the interest Gen Z has in technology and its use is very strong and important, so the companies must consider it.

Studies by Berkup (2014), Priporas et al. (2017), and Wood (2013) affirm that this generation is typically very curious and has demonstrated a strong interest and desire for new technology, in contrast with previous ones. Gen Z differs from earlier generations in how they act, feel, and use their experiences. They are willing to utilize new technologies, not only because they are quick and simple, but also because they are very curious about them. This innate curiosity encourages them to experiment and welcome new innovative products and procedures.

Furthermore, research on Gen Z customers' short attention spans (Berkup, 2014) indicates that they emphasize economic value and are drawn to technology-driven convenience, efficiency, and pragmatism. The findings demonstrated that, in comparison to Millennials, Gen Z sees a greater interest in new technologies.

Retailers who cater to Generation Z may therefore need to offer new services to suit their wants and focus on customers who are very interested in new technology (Kim, Jang, Choi, Youn, & Lee, 2021).

Gen Z, moreover, has very high expectations for their careers and a creative attitude (Pandita, 2021). This calls for independence, self-assurance, and flexibility. Due to this, they tend to have an inventive mentality that motivates them to use unconventional methods to accomplish their objectives (Pandita, 2021).

The business demographic is constantly shifting and evolving. The workforce is now hosting spans of generations working together (Harber, 2011). These mixes of eras have various traits and inclinations because of their upbringing, social background, and a host of other variables. As workers from different generations enter the workforce, they often bring their distinct traits and preferences with them (Harber, 2011). To establish a stimulating and effective work environment, it is critical to comprehend these traits and inclinations and equip the company to collaborate with diverse generations.

The acquisition and retention of human capital across many generations has become increasingly difficult due to the extremely dynamic nature of global labor sourcing (Mahmoud et al., 2020). One of the biggest problems facing businesses today is finding labor. More and more well-known companies are implementing completely new approaches and defending them by citing the use of contract labor companies to cut costs in the face of growing competition (Purcell, 1998).

Businesses need to create strong employer brands if they want to draw in, motivate and keep employees as technology is evolving (Kaoud, & ElBolak, 2023). When there is competition among employees and rewards are given to them, they become even more motivated and enjoy the company they work for (Kaoud, & ElBolak, 2023).

Any organization's most precious asset is its workforce. To enable employees to perform to the best of their abilities, businesses must identify and invest in the right candidates (Ganguli, Padhy, & Saxena, 2022).

According to estimates, the proportion of Gen Z workers in the global workforce would be 20.7% by 2025, and then rising to around 33.4% by 2030 (Lettink, 2019).

A significant desire for varied and entrepreneurial opportunities often referred to as "interesting work", distinguishes the Gen Z workforce (Garia-Fodor, 2018). Furthermore, according to Max Mihelich (2013), their working styles are characterized by independence, a drive for accomplishment, and a demand for acknowledgment of their achievements. A dedication to honesty and integrity in their job, which closely aligns with company goals, is one of this demographic's core values (Half, 2015). Moreover, Gen Z's understanding of diversity goes beyond conventional bounds, demonstrating their consciousness of environmental and societal concerns (Karianne et al., 2019).

In terms of communication preferences, Generation Z rewards managers who actively listen to their thoughts and opinions, regardless of experience level, and prioritizes face-to-face encounters despite being digital natives. This demonstrates a change in the dynamics of the workplace by highlighting the value of ideas and contributions regardless of age (Bencsik et al., 2016). In the end, according to Wiedmer (2015), Gen Z looks for ongoing feedback and specific objectives to direct their professional development (Pandita, 2021).

### **Attractiveness problem of the public sector**

Lyons, Duxbury, and Higgins (2006), in their study, reported that much academic debate in the past has focused

on the differences between profiles of workers and organizations in the public versus private sector.

In their study (2006) they highlight two different perspectives from which to look at motivations leading people to one (e.g., private) or the other sector. From Argyriades's (2003) and Borins' (2002) perspective, career decisions are seen as a result of logical and self-interested job seekers selecting from the competing offers in the market. The rationale behind this choice is to maximize their economic rewards.

On the other side, Frederickson, and Hart (1985), Perry and Porter (1982), and Perry and Wise (1990) have a contrasting view which state that a distinct combination of altruistic motivations, such as the desire to advance the public good, effect social change, and influence societal policy, drew many to professions in public service. According to this viewpoint, there are specific professions that people are ethically obligated to pursue, such as public service. This suggests that job seekers might not always consider positions in the public and private sectors as rivaling possibilities (Lyons, Duxbury, & Higgins, 2006).

Bright (2008), Steijn (2008), Vandenabeele (2009), and Wright and Pandey (2008) state that organizational success depends on the accuracy of the matching of the workforce and the firm. When the employees believe that the organization for which they work shares the same values and ideas, they are happier, and this translates into improved workplace conditions and fewer reasons to quit. From the human resource marketing side, Lieber (1995), affirms that employer attractiveness must be considered as a key performance indicator for organizations, because it

is associated with a higher desire for work among employees and corresponds to intended behavioral goals. Therefore, reasonably people who find an organization appealing also tend to actively seek employment there. Empirical research conducted by Lemmink, Schuijf, and Streukens (2003) verified a positive correlation between an employer's attractiveness and the propensity to apply.

In 2011, Ritz and Waldner added to this topic by researching how the single dimensions of Public Service Motivation (PSM) influence the perceived employer attractiveness of public administration. This study demonstrates that various aspects of the workforce's motivation to work in the public sector have an impact on the attractiveness of finding employment there. This suggests that perceptions and decisions regarding career choices are strongly influenced by employees' intrinsic motivation (Ritz & Waldner, 2011).

Numerous studies asserted that in general, public sector is often negatively stereotyped by people. This because the sector is seen as less innovative and creative, more boring, and lazier compared to the private one (Chen and Bozeman 2014, Goodsell 2004, Lewis and Frank 2002).

Even for what it concerns the performance expectations and evaluations, this is perceived to be lower with respect to the private one (Chen and Bozeman 2014, Frank and Lewis 2004, Marvel 2015).

The work of Bertram et al. (2022) highlights that stereotypes concerning public sector employees are pervasive and have the potential to seriously hinder the sector's capacity to draw in young talents. These misconceptions frequently provide a picture of



incompetence and a lack of creativity, which may discourage individuals from thinking about a career in public sector.

### **Innovative approaches to attract Gen Z**

Since Generation Z was raised and finds comfort in a technologically advanced world where the speed of things happening and changing is enormous, it is critically important that they find a workforce environment that provides them with instant gratification (Bencsik & Machova, 2016).

In a Loveland's study of 2017, with college graduates, on different channels of communication, it emerged that on 1,200 students, email resulted as the least preferred method of communicating whereas many opted for text messages as communication preference. This is because text messages are instant and rapid without mincing words. Hence, confirming this sort of "habit" towards speed.

Promoting positions in the public sector appealingly is to market the job post attractively. Companies must actively seek out employees rather than wait for students to approach them (Sofica & Cosma, 2018). As a result, having the best candidates, help the organizations to grow, increases employee morale, and boosts engagement (Wallace, et al. 2014; Almaçık, et al. 2014; Backhaus & Tikoo, 2004).

When recruiting, companies must keep in mind that based on which platform they post the ad, the language they use in the ad, and the characteristics the ad has, are all factors that influence the students while choosing the company to

apply for, and organizations must keep this in mind (Peterson, 2020).

Companies understand that employer branding is critical to attract Gen Z prospect employees (Pandita, 2021).

A smooth and clear hiring process can ensure a good perception of the organization. If, on the other hand, their first impact of the organization (i.e. the hiring process) is not as they idealized it, there is a chance that they will not stay in the company. Consequently, it is good for the firm to carefully address the variables which contribute to the attraction of Gen Z as the current pool of potential employees who may apply to that business (Gandasari, Tjahjana, Dwidienawati, & Ichsan, 2024).

### **Areas still to be explored**

The literature pertaining to recruiting and retaining talents has furnished an extensive overview of the issues and opportunities that organizations face in finding and keeping qualified candidates. Notwithstanding the advancements in this field, literature has highlighted that, still the effectiveness of digital tools in marketing recruitment and talent attraction needs to be explored (Alashmawy & Yazdanifard, 2019).

Even though it has been proven that gamification has the potential to drive employee engagement and perception management (Lawande, Mohile, & Datta, 2018), there is lack of evidence of the effectiveness of this specific method in less attractive industries like the public sector. In particular, evidence shows that many organizations use gamification to educate employees, to train them, or to try

to influence their perceptions toward a particular issue (Vardarlier, 2021). Many of these applications are focused on employees already on board, but by leading to behavior modification and engagement, gamification has the potential to be used also for prospect employees attraction. It is still not clear whether the presence of gamification in the job post can have an impact on the attractiveness of the job post itself. As young professionals embark on their careers after university, they face the crucial decision of whether to choose an organization in the private or public sector, and organizations must ensure that the perception and outcome of their ads is positive (Peulers & Tukaric, 2020).

To this end, gamification, which is already being used by many to increase employee and customer engagement (Kumar, Sowdamini, Manocha, & Pujari, 2021), could be used as a strategy to change people's perspectives and draw talent to the public sector.

Moreover, it has been noted that effective corporate branding can raise the number and caliber of candidates for a particular job (Peulers & Tukaric, 2020). As a result, appealing to Generation Z more with the job ad could improve their opinion of the organization that posted it. This is especially crucial given that Generation Z is known to be extremely sensitive to the reputation and ideals of the businesses they choose to work with (Pandita, 2021). Therefore, in addition to drawing in more candidates, a well-crafted branding strategy that appeals to them could draw in top-tier applicants who share the company's values and mission.

The examination of candidate behaviors, which are similar to those of consumers (Peulers & Tukaric, 2020), does not thoroughly address the distinct inclinations and traits of Generation Z, which is an essential component in creating recruitment methods that are specifically targeted. By having no evidence on implementing targeted campaigns in the public sector, it is important to deeply understand how these techniques can be modified to draw talent to public organizations, particularly from younger generations. Exploring these untapped areas could help build more focused and efficient recruitment methods and offer insightful information on how effectively gamification works to attract Generation Z to the less captivating industries.

### **General aim & research question**

The aim of this research is to investigate the ways by which organizations can attract young talents, especially taking into consideration the part of the population called “Gen Z” and focusing on the less attractive sectors like the public one.

This phenomenon is of crucial relevance, and it is gaining even more attention now that Gen Z is approaching the job market. For traditional sectors (e.g., the public sector) which are perceived as less innovative and less challenging, it is important to find a way to differentiate in the market and attract qualified candidates.

The research focuses on understanding how sectors as the public one can implement HR marketing and talent acquisition tactics to win stereotypes and engage Gen Z prospect workers.

One of the most crucial aspects of human resource management is the attractiveness of the sector as a work provider (Ritz & Waldner, 2011). Young people tend to not take into consideration this sector and have an unfavorable opinion about it, despite the efforts to improve its appeal (Randstad Research, n.d.).

Now, it is important to recognize the power and impact that fresh minds like the one of this new generation can have on this sector. Gen Z workers are excellent at using cutting edge communication technology and organizing work with geographically distributed teams (Pichler et al., 2021). Employers ought to make use of these abilities to boost creativity and productivity. By doing this, they can become leaders in their fields, attract top talent, and more effectively incorporate diversity into their strategic goals. This strategy emphasizes the long-term benefits that recent graduates offer to the workforce (Pichler et al., 2021). Organizations are strongly considering the way by which marketing can aid them in making appealing the job posts to reach the ideal candidates and improve their brand image.

Exploring the problems concerning the effectiveness of the public sector marketing strategies to attract Gen Z talent, the challenges in the public sector in attracting and retaining young people, and the implementation of innovative methods like gamification to successfully engage this generation, are the issues this thesis aim to address by answering the following research question:

*How does the integration of gamification in the job Ads affect Gen Z's perception of the public sector as an employer?*

## **CHAPTER TWO**

### **Conceptual Framework**

The aim of this chapter is to build the conceptual framework inspiring this investigation. The following sections introduce the constructs that this research takes into account and to analyze the relationship between them, as well as the related hypotheses. At the end of the chapter the graphical representation of the model will be showed.

### **Gamification and attractiveness**

During the last decade, the world has been marked by rapid technological advancements that have radically changed people's lives and how they do things. This has also impacted the job sector but, more importantly, the job seeker preferences (Kim, Jang, Choi, Youn & Lee, 2021).

Gamification techniques can be applied in many different industries, which underlines the fact that this does not represent just a trend, but a method that is being tested across different fields (Pedreira et al., 2015), and in many areas like finance, teaching, and entertainment. It has been proven as a practical tool that can motivate people across different sectors (Deterding et al., 2011; Hamari, 2013).

Thanks to its versatility, it has the potential to attract people and to encourage their creativity, fostering a supportive and collaborative environment (Rodrigues et al., 2014). For example, in the travel sector it has been used to strength passengers' loyalty, to better engage the clients, and to maximize visitors' experience (Kasurinen & Knutas, 2018). This, in turn, could be a potential method

to enhance public sector job ads. In fact, gamification in job ads could improve the perception that individuals have for the public sector by implementing fun and enjoyable elements in technology applications which could positively influence users' perceptions and acceptance (Venkatesh et al., 2012). It can also foster innovation through mechanisms like competition, teamwork, and problem-solving, all of which help to promote a sense of ownership and performance, which are valuable attributes for public sector organizations that aim to attract skilled and talented people (Boinodiris, 2012).

Gamification is moreover characterized by a dual nature: the hedonistic use and the utilitarian end (Hamari & Koivisto, 2015). For what it concerns hedonistic use, it emphasizes the game features to attract individuals on an intrinsic level, to entertain them. On the other side, the utilitarian end focuses on the outcomes that go outside the immediate gamification system, and beyond the playful activity (Hamari & Koivisto, 2015). It encourages the individual to achieve external goals like it could be sending the application, while enjoying the process of doing so. In this context, the public sector's attractiveness could be enhanced by the perception of it as a dynamic employer.

Moreover, younger generations, like Gen Z, by being born in a fully advanced digital world are attracted by the gamified features of the websites and this will result in an increase in attention which stimulates them to explore and to raise their aspiration (Rodrigues, Oliveira, and Rodrigues, 2019). Considering the importance that Gen Z places on a desirable and enjoyable work environment,

aspects of gamification align with its expectations of an innovative and diverse experience (Dabirian et al., 2017).

Furthermore, the adoption of gamified system substantially influences people's participation and interaction, changing and shaping a new type of purchase behavior (Xu et al., 2014, Xu et al., 2016, and Jang et al., 2018). This positive influence that gamification has on individuals, as a result, makes people think that it can trust the brand which uses this highly innovative practice, because of the enhancement of the customer experience (Hsu & Chen, 2018).

This happens because of gamification has influence on the individual's physiological process (Li, Jiang, Tan, & Wei, 2014). Enjoyment generated by the gamified solution, often, create a spillover effect, which, in turn, enhances the overall attractiveness of the interacting part (Triantoro, Gopal, Benbunan-Fich, et al, 2020).

Studies have proven that individuals who decide to apply for a position in an organization and undergo a gamification process, perceive the organization to be more innovative than the one using the traditional recruitment system (Varghese & Deepa, 2023). However, the impact that this method has on the attractiveness of the public sector often seen as less appealing, must be investigated. In fact, this could shift the idea that the public sector is seen as a rigid and less innovative entity and thus create a more favorable impression among job seekers, thanks to the powerful employer branding strategy that gamification offers (Varghese & Deepa, 2023).



Public sector struggles to attract young talents, especially Gen Z, as it is stereotyped as an old and never changing sector. Since gamification has the potential to alter this idea, attractiveness must be taken into consideration as a relevant attribute to explore this new perception.

This research will investigate the relationship between:

- Gamification in job ads (X; independent variable) meaning the presence of gamification, in the job advertisement, and;
- Public sector attractiveness ( $Y_1$ ; dependent variable) that is the appeal that public sector employment holds for Gen Z job seekers.

Based on the above reasons, the first hypothesis is proposed as following:

H1:

*The use of gamification in public sector job ads is expected to positively influence their attractiveness of the public sector to Generation Z.*

## **The mediating role of Engagement**

Gamification implies using video game elements in a non-gaming context to engage users in the same manner as if they were playing (Deterding, Dixon, Khaled, & Nacke, 2011).

Fort this reason a variable to consider in this research is:

- Engagement ( $M_1$ ; mediator variable) defined as the state of being involved with the process.

The practice of gamification, in fact, leverages different physiological processes like hope and compulsion in a way that facilitates consumer engagement (Eisingerich, Marchand, Fritze, & Dong, 2019).

The point of gamification is to provide the user with an interactive experience through a framework appositely designed to engage and emphasize the service in a playful way (Huotari & Hamari, 2012). In particular, the interactive and immersive elements alter the users' perception of the task and give them a sense of direct interaction with the counterpart, thus enabling engagement (Triantoro, Gopal, Benbunan-Fich, et al, 2020).

Berger et al. (2018) highlight that these interactions are positively associated with the cognitive and emotional dimension of the organization that employs them, boosting user engagement toward that specific organization.

Moreover, by focusing on the application of gamification in practices like recruitment, it has been proven to be successful in, not only helping to get a better match but also increasing the engagement of the job seeker during the selection process (Nenadić, 2019), but a further specific investigation of gamification influence on public sector is of crucial importance, since it is considered not innovative and engaging from Gen Z's perspective (Peulers & Tukaric, 2020).

Hence, in general, many studies have proven how gamification effectively succeeds in boosting the engagement of users in many different sectors for a variety

of applications (Hofacker et al., 2016; Jang et al., 2018; Lounis et al., 2013; Lucassen & Jansen, 2014; Mulcahy et al., 2018; Teotónio & Reis, 2018; Zichermann & Cunningham, 2011; Xi & Hamari, 2019a, 2019b).

The presence of gamification in job ads could engage the job seeker, and this, as a result, might translate into a potential increase in the attractiveness of the organization using this tool. This could happen because numerous studies went deeper in analyzing the existing positive relationship between engagement and attractiveness.

Dessert et al. (2015) and van Doorn et al. (2010) describe engagement as how customers interact with and relate to a brand, going beyond the simple act of purchasing. This process captures the ongoing relationship between the customer and the brand aiming to deepen the connection between these two parties. Engagement, according to this research is composed of a multidimensional construct that includes emotional, cognitive, and behavioral elements (Dessert et al., 2015, & van Doorn et al., 2010). These dimensions affect and influence the attractiveness of a brand from the individuals' point of view: brand loyalty is impacted by emotional engagement, brand perception by cognitive engagement, while increased advocacy and visibility can impact behavioral engagement. This approach is considered to be highly influential and contributes to fostering the customer-brand relationship (Gligor et al., 2019).

In particular, evidence shows that engagement has an influence on brand trust (Liu et al., 2018 & So et al., 2014), which is a factor that enhances a brand's attractiveness.

Brodie et al. (2011) & Islam et al. (2019) add on by saying that engagement encompasses mere actions of involvement and commitment that take into consideration only the repetitive interaction of the organization with the consumer and the emotional loyalty between them and intend it as a more dynamic synergy. These interactions, in turn, make the brand more attractive to people's eyes, as they allow for a more interactive relationship which also enables a more personalized and proactive answer that rapidly adapts to their changing needs, rather than just traditionally responding to them (Chuah et al., 2018). These enriched interactions enhance customers' perception of a brand as more innovative and responsive to technological advancements, and all these characteristics translate into an increase in value perceived which boosts the attractiveness (Brodie et al., 2011; Islam et al., 2019).

Many industries incorporate engaging elements to increase sectors' appeal. According to Campbell et al. (2013), the interactivity, playfulness, and perceived benefits of interacting with a website contribute to its overall appeal and easiness of use. When taken as a whole, these components increase customer loyalty and satisfaction, which increases brand attractiveness. The importance of creating a solid customer relationship is highlighted by a study by Cohen (2018) which points out that a sizable majority of Fortune 500 organizations have embraced social media sites like Twitter, Facebook, and LinkedIn to

actively engage with clients to raise the brand's attractiveness.

Furthermore, Shen et al. (2019) point out that while the aesthetic appeal of social commerce communities initially draws users in, the community's capacity to provide tailored information and promote a sense of belonging is what provides long-term value that keeps users engaged.

Ultimately, it is crucial to highlight the Experiential Marketing Theory of Schmitt (1999), which suggests that individuals prefer brands that offer their customers experiences, not just simple products or services. Employing these types of engaging experiences enhance brand proposition, increasing its attractiveness, also thanks to the impact of the emotional component.

The third hypothesis which underline the mediating effect of the engagement is put forth as follows considering the aforementioned literature:

H2:

*The engagement fostered through the use of gamification in public sector job ads will mediate their attractiveness of the public sector to Gen Z (increasing attractiveness).*

### **The mediating role of Perceived Professionalism**

The literature reviewed until now has provided credible arguments to believe that gamification could be a powerful method to enhance the engagement of individuals. However, it could harm the perceived professionalism of

the setting in which it is implemented. Professionalism, defined as “the skill, good judgment, and polite behavior that is expected from an organization and from a person who is trained to do a job well” (Britannica Dictionary, n.d), is perceived by the individuals outside of the organization.

Studies by Bogost (2011) and Robertson (2010) highlight that game designers and HR experts criticize gamification for being a method that oversimplifies complex tasks and that in turn, it can trivialize serious activities, making them appear less respectable.

Employing gamified methods in the workplace can question the seriousness of the processes and deter the participation of some individuals who prioritize the professional aspect of a workplace setting (Thiel et al., 2017). The concept of gamification, even if employed in serious context, like in the education field, often is associated to playfulness, and so, it is seen as something less serious and important. For this reason, implementing this method in the workplace might be counterproductive. Hence, the existing relationship between gamification and perceived professionalism must be carefully addressed and investigated.

This is of crucial importance to take into consideration because different studies highlight the concept that professionalism influences corporate images.

According to Buil et al. (2016) and Kissel and Buttgen (2015), the image of an organization seen from the outside impacts the attractiveness and credibility aspect of that

particular entity. This premise is underscored by the concept of employer image, which encompasses job seekers' beliefs about an organization. These beliefs form a crucial aspect that significantly influences how the organization is perceived (Cable & Turban, 2001).

The Signaling Theory of Spence (1973) applied to the Human Resource Management field, suggests that professional cues from a company's communications are seen by job seekers as indicators of its principles and values, which influence the attractiveness of the business. This is linked to the concept of Kelman (1961) who proposes that organizational signals enhance the persuasiveness of information, which represents a key factor in shaping consumer behavior. This underlines the importance of maintaining a professional image within and outside the workplace as a way to increase the attractiveness of the organization. It is crucial since it has been demonstrated, in the study of Lemmink et al. (2003), that students place high value and relevance on this kind of attribute.

The other mediating variable that is taken into consideration in this research is:

- Perceived professionalism (M<sub>2</sub>; mediation variable) defined as the way individuals perceive the level of professionalism demonstrated by an organization within a workplace setting.

It is important to understand how gamification can play a role in boosting attractiveness of the public sector as an employer, without causing detriment to perception of

professionalism communicated by the public sector implementing such talent attraction practices.

The findings of the literature mentioned above, give space for the formulation of a hypothesis:

H3:

*The professionalism perceived from the use of gamification in public sector ads will mediate their attractiveness of the public sector to Gen Z (decreasing attractiveness).*

### **A final outcome: Intentions to Apply**

The presence of gamification in the job ad, can be seen as an innovative way to engage Gen Z during the recruitment phase, whenever the potential job seeker is looking for the right organization to apply to.

In Varghese & Deepa (2023) research, it is asserted that candidates who choose to apply for a job and undergo a gamification process believe that the company is more creative than one that uses a conventional hiring procedure. This can impact Gen Z's perception of the public sector since they are looking for innovative organizations which try to always keep up with times.

Gamification in the job ad is seen as a strategy aimed to create more engagement and sense of innovativeness. According to Santiago (2019)'s study a higher intention to stay and pursue job opportunities in the firm has been observed whenever a gamification practice is put into place, for example in the training session of the workforce.



The strategy of gamification in fact, could create a more sense of engagement and innovativeness.

The study of Kim et al. (2020) asserted that whenever game elements like quizzes, typical of a gamified method, are presented in a task, the psychological needs of the individual carrying the task are satisfied. In particular, it is observed that gamification taps into different intrinsic motivations, such as achievement, competition and recognition. During the interaction phase with the task, the individual, unconsciously recognizes that those needs are being satisfied (Kim et al., 2020). Hence, the satisfaction of those psychological needs can happen whenever the individual is interacting with the gamified job ad, and this could result in a more propensity to apply to that organization.

Making the application process more interactive and innovative can increase the interest of the job seeker prompting him to consider applying.

The attractiveness of a sector represents the anticipated advantages that a job seeker expects to see coming from a particular organization in that specific sector (Berthon et al., 2005, p. 156).

Gamification practices have the potential to attract people (Rodrigues et al., 2014), which is of crucial importance given the fact that the public sector aims to attract skilled and talented candidates (Boinodiris, 2012), but unfortunately, they do not seem to be attracted by it.

Nowadays, the “war of talent” is a widespread expression describing the current vision of the job world. By enhancing an organization's attractiveness, more people could be expected to be interested in a job position there (Santiago, 2019). This happens because the attractiveness of an organization is seen as a powerful tool to attract and retain a skilled workforce (Alnıacıka et al., 2014).

Organizations who try to make up strategies and innovations to seem more appealing from the outside think that the image perceived from the outside could help them to build up a superior competitive advantage (Berthon et al., 2005). Evaluating all the possibilities in the job market is a step in the routing of job seekers, hence must not take it for granted.

A study by Santiago (2019) suggests a strong positive relationship exists between the attractiveness of an organization and the intention to submit a job application to it.

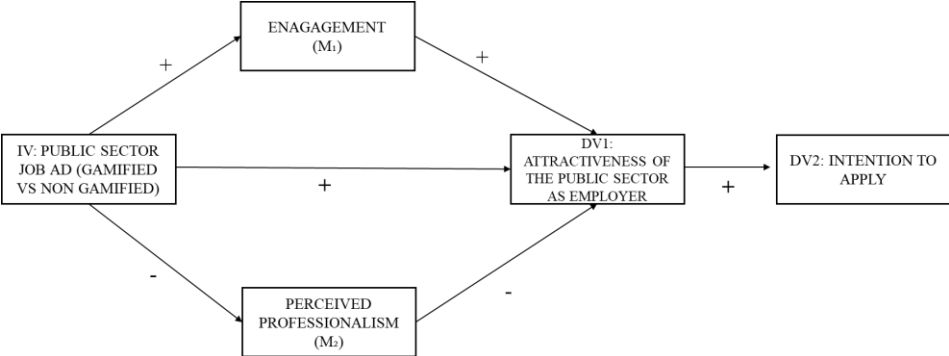
Accordingly, this thesis will introduce the investigation of the very final output expected from a job ad: increasing the intention to apply from candidates.

Thus, the presence of gamification in the job ad could attract the job seeker to the public sector, by seeing that particular organization as more attractive. As a result, this might translate into a potential increase in intention to apply from the side of Gen Z potential candidates. This variable might represent the behavioral intention to act, which stem from the attractiveness perceived by the job seeker. Therefore, the literature gives space to the formulation of the hypothesis:

H4:

*Gen Z's attractiveness perceived from the presence of gamification in the job ad will then lead to higher intention to apply for a position in the public sector.*

# Graphical representation of the Conceptual Model



## **CHAPTER THREE**

### **METHODOLOGY**

This chapter of the Thesis will be devoted to providing methodological details about the research design and data collection and analysis procedures.

#### **Research design**

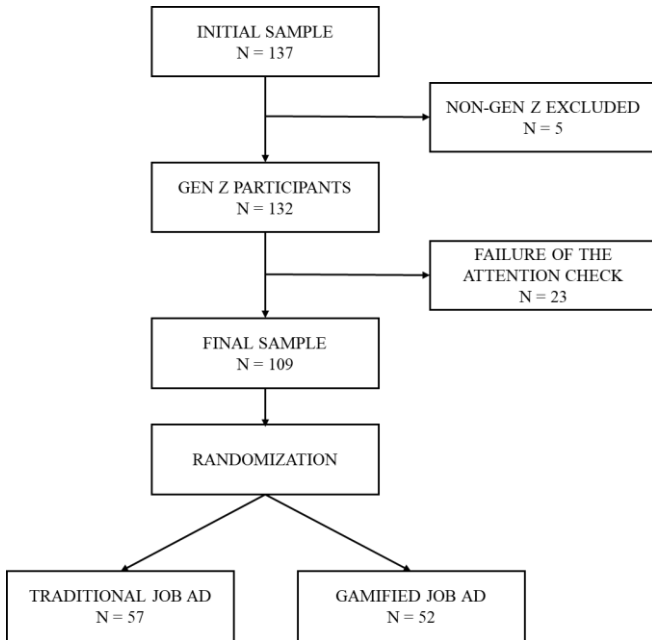
The present study was conducted through a quantitative online experiment using the Qualtrics XM platform, and distributed to respondents via link posted on Instagram and shared on Whatsapp, to a convenience sample of personal contacts.

#### **Sample**

A total of 137 complete responses were collected.

Since the main objective of this study is to test Gen Z's public sector attractiveness, only Gen Z's participants were included in the final sample, hence the part of the population born between 1995 and 2010. Therefore, survey participants were asked to indicate their age and then all participants not pertaining to this generation were excluded from the sample (N of participants excluded = 5).

Subsequently, also all participants who failed the attention check were excluded (N of participants who failed the attention check = 23). In the end, the final sample included 109 participants. Eligible participants ranged in age from 19 to 29, ( $M = 23.83$ ,  $SD = 2.36$ ), the majority were women (53%) while the remaining part were men (47%). The 64% of the respondents were students, in particular, 45% having a high school diploma and 39% having a bachelor's degree.



## Measures

The measures included in the questionnaire were the following: *Manipulation check*, *Engagement*, *Perception of Professionalism*, *Attractiveness*, and *Intention to apply*.

VARIABLE	SCALE	REFERENCE	ITEMS
Manipulation	7-point Likert Scale	Generated	The job ad contains game elements; The job ad features quiz-like game modes.
Engagement	7-point Likert Scale	Vinerean, S., & Opreana, A. (2015).	While viewing the job ad, I felt immersed in it; This job ad stimulates my interest; This job ad captures my attention; I was absorbed by the job ad.
Perception of Professionalism	7-point Likert Scale	Generated	The public administration advertised in the job ad seems to present a professional context; The public administration advertised in the job ad seems to present a serious context.
Attractiveness	7-point Likert Scale	Highhouse, S., Lievens, F., & Sinar, E. F. (2003)	For me, working in the public sector would be a good option; I would consider working in the public sector even if I had other options; The public sector attracts me as a place of employment; A job in the public sector appears very appealing to me.
Intention to Apply	7-point Likert Scale	Rojas-Osorio Mercedes, & Alvarez-Risco, A. (2019)	I would accept a job offer advertised in the ad; I would make the position advertised in the ad one of my top job choices; I would put a lot of effort into working in the position advertised in the ad.

### *Manipulation check*

The manipulation check was conducted using a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree) aimed at evaluating if the participants could notice the manipulation, consisting of 2-items (The job ad contains game elements; The job ad contains game modalities like quizzes). The manipulation check was included in the final study questionnaire for time-bounded resources. The factor analysis revealed that the scale created for the manipulation check had only one factor/dimension and the two items loaded on the same factor. From the reliability analysis, there was no need to reduce the number of items, allowing to keep the scales in their original form. Therefore, the original scale was retained without any changes. The scale's Cronbach's alpha equal to .99.

### *Engagement*

The *Engagement* variable has been measured by a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree) as proposed by Vinerean, S., & Opreana, A. (2015). This scale has been selected to evaluate the level of engagement

and interest of the respondents concerning the job ad, with four items (While viewing the job ad, I felt immersed in it; This job ad stimulates my interest; This job ad captures my attention; the job ad absorbed me). After conducting the factor analysis and reliability analysis, it was found that the original dimensions and items of the scales used were appropriate and consistent. As a result, there was no need to reduce the number of dimensions or items, allowing us to keep the scale in their original form. Therefore, the original scale was retained without any changes. Moreover, the scale's Cronbach's alpha equal to .99. This measure was helpful to understand how the respondents have perceived the job ad and how this influenced their attention and interest.

### *Perception of Professionalism*

The *Perception of Professionalism* variable was measured using a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree). This scale has been generated to evaluate the professionalism respondents have perceived while looking at the job ad, with two items (The public administration advertised in the job ad seems to present a professional context; The public administration advertised in the job ad seems to present a serious context). After conducting the factor analysis, it was found that the original dimensions of the scale used were appropriate and consistent. Items were loading on the same dimension, allowing us to keep the scales in their original form. Therefore, the original scale was retained without any changes. Moreover, a reliability analysis was conducted, and it was found that eliminating a particular item would have increased the value of Cronbach's alpha of the scale. Therefore, this item was excluded from subsequent



analyses to ensure greater internal consistency of the scale used in the study, hence, the result was the scale's Cronbach's alpha equal to .92.

This measure was helpful in understanding if the different type of job ad (traditional vs gamified) had an impact on the way the respondents perceived the professionalism of the public sector advertised in the ad. In particular, if the use of gamification in the job ad could impact negatively the professionalism of the public sector advertised in the ad.

### *Attractiveness*

The *Attractiveness* variable has been measured utilizing a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree), as proposed by Highhouse, S., Lievens, F., & Sinar, E. F. (2003). This scale has been selected to evaluate the level of attractiveness that the respondents hold for the public sector, with four items (For me, working in the public sector would be a good option; I would consider working in the public sector even if I had other options; The public sector attracts me as a place of employment; A job in the public sector appears very appealing to me). After conducting the factor analysis, it was found that the original dimension of the scale used was appropriate and consistent. As a result, there was no need to reduce the number of dimensions, allowing us to keep the scale in its original form. Moreover, the reliability analysis was conducted, and the result was the scale's Cronbach's alpha equal to .94.

This measure was helpful in understanding if the different type of job ad (traditional vs gamified) impacted the public sector's overall attractiveness and how the respondents perceived the public sector advertised in the ad.

### *Intention to Apply*

The *Intention to Apply* variable has been measured utilizing a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree), as proposed by Rojas-Osorio Mercedes, & Alvarez-Risco, A. (2019). This scale has been selected to evaluate the intention to apply for the job position in the public sector shown in the job ad, with four items (I would accept a job offer advertised in the ad; I would make the position advertised in the ad one of my top job choices; I would put a lot of effort into working in the position advertised in the ad.). After conducting the factor analysis, it was found that the original dimension of the scale was appropriate and consistent. Therefore, the original scale was retained without any changes. Moreover, the reliability analysis was conducted, and the result was the scale's Cronbach's alpha equal to .93.

### **Procedure**

At the beginning of the survey, participants read an introduction of the study with the following instruction:

“This survey aims to investigate Gen Z's perceptions of various job sectors. On the next page, you will view a job ad of a specific sector. You will be asked to evaluate different aspects of this ad. Please pay close attention when reading the advertisement.”

Then, a manipulation check was conducted to understand if the participants could correctly perceive the manipulation of the independent variable, in this case, the gamification in the job ad. To test the manipulation,

participants were randomly assigned to one of the two conditions (traditional job ad vs gamified job ad; independent variable) in a between-subject experimental design. The first group participants were exposed to an image of a traditional job ad, without any gamified element. The second group participants were exposed to a video showing a gamified job ad.

First, an attention check was conducted to verify the reliability of the responses. Here, they were first asked to indicate which kind of sector the job ad was referring to using a multiple-choice question “Public Sector” or “Private Sector”.

Participants were then asked to evaluate their engagement with respect to the job ad just seen (see measures section below for the engagement scale). Subsequently, they were asked to assess the perception of professionalism (see the measures section below for the perception of professionalism scale), and the attractiveness perceived from the job ad (see the measures section below for the attractiveness scale). Then, the survey asked them an evaluation of the intention to apply to the public sector (see the measures section below for the intention to apply scale).

At the end of the survey, participants answered a question regarding their age (for the sample reduction process described in the previous section), education and current status of employment, with the aim of giving a comprehensive overview of the final sample.

## **MAIN STUDY: HYPOTHESES TESTING AND RESULTS**

### **Manipulation check – Independent variable**

A t-test was conducted in order to analyze the effectiveness of the manipulation of the independent variable (gamification in the job ad). The participants to the survey were 109, of that, 57 saw the traditional job ad, while 52 the gamified job ad. The results indicate a significant difference between the two groups. In particular, the results were the following:  $M_{\text{traditional}} = 1.34$ ,  $SD_{\text{traditional}} = 1.06$ ;  $M_{\text{gamified}} = 6.56$ ,  $SD_{\text{gamified}} = 1.26$ . The t-test demonstrated that this difference is highly significant given  $t(107) = -23.45$ ,  $p < .001$ . The dimension of the effect, calculated as Cohen's D is equal to  $-4.50$ , which indicated a strong effect. The 95% confidence interval for the difference of the means is  $[-5.20, -3.79]$ . The test confirmed that the manipulation of the independent variable (traditional job ad vs gamified job ad) was extremely effective to be noticed by study participants.

### **Effect of the gamification on attractiveness**

A t-test was conducted to analyze the effect of the independent variable (gamification in the job ad) on the dependent variable (attractiveness of the public sector). The participants to the survey were 109, of that, 57 saw the traditional job ad, while 52 the gamified job ad. The results indicate a significant difference between the two groups. In particular, the results were the following:  $M_{\text{traditional}} = 3.34$ ,  $SD_{\text{traditional}} = 1.25$ ;  $M_{\text{gamified}} = 4.17$ ,  $SD_{\text{gamified}} = 1.13$ . The t-test demonstrated that this difference is highly significant given  $t(107) = -3.64$ ,  $p <$

.001. The dimension of the effect, calculated as Cohen's *D* is equal to 1.20, which indicated a strong effect. The 95% confidence interval for the difference of the means is [-1.08, -0.31]. The test confirmed that the effect of gamification in the job ad impacts the attractiveness of the public sector was significant. Therefore, the first hypothesis is confirmed (H1): The use of gamification in public sector job ads is expected to positively influence their attractiveness of the public sector to Generation Z.

### **Effect of gamification on intention to apply**

A t-test was conducted in order to analyze the effect of the independent variable (gamification in the job ad) on the dependent variable (intention to apply). The participants to the survey were 109, of that, 57 saw the traditional job ad, while 52 the gamified job ad. The results indicate a significant difference between the two groups. In particular, the results were the following:  $M_{\text{traditional}} = 3.63$ ,  $SD_{\text{traditional}} = 1.46$ ;  $M_{\text{gamified}} = 5.52$ ,  $SD_{\text{gamified}} = .86$ . The t-test demonstrated that this difference is highly significant given  $t(107) = -8.32$ ,  $p < .001$ . The dimension of the effect, calculated as Cohen's *D* is equal to 1.21, which indicated a strong effect. The 95% confidence interval for the difference of the means is [-1.99, -1.13]. The test confirmed that the effect of gamification in the job ad on the intention to apply was significant.

### **Mediation effect of engagement between gamification in the job ad and the attractiveness of the public sector**

A regression analysis carried out with "PROCESS" macro, model 4, v4.2 (Hayes, 2022) was used to test whether the

effect of the independent variable (gamification in the job ad) on the dependent variable (attractiveness of the public sector) was mediated by the engagement fostered through the use of gamification (engagement; mediator variable).

The effect of mediation was significant ( $effect = 1.61, SE = .48, 95\% CI [.57, 2.48]$ ), providing evidence for the presence of mediation within the model. About the a path, it was found that the independent variable (gamification in the job ad) had a significant positive impact on the mediator variable (engagement) ( $\beta = 4.07, t(107) = 18.99, p < .001$ ) and was able to explain 77% of its variance ( $R^2 = .77, F(1, 107) = 360.60, p < .001$ ).

Concerning the b path, the mediator variable (engagement) had a significant positive impact on the dependent variable (attractiveness) ( $\beta = .40, t(106) = 4.10, p < .001$ ) and, together with the independent variable, was able to explain 23% of the dependent variable variance (attractiveness) ( $R^2 = .23, F(2, 106) = 16.01, p < .001$ ). With regard to the c' path, the independent variable (gamification in the job ad) was not anymore significant on the dependent variable (attractiveness) when the mediator variable (engagement) was included in the model ( $\beta = -.77, t(106) = -1.73, p = .086$ ). See Table 14.

Finally, with regard to the c path (total effect of the independent variable on the dependent variable when the mediator was not in the model) had a significant positive effect ( $\beta = .84, t(107) = 3.64, p < .001$ ), and that was able to explain 11% of the dependent variable variance ( $R^2 = .11, F(1, 107) = 13.27, p < .001$ ). (See Matrix 1 for the Process results).

Hence, it can be stated that the second hypothesis ( $H2$ ) was confirmed: The engagement fostered through the use of gamification in public sector job ads will mediate their attractiveness of the public sector to Gen Z (increasing attractiveness).

### **Mediation effect of the perception of professionalism between gamification in the job ad and the attractiveness of the public sector**

A regression analysis carried out with “PROCESS” macro, model 4, v4.2 (Hayes, 2022) was used to test whether the effect of the independent variable (gamification in the job ad) on the dependent variable (attractiveness of the public sector) was mediated by the professionalism perceived through the use of gamification (perception of professionalism; mediator variable).

The effect of mediation was non-significant ( $effect = .037$ ,  $SE = .05$ , 95%  $CI [-.05, .14]$ ), indicating a lack of evidence for the presence of mediation within the model. With regard to the a path, it was found that the independent variable (gamification in the job ad) did not have a significant impact on the mediator variable (perception of professionalism) ( $\beta = 0.27$ ,  $t(107) = 1.28$ ,  $p = .204$ ) and was able to explain 1.5% of its variance ( $R^2 = .015$ ,  $F(1, 107) = 1.63$ ,  $p = .204$ ). See Table 13.

With regard to the b path, the mediator variable (perception of professionalism) had a non-significant impact on the dependent variable (attractiveness) ( $\beta = .135$ ,  $t(106) = 1.31$ ,  $p = .193$ ) and, together with the independent variable, was able to explain 12.5% of the dependent variable variance (attractiveness) ( $R^2 = .125$ ,  $F(2, 106) = 7.54$ ,  $p < .001$ ). See Table 14. Then, with regard to the c' path, the

independent variable (gamification in the job ad) was significant on the dependent variable (perception of professionalism) when the mediator variable (perception of professionalism) was included in the model ( $\beta = .798$ ,  $t(106) = 3.47$ ,  $p < .001$ ). See Table 14. Part of the effect of the gamification on the attractiveness is mediated by the perception of professionalism, however, this indirect effect is non-significative since path b is non-significant.

Finally, with regard to the c path (total effect of the independent variable on the dependent variable when the mediator was not in the model) had a significant positive effect ( $\beta = .835$ ,  $t(107) = 3.64$ ,  $p < .001$ ), and that was able to explain 11% of the dependent variable variance ( $R^2 = .11$ ,  $F(1, 107) = 13.27$ ,  $p < .001$ ). (See Matrix 2 for the Process results).

Hence, it can be stated that the third hypothesis ( $H3$ ) was not confirmed: The professionalism perceived from the use of gamification in public sector ads will mediate their attractiveness of the public sector to Gen Z (decreasing attractiveness).

### **Mediation effect of attractiveness between gamification in the job ad and the intention to apply**

A regression analysis carried out with “PROCESS” macro, model 4, v4.2 (Hayes, 2022) was used to test whether the effect of the independent variable (gamification in the job ad) on the dependent variable (intention to apply) was mediated by the attractiveness fostered through the use of gamification (attractiveness; mediator variable).

The effect of mediation was significant ( $effect = .401$ ,  $SE = .13$ , 95%  $CI$  [.16, .68]), providing evidence for the



presence of mediation within the model. With regard to the a path, it was found that the independent variable (gamification in the job ad) had a significant positive impact on the mediator variable (attractiveness) ( $\beta = .84$ ,  $t(107) = 3.64$ ,  $p < .001$ ) and was able to explain 11% of its variance ( $R^2 = .11$ ,  $F(1, 107) = 13.27$ ,  $p < .001$ ). See Table 13.

With regard to the b path, the mediator variable (attractiveness) had a significant positive impact on the dependent variable (intention to apply) ( $\beta = .480$ ,  $t(106) = 5.54$ ,  $p < .001$ ) and, together with the independent variable, was able to explain 52% of the dependent variable variance (intention to apply) ( $R^2 = .52$ ,  $F(2, 106) = 57.65$ ,  $p < .001$ ). See Table 14. Then, with regard to the c' path, the independent variable (gamification in the job ad) had a significant positive impact on the dependent variable (intention to apply) when the mediator variable (attractiveness) was included in the model ( $\beta = 1.49$ ,  $t(106) = 6.83$ ,  $p < .001$ ). See Table 14. Gamification not only directly increases the intention to apply, but it also does so by increasing the attractiveness, which in turn, increases the intention to apply.

Finally, with regard to the c path (total effect of the independent variable on the dependent variable when the mediator was not in the model) had a significant positive effect ( $\beta = 1.89$ ,  $t(107) = 8.13$ ,  $p < .001$ ), and that was able to explain 38% of the dependent variable variance ( $R^2 = .38$ ,  $F(1, 107) = 66.17$ ,  $p < .001$ ). (See Matrix 3 for the Process results).

Hence, it can be stated that the fourth hypothesis ( $H4$ ) was confirmed: Gen Z's attractiveness perceived from the

presence of gamification in the job ad will then lead to higher intention to apply for a position in the public sector.

## **DISCUSSION AND CONCLUSIONS**

### **Final considerations**

The hypotheses developed at the beginning of the current research were all analyzed. For this reason, this last section will go deeper into the drafting process of the final considerations. In particular, the academic and the managerial contributions of the study will be pointed out. Moreover, at the end of the chapter limitations and potential future research will be addressed.

### **Key Takeways**

The manipulation in the research was significant, implying that participants were influenced by the type of job ad they interacted with. In particular, attractiveness was found to be positively influenced by the presence of the gamified job ad, and this effect was strengthened even more when engagement created by the gamification was included in the model.

Moreover, the relationship between gamification and attractiveness was not negatively mediated by perception of professionalism as it was found to be non-significant.

Finally, gamification in the job ad also influenced positively Gen Z's intention to apply, especially when the effect was mediated by the attractiveness.

### **Managerial contributions**

The research shows that in the contest of human resources recruitment strategy, Gen Z, representing the part of the

population, which is entering the workforce, can be influenced by the type of job ad they interact with. In particular, the study, showed that the presence of gamification in the job ad increases the attractiveness of the public sector to Gen Z and it also fosters their engagement. In particular, this last component strongly influences the attractiveness of the public sector. Moreover, the research was expanded, and results indicated that the attractiveness coming from the gamification strategy in the ad, positively increase Gen Z's intention to apply for the position presented in the ad.

For these reasons, organizations could take into consideration this research to implement their current human resources strategies. Gen Z, in fact, represent the future of the workforce, thus it is crucial to invest in them to reap the benefits in the future. By being digital natives, they expect their future employment to keep up with times, as they do not want to perceive it as traditional and very conventional, like they do in current times with the public sector. This method of recruitment will increase the attractiveness of the sector, but also, increase the engagement of the individuals interacting with it. This will not only provide a wider range of candidates, but it will also increase their intention to apply.

In the research also the professional perceived by the gamified job ad was analyzed. The results however showed a nonsignificant effect of the variable. This indicates that even if the gamified job ad presents game elements, this will not impact the perception of the professionalism of the sector, and so individuals will not perceive it as a less serious only because of the presence of gamification.

This will enable organizations to provide a more engaging tool which will not put into question the professionalism of the sector, a concept that could have impact the attractiveness to Gen Z.

In a world where companies from all sectors compete to attract skilled and competent employees, it is crucial to incentivize individuals and to draw them in, as workforce remains one of the most important assets of any organization. This research can be taken into consideration to continuously striving to cater the needs of the potential candidates inciting them to choose the public sector as their desired workplace.

### **Academic contributions**

The public sector, in these last years, has been experiencing a declining trend with respect to the employment of young people in its organizations. This happens because young people do not find the sector to be appealing and innovative, and hence, they decide not to invest their skills and capabilities into it.

Human Resources literature has provided an extensive overview of strategies that organizations can implement regarding the attraction and recruitment of skilled potential candidates. However, the role of innovative technologies in marketing talent attraction has yet to be fully explored, especially when considering the needs and wants of the Gen Z.

Hence, this research relies on two types of studies. First, academic literature exploring the different HR practices put into place has been looked at. In particular, studies of

digital technology that could be implemented in the HR field to educate or retain employees, were examined. Then, literature regarding Gen Z's employment preferences and expectations was reviewed.

Gamification in HR practices has been used to train and educate employees, by fostering their engagement. Hence, the results that emerged from this research can complement the existing literature, providing a tool that will help the organization during the first phase of the process, talent attraction. In particular, the effect of these tools on Gen Z's perception, in less captivating industries like the public sector, was addressed.

Moreover, also the concern that the implementation of gamification could put into discussion the professionalism of the organization using it, in terms of seriousness was addressed, complementing the existing studies that were addressing this issue.

Stillman's (2017) study found that 91% of individuals belonging to Gen Z assert that innovativeness and digital tools make an organization more attractive to them. This crucial aspect was taken into consideration when formulating the research. The results that emerged from it, confirm this statement, and provide evidence that implementing gamification, a digital tool, can make the public sector more appealing to Gen Z's individuals, increasing their intention to apply.

## **LIMITATIONS AND FUTURE RESEARCH**

Notwithstanding the results described and given the small number of respondents considered in the sample, the

current research contains limitations that open space to further research and investigations.

Different directions can offer prolific paths to the extension of the current work.

First, the sample of this research could have been enlarged in terms of number of respondents but also in terms of generations considered. It was intentionally composed solely of individuals belonging to the Gen Z, because the research aimed to investigate the appeal that public sector employment holds for this specific generation, that has entered or is currently entering the workforce. However, similar studies can be carried out to investigate the employment preferences of the Gen Alpha, which is the next generation after Gen Z.

Second, the research focuses on the impact that gamification in job ads has on the attractiveness of the public sector. But more investigations could explore the effect that gamification in the job ad has on the private sector, or in both sectors; or future work could further investigate the different ideas and perceptions people have around the public sector, focusing on how these potentially change via the manipulation.

The third limitation of the research lies on the manipulation of the study itself. It concerned the perception of the interaction with the gamified job ad. Since the study was conducted online, the interactivity associated with the job ad could have been influenced by the video format. This could have limited the participants' real perception of the interaction, who might have valued the experience as less engaging compared to a more dynamic and real experience of interaction.

## **CONCLUSION**

The topic addressed at the beginning of the research concerning the attractiveness problem of the Public Sector to Gen Z was studied and analyzed, thus, the hypotheses developed were all examined.

The research has demonstrated that gamification in job posts strongly affects the attraction of Gen Z to the public sector. Inserting a digital tool in the first phase of the attraction process will make the public sector more appealing to Gen Z, which usually perceives it as very traditional and non-innovative, discouraging them from applying.

The effect is strengthened by the gamification process fostering engagement, which induces attractiveness. This, in turn, reflects a higher intention to apply and a new way to reevaluate the public sector.

In the end, as the results have shown, gamification can be a tool to implement to change Gen Z's perception of the public sector, making it more appealing and attractive incentivizing them to apply.

## APPENDIX

### Frequency

		Statistiche	
		manipulation_1	manipulation_2
N	Valido	109	109
	Mancante	0	0
Media		3,79	3,87
Deviazione std.		2,855	2,893

### Frequency Table

		manipulation_1			
		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	1	52	47,7	47,7	47,7
	2	3	2,8	2,8	50,5
	3	1	,9	,9	51,4
	4	2	1,8	1,8	53,2
	5	5	4,6	4,6	57,8
	6	3	2,8	2,8	60,6
	7	43	39,4	39,4	100,0
	Totale	109	100,0	100,0	



### manipulation\_2

		Frequen za	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	1	51	46,8	46,8	46,8
	2	3	2,8	2,8	49,5
	3	2	1,8	1,8	51,4
	4	2	1,8	1,8	53,2
	5	2	1,8	1,8	55,0
	6	2	1,8	1,8	56,9
	7	47	43,1	43,1	100,0
Totale		109	100,0	100,0	

### Frequency

#### Statistiche

		Engagem ent_1	Engagemen t_2	Engagemen t_3	Engagement_ 4
N	Valido	109	109	109	109
	Mancante	0	0	0	0
Media		4,12	4,43	4,52	4,13
Deviazione std.		2,406	2,287	2,296	2,506

## Frequency Table

		Engagement_1			
		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	1	22	20,2	20,2	20,2
	2	22	20,2	20,2	40,4
	3	6	5,5	5,5	45,9
	4	5	4,6	4,6	50,5
	5	7	6,4	6,4	56,9
	6	19	17,4	17,4	74,3
	7	28	25,7	25,7	100,0
	Totale	109	100,0	100,0	

		Engagement_2			
		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	1	14	12,8	12,8	12,8
	2	21	19,3	19,3	32,1
	3	9	8,3	8,3	40,4
	4	7	6,4	6,4	46,8
	5	7	6,4	6,4	53,2
	6	20	18,3	18,3	71,6
	7	31	28,4	28,4	100,0
	Totale	109	100,0	100,0	

### Engagement\_3

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	1	15	13,8	13,8	13,8
	2	17	15,6	15,6	29,4
	3	10	9,2	9,2	38,5
	4	7	6,4	6,4	45,0
	5	8	7,3	7,3	52,3
	6	18	16,5	16,5	68,8
	7	34	31,2	31,2	100,0
	Totale	109	100,0	100,0	

### Engagement\_4

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	1	26	23,9	23,9	23,9
	2	19	17,4	17,4	41,3
	3	6	5,5	5,5	46,8
	4	3	2,8	2,8	49,5
	5	7	6,4	6,4	56,0
	6	15	13,8	13,8	69,7
	7	33	30,3	30,3	100,0
	Totale	109	100,0	100,0	

## Frequency

		Statistiche		
		PerceptionProfes _1	PerceptionProf es_2	PerceptionProf es_3
N	Valido	109	109	109
	Mancante	0	0	0
Media		4,84	4,89	4,73
Deviazione std.		1,156	1,165	1,444

## Frequency Table

		PerceptionProfes_1			
		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	1	2	1,8	1,8	1,8
	2	4	3,7	3,7	5,5
	3	4	3,7	3,7	9,2
	4	25	22,9	22,9	32,1
	5	39	35,8	35,8	67,9
	6	34	31,2	31,2	99,1
	7	1	,9	,9	100,0
	Totale	109	100,0	100,0	

### PerceptionProfes\_2

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	1	2	1,8	1,8	1,8
	2	3	2,8	2,8	4,6
	3	3	2,8	2,8	7,3
	4	28	25,7	25,7	33,0
	5	39	35,8	35,8	68,8
	6	29	26,6	26,6	95,4
	7	5	4,6	4,6	100,0
	Totale	109	100,0	100,0	

### PerceptionProfes\_3

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	1	1	,9	,9	,9
	2	11	10,1	10,1	11,0
	3	7	6,4	6,4	17,4
	4	25	22,9	22,9	40,4
	5	27	24,8	24,8	65,1
	6	29	26,6	26,6	91,7
	7	9	8,3	8,3	100,0
	Totale	109	100,0	100,0	

## Frequency

		<b>Statistiche</b>			
		Attrattivene	Attrattivene	Attrattivene	Attrattivene
		ss_1	ss_2	ss_3	ss_4
N	Valido	109	109	109	109
	Mancante	0	0	0	0
Media		4,10	3,70	3,66	3,49
Deviazione std.		1,312	1,411	1,349	1,425

## Frequency Table

		<b>Attrattiveness_1</b>			
		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	1	2	1,8	1,8	1,8
	2	12	11,0	11,0	12,8
	3	22	20,2	20,2	33,0
	4	26	23,9	23,9	56,9
	5	33	30,3	30,3	87,2
	6	12	11,0	11,0	98,2
	7	2	1,8	1,8	100,0
Totale		109	100,0	100,0	

### Attractiveness\_2

		Frequen za	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	1	6	5,5	5,5	5,5
	2	19	17,4	17,4	22,9
	3	23	21,1	21,1	44,0
	4	26	23,9	23,9	67,9
	5	26	23,9	23,9	91,7
	6	7	6,4	6,4	98,2
	7	2	1,8	1,8	100,0
	Totale	109	100,0	100,0	

### Attractiveness\_3

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	1	6	5,5	5,5	5,5
	2	19	17,4	17,4	22,9
	3	22	20,2	20,2	43,1
	4	28	25,7	25,7	68,8
	5	28	25,7	25,7	94,5
	6	5	4,6	4,6	99,1
	7	1	,9	,9	100,0
	Totale	109	100,0	100,0	

### Attractiveness\_4

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	1	10	9,2	9,2	9,2
	2	17	15,6	15,6	24,8
	3	29	26,6	26,6	51,4
	4	26	23,9	23,9	75,2
	5	19	17,4	17,4	92,7
	6	6	5,5	5,5	98,2
	7	2	1,8	1,8	100,0
	Totale	109	100,0	100,0	

### Frequency

#### Statistiche

		Intentiontoapply_1	Intentiontoapply_2	Intentiontoapply_3
N	Valido	109	109	109
	Mancante	0	0	0
Media		4,54	4,25	4,81
Deviazione std.		1,456	1,640	1,792



## Frequency Table

### Intentiontoapply\_1

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	1	2	1,8	1,8	1,8
	2	14	12,8	12,8	14,7
	3	8	7,3	7,3	22,0
	4	20	18,3	18,3	40,4
	5	32	29,4	29,4	69,7
	6	30	27,5	27,5	97,2
	7	3	2,8	2,8	100,0
	Totale	109	100,0	100,0	

### Intentiontoapply\_2

		Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido	1	7	6,4	6,4	6,4
	2	16	14,7	14,7	21,1
	3	9	8,3	8,3	29,4
	4	21	19,3	19,3	48,6
	5	26	23,9	23,9	72,5
	6	27	24,8	24,8	97,2
	7	3	2,8	2,8	100,0
	Totale	109	100,0	100,0	

### Intentiontoapply\_3

	Frequenza	Percentuale	Percentuale valida	Percentuale cumulativa
Valido 1	2	1,8	1,8	1,8
2	18	16,5	16,5	18,3
3	6	5,5	5,5	23,9
4	15	13,8	13,8	37,6
5	25	22,9	22,9	60,6
6	18	16,5	16,5	77,1
7	25	22,9	22,9	100,0
Totale	109	100,0	100,0	

### Factor Analysis

#### Comunalità

	Iniziale	Estrazione
manipulation_1	1,000	,990
manipulation_2	1,000	,990

Metodo di estrazione: Analisi dei componenti principali.

## Varianza totale spiegata

Componente	Autovalori iniziali			Caricamenti somme dei quadrati di estrazione		
	Totale	% di varianza	% cumulativa	Totale	% di varianza	% cumulativa
1	1,981	99,045	99,045	1,981	99,045	99,045
2	,019	,955	100,000			

Metodo di estrazione: Analisi dei componenti principali.

## Matrice dei componenti<sup>a</sup>

	Componente 1
manipulation_1	,995
manipulation_2	,995

Metodo di estrazione: Analisi dei componenti principali.

a. 1 componenti estratti.

## Factor Analysis

### Comunalità

	Iniziale	Estrazione
Engagement_1	1,000	,959
Engagement_2	1,000	,956
Engagement_3	1,000	,956
Engagement_4	1,000	,964

Metodo di estrazione: Analisi dei componenti principali.

### Varianza totale spiegata

Compon ente	Autovalori iniziali			Caricamenti somme dei quadrati di estrazione		
	Totale	% di varianza	% cumulativa	Totale	% di varianza	% cumulativa
1	3,836	95,889	95,889	3,836	95,889	95,889
2	,079	1,984	97,873			
3	,049	1,216	99,089			
4	,036	,911	100,000			

Metodo di estrazione: Analisi dei componenti principali.

## Matrice dei componenti<sup>a</sup>

Componente

1

Engagement_1	,980
Engagement_2	,978
Engagement_3	,978
Engagement_4	,982

Metodo di estrazione: Analisi dei componenti principali.

a. 1 componenti estratti.

## Factor Analysis

### Comunalità

	Iniziale	Estrazione
PerceptionProfes_1	1,000	,900
PerceptionProfes_2	1,000	,830
PerceptionProfes_3	1,000	,696

Metodo di estrazione: Analisi dei componenti principali.

## Varianza totale spiegata

Compon ente	Autovalori iniziali			Caricamenti somme dei quadrati di estrazione		
	Totale	% di varianza	% cumulativa	Totale	% di varianza	% cumulativa
1	2,426	80,879	80,879	2,426	80,879	80,879
2	,440	14,672	95,551			
3	,133	4,449	100,000			

Metodo di estrazione: Analisi dei componenti principali.

## Matrice dei componenti<sup>a</sup>

	Componente 1
PerceptionProfes_1	,949
PerceptionProfes_2	,911
PerceptionProfes_3	,834

Metodo di estrazione: Analisi dei componenti principali.

a. 1 componenti estratti.

## Factor Analysis

### Comunalità

	Iniziale	Estrazione
Attractiveness_1	1,000	,789
Attractiveness_2	1,000	,826
Attractiveness_3	1,000	,889
Attractiveness_4	1,000	,868

Metodo di estrazione: Analisi dei componenti principali.

### Varianza totale spiegata

Compon ente	Autovalori iniziali			Caricamenti somme dei quadrati di estrazione		
	Totale	% di varianza	% cumulativa	Totale	% di varianza	% cumulativa
1	3,373	84,326	84,326	3,373	84,326	84,326
2	,296	7,401	91,727			
3	,232	5,805	97,532			
4	,099	2,468	100,000			

Metodo di estrazione: Analisi dei componenti principali.

## Matrice dei componenti<sup>a</sup>

Componente

1

Attractiveness_1	,888
Attractiveness_2	,909
Attractiveness_3	,943
Attractiveness_4	,932

Metodo di estrazione: Analisi dei componenti principali.

a. 1 componenti estratti.

## Factor Analysis

### Comunalità

	Iniziale	Estrazione
Intentiontoapply_1	1,000	,867
Intentiontoapply_2	1,000	,904
Intentiontoapply_3	1,000	,879

Metodo di estrazione: Analisi dei componenti principali.



## Varianza totale spiegata

Compon ente	Autovalori iniziali			Caricamenti somme dei quadrati di estrazione		
	Totale	% di varianza	% cumulati va	Totale	% di varianza	% cumulativa
1	2,650	88,350	88,350	2,650	88,350	88,350
2	,206	6,855	95,205			
3	,144	4,795	100,000			

Metodo di estrazione: Analisi dei componenti principali.

## Matrice dei componenti<sup>a</sup>

	Componente 1
Intentiontoapply_1	,931
Intentiontoapply_2	,951
Intentiontoapply_3	,938

Metodo di estrazione: Analisi dei  
componenti principali.

a. 1 componenti estratti.

## Reliability Analysis

### Riepilogo elaborazione casi

		N	%
Casi	Valido	109	100,0
	Escluso <sup>a</sup>	0	,0
	Totale	109	100,0

a. Eliminazione listwise basata su tutte le variabili nella procedura.

### Statistiche di affidabilità

Alpha di Cronbach	Alpha di Cronbach basata su elementi standardizzati	N. di elementi
,990	,990	2

### Matrice di correlazione tra gli elementi

	manipulation_1	manipulation_2
manipulation_1	1,000	,981
manipulation_2	,981	1,000

### Statistiche elemento-totale

	Media scala se viene eliminato l'elemento	Varianza scala se viene eliminato l'elemento	Correlazio ne elemento- totale corretta	Correlazio ne multipla quadratica	Alpha di Cronbach se viene eliminato l'elemento
manipulati on_1	3,87	8,372	,981	,962	.
manipulati on_2	3,79	8,150	,981	,962	.

### Reliability Analysis

#### Riepilogo elaborazione casi

		N	%
Casi	Valido	109	100,0
	Escluso <sup>a</sup>	0	,0
	Totale	109	100,0

a. Eliminazione listwise basata su tutte le variabili nella procedura.

### Statistiche di affidabilità

Alpha di Cronbach	Alpha di Cronbach basata su elementi standardizzati	N. di elementi
,985	,986	4

### Matrice di correlazione tra gli elementi

	Engage ment_1	Engagemen t_2	Engagement_ 3	Engagement_ 4
Engagement_ 1	1,000	,936	,937	,963
Engagement_ 2	,936	1,000	,951	,942
Engagement_ 3	,937	,951	1,000	,941
Engagement_ 4	,963	,942	,941	1,000

### Statistiche elemento-totale

	Media scala se viene eliminato l'elemento	Varianza scala se viene eliminato l'elemento	Correlazio ne elemento- totale corretta	Correlazio ne multipla quadratica	Alpha di Cronbach se viene eliminato l'elemento
Engagemen t_1	13,08	48,391	,964	,938	,980
Engagemen t_2	12,77	50,141	,960	,926	,981
Engagemen t_3	12,68	50,016	,960	,926	,981
Engagemen t_4	13,07	46,939	,968	,943	,979

### Reliability Analysis

#### Riepilogo elaborazione casi

		N	%
Casi	Valido	109	100,0
	Escluso <sup>a</sup>	0	,0
	Totale	109	100,0

a. Eliminazione listwise basata su tutte le variabili nella procedura.

### Statistiche di affidabilità

Alpha di Cronbach	Alpha di Cronbach basata su elementi standardizzati	N. di elementi
,869	,880	3

### Matrice di correlazione tra gli elementi

	PerceptionPro fes_1	PerceptionPr ofes_2	PerceptionProfes _3
PerceptionProfes_1	1,000	,853	,690
PerceptionProfes_2	,853	1,000	,588
PerceptionProfes_3	,690	,588	1,000

### Statistiche elemento-totale

	Media scala se viene eliminato l'elemento	Varianza scala se viene eliminato l'elemento	Correlazio ne elemento- totale corretta	Correlazio ne multipla quadratica	Alpha di Cronbach se viene eliminato l'elemento
PerceptionProfes_1	9,62	5,422	,855	,782	,730
PerceptionProfes_2	9,58	5,728	,767	,728	,805
PerceptionProfes_3	9,73	4,993	,664	,476	,921

## Reliability Analysis

### Riepilogo elaborazione casi

		N	%
Casi	Valido	109	100,0
	Escluso <sup>a</sup>	0	,0
	Totale	109	100,0

a. Eliminazione listwise basata su tutte le variabili nella procedura.

### Statistiche di affidabilità

Alpha di Cronbach	Alpha di Cronbach basata su elementi standardizzati	N. di elementi
,938	,938	4

### Matrice di correlazione tra gli elementi

	Attractiven ess_1	Attractiveness_ 2	Attractiven ess_3	Attractiveness _4
Attractiveness_1	1,000	,762	,784	,726
Attractiveness_2	,762	1,000	,782	,797
Attractiveness_3	,784	,782	1,000	,891
Attractiveness_4	,726	,797	,891	1,000

### Statistiche elemento-totale

	Media scala se viene eliminato l'elemento	Varianza scala se viene eliminato l'elemento	Correlazio ne elemento- totale corretta	Correlaz ione multipla quadrati ca	Alpha di Cronbac h se viene eliminato l'element o
Attractiveness_1	10,84	15,448	,806	,672	,933
Attractiveness_2	11,25	14,484	,838	,708	,923
Attractiveness_3	11,28	14,483	,894	,835	,905
Attractiveness_4	11,46	14,102	,873	,821	,912

### Reliability Analysis

#### Riepilogo elaborazione casi

		N	%
Casi	Valido	109	100,0
	Escluso <sup>a</sup>	0	,0
	Totale	109	100,0

a. Eliminazione listwise basata su tutte le variabili nella procedura.



### Statistiche di affidabilità

Alpha di Cronbach	Alpha di Cronbach basata su elementi standardizzati	N. di elementi
,931	,934	3

### Matrice di correlazione tra gli elementi

	Intentiontoapply_1	Intentiontoapply_2	Intentiontoapply_3
Intentiontoapply_1	1,000	,831	,796
Intentiontoapply_2	,831	1,000	,848
Intentiontoapply_3	,796	,848	1,000

### Statistiche elemento-totale

	Media scala se viene eliminato l'elemento	Varianza scala se viene eliminato l'elemento	Correlazio ne elemento- totale corretta	Correlazio ne multipla quadratica	Alpha di Cronbach se viene eliminato l'elemento
Intentiontoapp ly_1	9,06	10,886	,845	,720	,916
Intentiontoapp ly_2	9,35	9,488	,887	,786	,876
Intentiontoapp ly_3	8,79	8,779	,861	,746	,904

### T-test

#### Statistiche gruppo

	Dummy	N	Media	Deviazione std.	Errore standard della media
ManipMEAN	Traditional	57	1,3421	1,05711	,14002
	Gamified	52	6,5577	1,26279	,17512

## Test campioni indipendenti

		Test di Levene per l'eguaglianza delle varianze				Test t per l'eguaglianza delle medie				
		Sign		t	gl	Sign. (a due code)	Differenz a della media	Differenz a errore std.	Intervallo di confidenza della differenza di 95%	
		F	.						Inferiore	Superiore
ManipM EAN	Varianze	,566	,454	-	107	,000	-5,21559	,22239	-5,65646	-4,77472
	uguali			23,4						
	presunte			52						
	Varianze			-	99,87	,000	-5,21559	,22421	-5,66042	-4,77075
	uguali			23,2	7					
	non			62						
	presunte									

## Dimensioni effetto campioni indipendenti

		Standardiz zatore <sup>a</sup>	Stima del punto	Intervallo di confidenza 95%	
				Inferiore	Superiore
Manip	D di Cohen	1,15970	-4,497	-5,204	-3,785
MEAN	Correzione di Hedges	1,16791	-4,466	-5,167	-3,758
	Delta di Glass	1,26279	-4,130	-5,009	-3,243

a. Il denominatore utilizzato per stimare le dimensioni dell'effetto.

D di Cohen utilizza la deviazione standard raggruppata.

La correzione Hedges utilizza la deviazione standard raggruppata, più un fattore di correzione.

Il delta di Glass utilizza la deviazione standard del campione del gruppo di controllo.

## T-test

### Statistiche gruppo

		N	Media	Deviazione std.	Errore standard della media
Attract	Traditional	57	3,3377	1,25044	,16562
	Gamified	52	4,1731	1,13278	,15709

## Test campioni indipendenti

		Test di Levene per l'eguaglianza delle varianze		Test t per l'eguaglianza delle medie					Intervallo di confidenza della differenza di 95%	
		F	Sign.	t	gl	Sign. (a due code)	Differenza della media	Differenza errore std.	Inferior e	Superio re
AttractM EAN	Varianze uguali presunte	1,65 0	,202	-3,643	107	,000	-,83536	,22932	- 1,2899	-,38077
	Varianze uguali non presunte			-3,659	106, 996	,000	-,83536	,22827	- 1,2878	-,38283

## Dimensioni effetto campioni indipendenti

		Standardiz- zatore <sup>a</sup>	Stima del punto	Intervallo di confidenza 95%	
				Inferiore	Superiore
Attract	D di Cohen	1,19580	-.699	-1,084	-.310
MEAN	Correzione di Hedges	1,20427	-.694	-1,077	-.308
	Delta di Glass	1,13278	-.737	-1,136	-.332

a. Il denominatore utilizzato per stimare le dimensioni dell'effetto.

D di Cohen utilizza la deviazione standard raggruppata.

La correzione Hedges utilizza la deviazione standard raggruppata, più un fattore di correzione.

Il delta di Glass utilizza la deviazione standard del campione del gruppo di controllo.

## T-test

### Statistiche gruppo

		N	Media	Deviazione std.	Errore standard della media
IntentAppl	Traditional	57	3,6316	1,45799	,19312
yMEAN	Gamified	52	5,5192	,85918	,11915

## Test campioni indipendenti

Test di Levene  
per  
l'eguaglianza  
delle varianze

Test t per l'eguaglianza delle medie

Intervall  
o di  
confide  
nza  
della  
differen  
za di  
95%  
Inferior  
Superio

		F	Sign.	t	gl	Sign. (a due code)	Differenza della media	Differen za errore std.	95% Inferior e	Superio re
IntentAppl yMEAN	Varianze	16,574	,000	-8,134	107	,000	-1,88765	,23206	-	-
	uguali presunte								2,3476 8	1,42762
	Varianze uguali non presunte			-8,319	92,0 95	,000	-1,88765	,22691	- 2,3383 1	- 1,43699

## Dimensioni effetto campioni indipendenti

		Standardiz zatore <sup>a</sup>	Stima del punto	Intervallo di confidenza 95%	
				Inferiore	Superior e
IntentApplyMEAN	D di Cohen	1,21011	-1,560	-1,987	-1,127
	Correzione di Hedges	1,21868	-1,549	-1,973	-1,119
	Delta di Glass	,85918	-2,197	-2,760	-1,625

a. Il denominatore utilizzato per stimare le dimensioni dell'effetto.

D di Cohen utilizza la deviazione standard raggruppata.

La correzione Hedges utilizza la deviazione standard raggruppata, più un fattore di correzione.

Il delta di Glass utilizza la deviazione standard del campione del gruppo di controllo.



# Matrix 1

Run MATRIX procedure:

\*\*\*\*\* PROCESS Procedure for SPSS Version 4.2  
\*\*\*\*\*

Written by Andrew F. Hayes, Ph.D.                      www.afhayes.com  
Documentation available in Hayes (2022).  
www.guilford.com/p/hayes3

\*\*\*\*\*  
\*\*\*\*\*

Model : 4  
Y : AttMEAN  
X : Dummy  
M : EngMEAN

Sample  
Size: 109

\*\*\*\*\*  
\*\*\*\*\*

OUTCOME VARIABLE:  
EngMEAN

Model Summary

	R	R-sq	MSE	F	df1	df2
p	,8782	,7712	1,2481	360,5973	1,0000	107,0000
,0000						

Model

	coeff	se	t	p	LLCI
ULCI					
constant	2,3596	,1480	15,9465	,0000	2,0663
2,6530					
Dummy	4,0682	,2142	18,9894	,0000	3,6435
4,4929					

Standardized coefficients

	coeff
Dummy	1,7501

\*\*\*\*\*  
\*\*\*\*\*

OUTCOME VARIABLE:  
AttMEAN

Model Summary

	R	R-sq	MSE	F	df1	df2
p	,4816	,2320	1,2461	16,0064	2,0000	106,0000
,0000						

Model

	coeff	se	t	p	LLCI
ULCI					
constant	2,4039	,2717	8,8478	,0000	1,8652
2,9425					
Dummy	-,7747	,4475	-1,7311	,0863	-1,6619
,1126					
EngMEAN	,3958	,0966	4,0969	,0001	,2042
,5873					

Standardized coefficients

	coeff
Dummy	-,6139
EngMEAN	,7290

\*\*\*\*\* TOTAL EFFECT MODEL

\*\*\*\*\*

OUTCOME VARIABLE:

AttMEAN

Model Summary

	R	R-sq	MSE	F	df1	df2
p						
,3322		,1103	1,4299	13,2702	1,0000	107,0000
,0004						

Model

	coeff	se	t	p	LLCI
ULCI					
constant	3,3377	,1584	21,0731	,0000	3,0237
3,6517					
Dummy	,8354	,2293	3,6428	,0004	,3808
1,2899					

Standardized coefficients

	coeff
Dummy	,6620

\*\*\*\*\* TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y

\*\*\*\*\*

Total effect of X on Y

	Effect	se	t	p	LLCI	ULCI
c_ps						
,8354		,2293	3,6428	,0004	,3808	1,2899
,6620						

Direct effect of X on Y

	Effect	se	t	p	LLCI	ULCI
c'_ps						
-,7747		,4475	-1,7311	,0863	-1,6619	,1126
-,6139						

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
EngMEAN	1,6100	,4808	,5714	2,4809

Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
EngMEAN	1,2759	,3900	,4628	2,0101

\*\*\*\*\* ANALYSIS NOTES AND ERRORS  
\*\*\*\*\*

Level of confidence for all confidence intervals in output:  
95,0000

Number of bootstrap samples for percentile bootstrap confidence  
intervals:  
5000

NOTE: Standardized coefficients for dichotomous or  
multicategorical X are in  
partially standardized form.

----- END MATRIX -----

## Matrix 2

Run MATRIX procedure:

\*\*\*\*\* PROCESS Procedure for SPSS Version 4.2  
\*\*\*\*\*

Written by Andrew F. Hayes, Ph.D.                      www.afhayes.com  
Documentation available in Hayes (2022).  
www.guilford.com/p/hayes3

\*\*\*\*\*

\*\*\*\*\*  
Model    : 4  
      Y    : AttMEAN  
      X    : Dummy  
      M    : PPMean

Sample  
Size: 109

\*\*\*\*\*

\*\*\*\*\*  
OUTCOME VARIABLE:  
  PPMean

Model Summary

	R	R-sq	MSE	F	df1	df2
p	,1225	,0150	1,2411	1,6302	1,0000	107,0000
,2044						

Model

	coeff	se	t	p	LLCI
ULCI					
constant	4,7368	,1476	32,1013	,0000	4,4443
5,0294					
Dummy	,2728	,2136	1,2768	,2044	-,1507
,6963					

Standardized coefficients

	coeff
Dummy	,2441

\*\*\*\*\*

\*\*\*\*\*  
OUTCOME VARIABLE:  
  AttMEAN

Model Summary

	R	R-sq	MSE	F	df1	df2
p	,3528	,1245	1,4205	7,5362	2,0000	106,0000
,0009						

Model	coeff	se	t	p	LLCI
ULCI					
constant	2,6964	,5147	5,2387	,0000	1,6759
3,7169					
Dummy	,7984	,2303	3,4671	,0008	,3419
1,2550					
PPMean	,1354	,1034	1,3091	,1933	-,0697
,3404					

Standardized coefficients

	coeff
Dummy	,6327
PPMean	,1199

\*\*\*\*\* TOTAL EFFECT MODEL

OUTCOME VARIABLE:

AttMEAN

Model Summary

	R	R-sq	MSE	F	df1	df2
p	,3322	,1103	1,4299	13,2702	1,0000	107,0000
,0004						

Model

	coeff	se	t	p	LLCI
ULCI					
constant	3,3377	,1584	21,0731	,0000	3,0237
3,6517					
Dummy	,8354	,2293	3,6428	,0004	,3808
1,2899					

Standardized coefficients

	coeff
Dummy	,6620

\*\*\*\*\* TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	
c_ps	,8354	,2293	3,6428	,0004	,3808	1,2899
,6620						

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	
c'_ps	,7984	,2303	3,4671	,0008	,3419	1,2550
,6327						

Indirect effect(s) of X on Y:

Effect	BootSE	BootLLCI	BootULCI
PPMean	,0369	,0472	-,0486
			,1427

Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
PPMean	,0293	,0378	-,0390	,1147

\*\*\*\*\* ANALYSIS NOTES AND ERRORS  
\*\*\*\*\*

Level of confidence for all confidence intervals in output:  
95,0000

Number of bootstrap samples for percentile bootstrap confidence  
intervals:  
5000

NOTE: Standardized coefficients for dichotomous or  
multicategorical X are in  
partially standardized form.

----- END MATRIX -----

## Matrix 3

Run MATRIX procedure:

\*\*\*\*\* PROCESS Procedure for SPSS Version 4.2  
\*\*\*\*\*

Written by Andrew F. Hayes, Ph.D. [www.afhayes.com](http://www.afhayes.com)  
Documentation available in Hayes (2022).  
[www.guilford.com/p/hayes3](http://www.guilford.com/p/hayes3)

\*\*\*\*\*  
\*\*\*\*\*

Model : 4  
Y : IntAppM  
X : Dummy  
M : AttMEAN

Sample  
Size: 109

\*\*\*\*\*  
\*\*\*\*\*

OUTCOME VARIABLE:  
AttMEAN

Model Summary	R	R-sq	MSE	F	df1	df2
P	,3322	,1103	1,4299	13,2702	1,0000	107,0000
,0004						

Model	coeff	se	t	p	LLCI
ULCI					
constant	3,3377	,1584	21,0731	,0000	3,0237
3,6517					
Dummy	,8354	,2293	3,6428	,0004	,3808
1,2899					

Standardized coefficients  
coeff  
Dummy ,6620

\*\*\*\*\*  
\*\*\*\*\*

OUTCOME VARIABLE:  
IntAppM

Model Summary	R	R-sq	MSE	F	df1	df2
P	,7218	,5210	1,1458	57,6542	2,0000	106,0000
,0000						

Model	coeff	se	t	p	LLCI
ULCI					
constant	2,0300	,3218	6,3089	,0000	1,3920
2,6679					
Dummy	1,4868	,2176	6,8318	,0000	1,0553
1,9183					
AttMEAN	,4799	,0865	5,5449	,0000	,3083
,6514					

Standardized coefficients

	coeff
Dummy	,9703
AttMEAN	,3952

\*\*\*\*\* TOTAL EFFECT MODEL  
\*\*\*\*\*

OUTCOME VARIABLE:

IntAppM

Model Summary

	R	R-sq	MSE	F	df1	df2
p	,6181	,3821	1,4644	66,1672	1,0000	107,0000
,0000						

Model

	coeff	se	t	p	LLCI
ULCI					
constant	3,6316	,1603	22,6572	,0000	3,3138
3,9493					
Dummy	1,8877	,2321	8,1343	,0000	1,4276
2,3477					

Standardized coefficients

	coeff
Dummy	1,2319

\*\*\*\*\* TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y  
\*\*\*\*\*

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	
c_ps	1,8877	,2321	8,1343	,0000	1,4276	2,3477
1,2319						

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	
c'_ps	1,4868	,2176	6,8318	,0000	1,0553	1,9183
,9703						

Indirect effect(s) of X on Y:

Effect	BootSE	BootLLCI	BootULCI
AttMEAN	,4008	,1336	,1648
			,6821



Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
AttMEAN	,2616	,0829	,1128	,4330

\*\*\*\*\* ANALYSIS NOTES AND ERRORS  
\*\*\*\*\*

Level of confidence for all confidence intervals in output:  
95,0000

Number of bootstrap samples for percentile bootstrap confidence  
intervals:  
5000

NOTE: Standardized coefficients for dichotomous or  
multicategorical X are in  
partially standardized form.

----- END MATRIX -----

## Survey

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### **intro**

Ciao,

sono Ilaria, una laureanda in Marketing della Luiss e chiedo pochi minuti del tuo tempo per rispondere ad un breve questionario per la mia tesi di Laurea Magistrale.

Il mio studio riguarda il formato degli annunci di lavoro per alcuni settori e come questo aspetto può influenzare la percezione del settore stesso e le intenzioni di candidarsi per una determinata posizione.

Completando questo questionario, mi aiuti davvero moltissimo!

Non sono richieste conoscenze specifiche di alcun tipo, solo le tue sincere opinioni.

Tutte le risposte sono anonime e conservate in totale confidenzialità. I risultati di questo sondaggio saranno utilizzati a solo scopo di ricerca.

Grazie mille in anticipo per il tuo tempo.

## intro\_stimoli


Questo questionario ha l'obiettivo di indagare le percezioni della Generazione Z nei confronti di alcuni settori di lavoro. Nella pagina seguente, visionerai un annuncio di lavoro in un settore specifico. Ti sarà chiesto di valutare diversi aspetti di quest'annuncio. Dedica particolare attenzione alla lettura dell'annuncio.

## condition1

Presta attenzione all'annuncio.

### Junior Project Manager


Pubblica Amministrazione - Roma, Lazio, Italia (In sede)

 A tempo pieno

Stiamo cercando un Junior Project Manager da inserire nel nostro team nella Pubblica amministrazione.

Sede di lavoro: Roma.

- Titolo di studio richiesto: Laurea Magistrale
- Esperienza richiesta: 1-2 anni di esperienza progressa nella gestione progetti
- Competenze solide in: Time Management e Leadership

[Candidati](#) 

## **condition2**

Presta attenzione all'annuncio

0:00 / 0:57



## **manipulation\_check**

Quale **settore** menziona l'annuncio di lavoro che hai appena visualizzato?

- Settore Pubblico
- Settore Privato

Indica **quanto sei d'accordo** con le seguenti affermazioni:

	1 - forte m e n t e  i n disaccordo	2	3	4 - né d'accordo né in disaccordo	5	6	7 - fortemente d'accordo
L'annuncio contiene elementi di gioco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'annuncio presenta modalità di gioco tipo quiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### mediatori

Per favore indica **quanto sei d'accordo** con le seguenti affermazioni:

	Fortemente in disaccordo	In disaccordo	Parzialmente in disaccordo	Né d'accordo né in disaccordo	Parzialmente d'accordo	D'acco
Guardando l'annuncio di lavoro, mi sono sentito/a immerso/a nell'annuncio di lavoro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Questo annuncio di lavoro stimola il mio interesse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Questo annuncio di lavoro cattura la mia attenzione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono stato assorbito dall'annuncio di lavoro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Per favore indica **quanto sei d'accordo** con le seguenti affermazioni:

	Fortemente in disaccordo	In disaccordo	Parzialmente in disaccordo	ne d'accordo né in disaccordo	Parzialmente d'accordo	D'a
La pubblica amministrazione sponsorizzata nell'annuncio di lavoro sembra presentare un contesto professionale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
La pubblica amministrazione sponsorizzata nell'annuncio di lavoro sembra presentare un contesto serio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
La pubblica amministrazione sponsorizzata nell'annuncio di lavoro sembra presentare un contesto efficiente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

## DV

Per favore indica **quanto sei d'accordo** con le seguenti affermazioni:

	Fortemente in disaccordo	In disaccordo	Parzialmente in disaccordo	Né d'accordo né in disaccordo	Parzialmente d'accordo	D'accor
Per me, lavorare nel settore pubblico sarebbe una buona opzione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considererei lavorare nel settore pubblico anche se avessi altre opzioni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Il settore pubblico mi attrae come luogo di impiego	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Un lavoro nel settore pubblico mi appare molto allettante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## altri\_controlli

Per favore indica **quanto sei d'accordo** con le seguenti affermazioni:



	Fortemente in disaccordo	In disaccordo	Parzialmente in disaccordo	Né d'accordo né in disaccordo	Parzialmente d'accordo	D'acco
Accetterei una proposta di lavoro sponsorizzata nell'annuncio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Farei della posizione sponsorizzata nell'annuncio una delle mie prime scelte lavorative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impiegherei molto impegno per lavorare nella posizione sponsorizzata nell'annuncio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Per favore indica **quanto sei d'accordo** con le seguenti affermazioni:

	Fortemente in disaccordo	In disaccordo	Parzialmente in disaccordo	Né d'accordo né in disaccordo	Parzialmente d'accordo	D'a
La Pubblica Amministrazione sponsorizzata nell'annuncio è innovativa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

	Fortemente in disaccordo	In disaccordo	Parzialmente in disaccordo	Né d'accordo né in disaccordo	Parzialmente d'accordo	D'a
La Pubblica Amministrazione sponsorizzata nell'annuncio è originale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
La Pubblica Amministrazione sponsorizzata nell'annuncio è nuova	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

## personal\_char

Per favore indica **quanto sei d'accordo** con le seguenti affermazioni:

	Fortemente in disaccordo	In disaccordo	Parzialmente in disaccordo	Né d'accordo né in disaccordo	Parzialmente d'accordo	D'acc
Se sentissi parlare di una nuova tecnologia cercherei un modo per sperimentarla.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Fortemente in disaccordo	In disaccordo	Parzialmente in disaccordo	Né d'accordo né in disaccordo	Parzialmente d'accordo	D'acc
Tra i miei coetanei, di solito sono il primo a sperimentare nuove tecnologie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In generale, sono entusiasta di provare nuove tecnologie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Per favore indica **quanto sei d'accordo** con le seguenti affermazioni:

	Fortemente in disaccordo	In disaccordo	Parzialmente in disaccordo	Né d'accordo né in disaccordo	Parzialmente d'accordo	D'accord
Sono fantasioso quando interagisco con le nuove tecnologie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Fortemente in disaccordo	In disaccordo	Parzialmente in disaccordo	Né d'accordo né in disaccordo	Parzialmente d'accordo	D'accord
Sono giocosso quando interagisco con le nuove tecnologie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono creativo quando interagisco con le nuove tecnologie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Per favore indica **quanto sei d'accordo** con le seguenti affermazioni:

	Fortemente in disaccordo	In disaccordo	Parzialmente in disaccordo	Né d'accordo né in disaccordo	Parzialmente d'accordo	D'acc
Accettare le contraddizioni è essenziale per il mio successo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi piace quando riesco a perseguire obiettivi contraddittori.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Fortemente in disaccordo	In disaccordo	Parzialmente in disaccordo	Né d'accordo né in disaccordo	Parzialmente d'accordo	D'acc
Mi sento a mio agio nel lavorare su compiti che sono in contraddizione tra loro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Per favore indica **quanto sei d'accordo** con le seguenti affermazioni:


	Fortemente in disaccordo	In disaccordo	Parzialmente in disaccordo	Né d'accordo né in disaccordo	<u>Parzialmente d'accordo</u>	D'accor
Ho molte idee creative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preferisco compiti che mi permettano di pensare in modo creativo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi piace fare le cose in modo originale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## traits

Per favore indica **quanto sei d'accordo** con le seguenti affermazioni rispetto alla tua personalità:

	Fortemente in disaccordo	In disaccordo	Parzialmente in disaccordo	Né d'accordo né in disaccordo	Parzialmente d'accordo	D'acc
Sono affascinato/a da arte, musica o letteratura	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ho un forte interesse per idee astratte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono originale, propongo nuove idee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

◀  ▶

Per favore indica **quanto sei d'accordo** con le seguenti affermazioni rispetto alla tua personalità:

	Fortemente in disaccordo	In disaccordo	Parzialmente in disaccordo	Né d'accordo né in disaccordo	Parzialmente d'accordo	D'accor
Tendo ad essere rumoroso/a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Fortemente in disaccordo	In disaccordo	Parzialmente in disaccordo	Né d'accordo né in disaccordo	Parzialmente d'accordo	D'accor
Sono dominante, agisco da leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono pieno/a di energia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **socio\_demo**

Quale delle seguenti opzioni descrive meglio il tuo genere?

- Donna
- Uomo
- Preferisco non specificare

Inserisci la tua età (in numero di anni)

Qual è il massimo livello di istruzione che hai completato?

- Diploma di scuola superiore o equivalente
- Laurea di primo livello
- Laurea di secondo livello
- Preferisco non rispondere

Quale delle seguenti opzioni descrive meglio la tua attuale situazione lavorativa?

- Impiegato a tempo pieno
- Impiegato part-time
- Lavoratore autonomo
- Studente
- Disoccupato
- Pensionato
- Preferisco non rispondere

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