

Applicants' Attitudes towards a Gamified Recruitment Tool

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27

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Abstract

Recruitment is an important part of organizational activities. Nevertheless, current recruitment processes have many disadvantages (e.g., are time-consuming and easy to fake responses).

Therefore, due to advancements in technology, more efficient forms of recruitment have been developed. One of the new developments is gamified recruitment. Gamification is a term used to describe the usage of game elements (e.g., points, badges) in a non-game context (Buil et al., 2020). Gamification is already applied in many areas, like learning and healthcare.

Nevertheless, since gamified recruitment is still a relatively new phenomenon, there is a lack of research addressing applicants' reactions to it. Therefore, by drawing on the Technology Acceptance Model, this study analyzes whether the extent to which applicants perceived the tool easy to use influences their attitudes toward gamified recruitment. Additionally, age and video-game experience are measured as moderators for the aforementioned relationship as proposed by the Unified Theory of Acceptance and Use of Technology Model. This correlational study included 140 participants of different ages and cultural backgrounds.

Participants had to play a game and fully complete the questionnaire regarding their attitudes to the game. The result of the study shows that there is a significant relationship between ease of use and attitudes. Nevertheless, the moderating relationships were not supported by the data. We concluded that reactions to game-based assessments need to be further studied while measuring both direct and indirect relationships. This research makes both theoretical and practical implications that are discussed in this paper.

Keywords: gamification, gamified recruitment, attitudes, ease of use, video-game experience, age

Applicants' Attitudes towards a Gamified Recruitment Tool

Employee recruitment is a key process in organizational activities. To be successful, companies need to recruit the best employees that would fit the role being advertised and their organizational environment. Nevertheless, because of the large number of applicants, organizations need to find ways how to select the most suitable candidates while using few resources. Over the last decades, technology has advanced significantly and it has also been widely incorporated into the recruitment processes (e.g., digital interviews) (Buil et al., 2020; Woods et al., 2020). A recent development in this area is gamified recruitment, which is one of the products of gamification.

Gamification is a term used to describe the usage of game elements (e.g., points, badges, competition, feedback, and leaderboards) in a non-game context to enhance the intrinsic motivation for the activity (Buil et al., 2020; Chow & Chapman, 2013). In the last few years, gamification was introduced into a variety of domains, such as learning, training, healthcare, and work. The application of gamification makes the activity more enjoyable, interactive, and engaging. Additionally, in the work context, specifically in personnel recruitment, it reduces faking, and cheating and thus improves the quality of the information provided by the applicant (Buil et al., 2020; Woods et al., 2020). Moreover, gamified recruitment allows the organizations to understand candidates' real behavior and skills as well as predict the future work performance of the applicant. Nevertheless, even though there are several positive aspects of why organizations should choose gamified recruitment in the applicants' selection process, little is known about how applicants perceive this type of recruitment. According to Buil et al. (2020) and Chow and Chapman (2013), applicants' attitudes toward the recruitment process can have a significant effect on how the person perceives the company itself (e.g., attractiveness), whether they would be willing to continue the application process as well as willingness to recommend the company to others.

Therefore, applicant attitudes toward gamified recruitment is an important area for study as it is necessary to explore the determinants and consequences of such a relatively new approach before applying it as part of the recruitment process in organizations.

With the current study, we aim to answer the question: “does ease of use influence attitudes towards the gamified recruitment tool” and examine whether age and past video-game experience are significant moderators of these relationships. This research will build upon existing knowledge of gamified recruitment while explaining the measured relationships using the Technology Acceptance Model as well as the Unified Theory of Acceptance and Use of Technology Model (UTAUT), which, to the best of our knowledge have not been used in combination in this context.

Literature Review

Ease of Use

There are several known determinants of attitude formation towards gamified recruitment (Buil et al., 2020; Chow & Chapman, 2013). This study focus on the relationship between ease of use and the perceptions about the gamified recruitment tool. Perceived ease of use can be described as the belief that using the instrument is free of effort (Buil et al., 2020). Several studies have already examined this relationship, nevertheless, there were contradictory results found. On the one hand, Buil et al. (2020) found that ease of use is positively associated with the attitude towards gamified recruitment. On the other hand, Hamari and Kovisto (2015) did not find a significant relationship between ease of use and attitude. Therefore, it is important to further study the topic and gather more consistent results.

When examining attitudes towards the new recruitment tool, it is crucial to take the general technology acceptance factor into account (Buil et al., 2020), since it can be said that gamified recruitment is, in a way, a new technological way of recruitment. The Technology Acceptance Model (TAM) was derived from the Theory of Reasoned Action (TRA), which is

one of the fundamental theories that was developed to explain any human behavior.

According to TRA, attitudes and subjective norms influence behavioral intention, which in turn influences behavior (Fishbein & Ajzen, 1975). Fred Davis, when developing TAM, used TRA as the basis for explaining the actual use of the system (i.e., behavior). However, he made two main changes to the TRA: he considered perceived ease of use and perceived usefulness to be the main factors that influence attitudes and thus general technological acceptance. Additionally, he did not take subjective norms into the account and considered only a person's attitudes to be predictive of behavior (Davis 1989; Momani, 2020). Davis (1989) as well as Marangunic and Granic (2020) in their review of TAM found strong support for the relationship between perceived ease of use, perceived usefulness, and the self-reported indicants of use. Additionally, according to the UTAUT model, which is perceived as "one of the most developed and intensive models to test technology adoption and acceptance" (p.79), performance and effort expectancy as well as social influence are the main determinants of behavioral intention, which accordingly influences actual use behavior (Momani, 2020).

Considering the literature regarding the attitudes towards gamified recruitment as well as the constructs, that, accordingly to TAM and UTAUT, influence technology acceptance, we expect that perceived ease of use is related to and influence the attitudes towards the gamified recruitment tool.

Hypothesis 1: Perceived ease of use is positively related to the applicants' attitudes towards the gamified recruitment tool.

Age and Video-game Experience

As Marangunic and Granic (2014) stated in their literature review, even though TAM explains technology acceptance quite well, it is important to examine other variables and moderating relationships that may affect technology acceptance. Interestingly, digital familiarity was found to influence how people perceive digital recruitment. Applicants

evaluated the chance to perform, ease of use as well as overall task enjoyment more positively when they were more familiar with the tool than those who were not (Ellison et al., 2019; Woods et al., 2020). In addition, according to the UTAUT model, age and the level of experience are one of the important determinants of behavior (Momani, 2020; Venkatesh et al., 2003). As reported by Venkatesh et al. (2003), the effect of effort expectancy on behavior intention for technology use is stronger for women, older workers, and those with limited experience. Additionally, Ellison et al. (2019) found a significant negative relationship between age and technology self-efficacy.

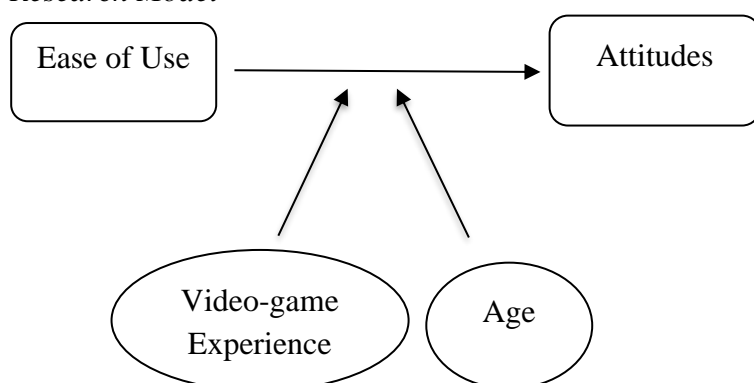
Considering the aforementioned literature, we expect that age and previous video-game experience can also have a significant effect on the relationship between ease of use and the attitude towards the gamified recruitment tool. Therefore, we arrived at two additional hypotheses. Figure 1 displays the hypotheses testing model for this study.

Hypothesis 2: Age will strengthen the effect of ease of use on attitudes towards the gamified recruitment tool.

Hypothesis 3: Video-game experience will weaken the effect of ease of use on attitudes towards the gamified recruitment tool.

Figure 1

Research Model



Note. Ease of use is a direct predictor, video-game experience and age are moderators.

Methods

Participants

A total of 140 respondents (68 females, 71 males, 1 non-binary, $M_{age} = 29.6$, $SD = 9.2$), living in Germany, the Netherlands, Lithuania, and Peru, participated in this study. Of the participants, 70% were fluent in English, and 18% indicated having a basic understanding of English. Moreover, 31% of respondents indicated a high school diploma as the highest educational level, 30% hold Bachelor's Degree, and 20% Master's Degree. Lastly, more than half ($N = 111$) of participants had previous recruitment experience and only 12 of the respondents indicated having experience with gamified recruitment before this study. A prior power analysis based on the Multiple Linear Regression test showed that 99 participants were required to have a power of 0.90% and a medium effect size ($f^2 = 0.15$).

Materials

Game

The game that was used in this study was developed by and acquired from Equalture (Equalture, 2022). Importantly, we obtained a demo version of the game-based assessment measuring problem-solving abilities. When participants started the game, they first had to watch a short tutorial. Later, they played the first level of the game where they had to ferry people from one side of a canal to another. The main objective of the game is to find a way to quickly move the human figures while following some rules (e.g., the ferry can move either one adult, one child, or two children). Lastly, since participants played only the first level of the game, it took around 5 minutes to complete it.

Questionnaire

A questionnaire was developed and adapted from the relevant literature that studied attitudes and gamified recruitment in the past. Moreover, since the current study is part of a broader research project, the questionnaire included more questions. Nevertheless, only the relevant ones for this study are discussed below. Lastly, the questions were presented using the online Qualtrics survey. The list of all items that were used in this study with their respective means and standard deviations can be found in Appendix A.

Ease of Use. Ease of use was measured using 3 questions (e.g., The game is easy and understandable) with composite reliability of .912 that were taken from Buil et al. (2020) and adjusted for this study. This variable was assessed on a Likert scale from 1 (strongly disagree) to 7 (strongly agree). According to our reliability analysis, the Cronbach's alpha for this construct is .891.

Attitudes. Attitude towards the gamified recruitment tool was measured using 4 items (e.g., All things considered, I find using game to be a wise thing to do) that were adapted from Hamari and Koivisto (2015). According to the authors, the composite reliability for these 4 items was .939 and the Cronbach's alpha was .914. Similarly, our reliability analysis showed that the Cronbach's alpha for this construct is .916. This variable was assessed on a Likert scale from 1 (strongly disagree) to 7 (strongly agree).

Video-game Experience. There were 5 questions with a Cronbach's alpha of .895 that measured experience with video-games (e.g., I like playing video games), which were adapted from Bourgonjon et al. (2010). Additionally, the responses were indicated on a 5-point Likert scale ranging from strongly disagree to strongly agree. Lastly, our reliability analysis showed that the Cronbach's alpha for this construct is .922.

Demographic Information. In addition to the mentioned scales, some demographic questions were included in the questionnaire to describe the sample of this study. These are -

age, gender, current residence, English proficiency, educational level, and experience with (gamified) recruitment.

Research Design and Procedure

We designed a correlational study to test whether (and how strongly) the measured variables are related. Importantly, the proposal of this research was reviewed and ethical clearance was received by the Ethics Committee of the Faculty of Behavioural and Social Sciences at the University of Groningen.

The respondents were gathered through the researchers' personal network by posting the invitation on various social media channels (i.e., Messenger, WhatsApp, and Instagram). Participants were presented with an invitation to participate in the study including the link to the online questionnaire generated through Qualtrics. Before being exposed to the game and the questionnaire, the aim of the research and some background information about the process was stated. Participants were then asked to consent to participate in the study. Once consent was obtained, respondents were asked to imagine themselves in the recruitment process for a specified position (see Appendix B for the scenario). Instructions for the game (i.e., recruitment tool) that the participants played were displayed, after which the participants were asked to play the game. During the gamified recruitment process, problem-solving abilities were measured. Once the game was done, participants were asked to fill out a questionnaire regarding their experience as well as some demographic information. To motivate people to participate in the study, we agreed to donate one euro per participant to UNICEF for the full completion of the study. The game and questionnaire took around 10 min to complete.

The first step in the data analysis was matching the data gathered from the Qualtrics survey to each participant and accordingly assigning a number to de-identify and pseudonymize participants. We first checked for any missing data as well as measurement

errors. Next, we assessed the demographic information of the sample. Furthermore, we did a preliminary analysis where we checked for reliability, analysed demographics and correlations. For the main analysis, we performed Multiple Linear Regression (MLR) while also looking for interaction effects to test moderating variables. Importantly, before the regression analysis, we checked if the data met the MLR assumptions. The data was analysed using JASP Statistical Software.

Results

The statistical analysis aimed to test whether ease of use influences attitudes towards the gamified recruitment tool. Additionally, age and experience with video-games were added to the analysis since we expected these variables to moderate the relationship between ease of use and attitude.

Before the analysis, we first cleaned the data. The complete dataset consisted of 207 participants of which 54 respondents' data was deleted because of incomplete responses (most of them completed only the demographic part of the questionnaire and did not return to the survey after playing the game). Moreover, another five participants were deleted because of exclusion criteria (i.e., less than a high school diploma), six more participants were removed from the dataset due to impossible completion times (< 3 minutes), and two participants were deleted because they only completed the preview version (one of the researchers). Finally, there were a few missing data points that were filled in with the mean value of the variable (i.e., mean imputation) (Jamshidian & Mata, 2007). The final sample that was used in the analysis consisted of 140 individual responses.

Preliminary Analysis

After the data was cleaned, we first assessed the reliability of the research constructs. The Cronbach's alpha coefficient for all the measured items was higher than $\alpha = .8$,

suggesting a relatively high internal consistency (see Appendix A) (Gliem & Gliem, 2003). Later, we carried out assumption checks for Multiple Linear Regression (MLR) to see whether any violations occurred. Firstly, the highest Variance Inflation Factor (VIF) for the predictor variables is 1.121. We, therefore, have little concern about multicollinearity influencing this regression analysis (Glen, n.d.). Nevertheless, according to our analysis, the assumptions for the independence of errors, heteroscedasticity, linearity, and normality were not met. For the former, it is not surprising, since our sample is not random and thus observations were not independent of each other. Additionally, since the sample size is relatively large, the violation of normality is no longer relevant. The reason behind it is the Central Limit Theorem which ensures that the distribution of disturbance terms will approximate the normality of the bigger sample sizes (Ganti, 2022). Furthermore, data transformations for heteroscedasticity and non-linearity (e.g., log (Y) transformation to reduce heteroscedasticity (Zach, 2019)) did not produce more fitting data. Even after the transformation, around the same amount of outliers can be observed in the residual plots. Importantly, the observation for these violations was present when age and ease of use were added to the model. We still continued our analysis, however, it should be noted that because of these violations our results may be invalid.

Hypotheses Testing Analysis

Table 1

Linear Regression Results Using Attitudes as the Criterion

Variable	<i>B</i>	<i>SE</i>	95% CI		<i>t</i>	<i>p</i>
			LL	UL		
Constant	2.342	0.500	1.354	3.330	4.688	< .001
Ease of Use	0.466	0.083	0.302	0.629	5.641	< .001

Note. R^2 adjusted = .181. 95% CI = confidence interval for *B*.

The analysis of the hypothesis was measured using (Multiple) Linear Regression. As Table 1 shows, the results indicated that ease of use ($\beta = .466$; $t = 5.641$) is positively associated with attitude towards the tool, supporting H1. This positive and significant effect was seen both: when the ease of use was the only predictor in the model and when the model included age, video-game experience, and the interactions of these variables.

However, contrary to our predictions, both hypotheses regarding the moderation effects are not supported by the data. Specifically, as can be seen in Table 2, we could not find a statistically significant interaction between ease of use and age ($\beta = -.00039$; $t = -0.052$) as well as ease of use and video-game experience ($\beta = -.133$; $t = -1.829$). Thus, we did not find support for H2 and H3. Nevertheless, because of the violated assumptions for MLR, all of our results may be invalid.

Table 2

Multiple Linear Regression with Interaction Effect

Variable	<i>B</i>	<i>SE</i>	95% CI		<i>t</i>	<i>p</i>
			LL	UL		
Constant	0.234	1.649	-3.028	3.495	0.142	.887
Ease of Use	0.702	0.285	0.139	1.265	2.467	.015
Age	0.008	0.044	-0.078	0.095	0.193	.847
VGE	1.000	0.443	0.123	1.877	2.255	.026
Age*EOU	-3.931e-4	0.008	-0.015	0.015	-0.052	.959
VGE*EOU	-0.133	0.073	-0.278	0.011	-1.829	.070

Note. Dependent variable is attitudes. VGE = video-game experience; EOU = ease of use. R^2 adjusted = .217. 95% CI = confidence interval for *B*.

Additional Analyses

According to Pearson's correlation coefficient, age and video-game experience were negatively correlated. Further, as Table 3 displays, a significant positive correlation was also observed between video-game experience and ease of use as well as attitude towards gamified

recruitment. Additionally, when studying linear regression, video-game experience was found to be a significant predictor of the direct relationship with attitudes towards gamified recruitment ($\beta = .284$; $t = 3.597$) as well as with perceived ease of use ($\beta = .231$; $t = 3.12$). These findings suggested that there might be a mediating effect between video-game experience, perceived ease of use, and attitudes towards the tool. To investigate whether ease of use can mediate the relationship between video-game experience and attitudes, a simple mediation analysis was performed. The indirect effect of video-game experience on attitudes was found to be statistically significant (Effect = 0.095; 95% CI [0.025; 0.166]).

Table 3

Correlations between video-game experience and attitudes, ease of use, and age

			Pearson's r	p
Attitude	-	Video-game experience	.293	<.001
Ease of Use	-	Video-game experience	.257	.002
Video-game Experience	-	Age	-.243	.004

Discussion

In the current study, by drawing on the TAM, we investigated whether ease of use is a significant predictor of applicants' attitudes toward the gamified recruitment tool.

Additionally, we explored whether respondents' age and video-game experience moderate the relation between ease of use and attitudes, as proposed by UTAUT.

The results indicate that ease of use is a significant predictor of applicants' attitudes towards the gamified recruitment tool. This effect was observed when the variable was the only predictor in the model as well as when other independent variables (i.e., age and video-game experience) were added to the model. These findings are in line with the TAM, according to which, perceived ease of use is one of the two predictors of attitude toward the

technology. Additionally, our results also support the findings of Buil et al. (2020), where they observed a significant relation between ease of use and attitudes towards gamified recruitment.

Nevertheless, opposite to our prediction, age was not a significant moderator for the relationship between ease of use and attitudes towards the tool. These findings suggest that age does not influence the strength of the aforementioned relationships. Additionally, similar insignificant results were observed for the interaction between video-game experience and ease of use. Nevertheless, since the significance level for video-game experience is barely over the threshold ($p = .07$), it may suggest that there might be a trend towards significance. Importantly, these insignificant results can be partially explained by the fact that there was a general tendency to perceive the game as easy and understandable ($M = 5.96$, $SD = 1.07$). Since participants played only the first (i.e. easiest) level of the game, it was relatively easy for everyone (i.e., in different age groups and levels of video-game experience) to understand its functioning and objectives. Therefore, there was little variation between the perceived ease of use and thus, neither age nor video-game experience did not produce significant differences. Finally, our results contradict the UTAUT as well as the findings by Venkatesh et al. (2003), where age and experience are significant moderators of technology acceptance. However, our results may also be invalid because of the violated assumptions of MLR. Therefore, to gather more valid results it is necessary to further test the impact of age and video-game (or other software) experience when studying attitudes toward game-based assessment.

Further Observations

While further continuing statistical analysis, few interesting findings were observed. Firstly, similarly to the findings of Ellison et al. (2019), age and video-game experience were

negatively correlated, which suggests that older people are less familiar with video-games and their functioning. Therefore, even though our analysis did not find support for age being a significant variable in any of the regressions, it is still worth studying age in the context of gamified recruitment since game-based assessments use similar principles as video-games. Nevertheless, since people of all ages are required to adopt new technologies in order to function effectively in the workplace, there may be less of a difference in age groups than expected when studying certain (e.g., easy-to-use) software.

Moreover, there were significant regressions observed between video-game experience and attitudes toward gamified recruitment as well as ease of use. These results suggested that there may be a mediation effect in our model and not moderation as we hypothesized. The mediation analysis showed significant indirect effects when ease of use was a mediator of the relationship between video-game experience and attitudes. From these results it may be inferred that the more video-game experience participant has, the easier it is to use the tool, which in turn causes more positive attitudes toward gamified recruitment. Nevertheless, these findings are based on logical reasoning rather than having a theoretical foundation. Additionally, because of the violated assumptions, these results may not be valid. Therefore, these relationships should be further addressed in future research.

Implications

This study makes a theoretical contribution to the research while integrating two technology acceptance models (TAM and UTAUT), which help explain the underlying reasoning for applicants' attitudes towards the gamified recruitment tool while measuring both direct and moderating relationships. Importantly, in contrast to TAM, the UTAUT model was never used (to our knowledge) to explain reactions to a gamified recruitment tool. By using it, we tested moderator variables that are important while studying attitudes

(Marangunic & Granic, 2014) and overcame some shortages that previous research has. Even though our moderating effects were found to be insignificant, it is important to further study both moderation and mediation (besides the main determinants) while analyzing reactions to gamified recruitment to develop the most fitting model that future human resource managers could use while adopting gamified recruitment processes.

This study also makes an important practical implication regarding gamified recruitment. Since it was observed both in literature and in our study that ease of use influences attitudes toward gamified recruitment, the organizations, when considering adopting this recruitment approach, should take into account whether this approach fits their organizational skills. Specifically, whether the applicants have experience with using different kinds of software, play video-games, or are familiar with their functioning. Consequently, if the organization will adopt gamified recruitment in departments that do not require such knowledge, the applicants may perceive the recruitment tool as difficult to use, and thus it might influence their attitudes, willingness to continue the application as well as willingness to recommend the organization to others. Similarly, developers of gamified assessments should try to make the software not complicated to use.

Limitations, Strengths, and Future Research

This study has a few limitations that are worth mentioning. Firstly, since we used a fake setting (i.e., an imaginary job application), the respondents may not fully empathize with the recruitment process. Additionally, the assessment that was used in the study had only the first level of the game in it, whereas in a real-life setting there would be more. Importantly, because the game consisted of only the easier level of the game, participants generally perceived it as relatively simple and thus had a higher mean value and lower standard deviation compared to other variables (see Appendix A). Therefore, participants' reactions to

the recruitment tool may not be truly representative of those, who experienced a full real-life gamified recruitment. Nevertheless, participants were still exposed to a real game-based assessment, which makes our result a bit more credible. Moreover, since we used personal networks to gather the participants, the sample was not randomized. Nevertheless, the sample was relatively large and included people of different ages, cultural and educational backgrounds. Furthermore, we used self-report measures, which are known to be affected by several human biases (e.g., introspective ability, rating scales, interpretation of question, and response bias (Pedneault, 2020)). Therefore, the participants' responses may not be fully trustworthy. Lastly, because of the violated assumptions, the results of the analysis may not be valid.

Future research could address these limitations by firstly, measuring real applicants that were exposed to a full game-based assessment. Secondly, by using a randomized sample in contrast to a convenient one. Moreover, a qualitative study could be very advantageous in terms of reducing self-report bias as well as exploring other determinants of applicants' attitudes. Lastly, since the findings regarding video-game experience are, to the best of our knowledge, new to the world, future research could further study video-game or other software tools' impact while measuring perceptions regarding game-based assessments.

Conclusion

The current study tested whether ease of use influences attitudes towards gamified recruitment. Our findings support the theoretical foundation of TAM as well as the observations of Buil et al. (2020) while observing significant relationships between the mentioned variables. However, in contrast to the proposed moderators of the technology acceptance by UTAUT, we did not find significant moderating effects by adding age and video-game experience to the model. These findings have both theoretical implications while combining two technology

acceptance models to explain the attitudes towards gamified recruitment, and practical implications for the companies considering adopting such an approach in their recruitment process. Nevertheless, since game-based assessment is still a relatively new phenomenon, more research is required to analyze different determinants and external factors that may influence the perceptions of gamified recruitment.

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Appendix A

Survey constructs, items, sources, and measurement model results

Construct	Item	Adapted from	Scale	Mean	SD	CA
Ease of use	The game is easy and understandable	Buil et al. (2020)	7	5.73	1.35	0.891
	The game is easy to use			6.07	1.12	
	I find the game easy to interact with			6.07	1.05	
Attitude	All things considered, I find using game to be a wise thing to do	Hamari and Koivisto (2015)	7	4.92	1.41	0.916
	All things considered, I find using game to be a good idea			5.19	1.30	
	All things considered, I find using game to be a positive thing			5.36	1.18	
	All things considered, I find using game to be favorable			5.00	1.26	
Video-game experience	I like playing video games	Bourgonjon et al. (2010)	5	3.69	1.29	0.922
	I often play video games			2.77	1.45	
	Compared to people of my age, I play a lot of video games			2.28	1.25	
	I would describe myself as a gamer			2.12	1.41	
	I play different types of video games			2.80	1.39	

Note: Scale: points in the Likert scale; SD: standard deviation; CA: Cronbach's alpha

Appendix B

Job Application Scenario

You are submitting an application for a job as a project team manager, a role that requires you to achieve favorable project outcomes in respect of time, cost, quality, and client satisfaction. You would also be responsible for managing multiple aspects of employees' working process, including dealing with recurring daily to challenging problems and inspecting team members' reports. The requirements for this position include a bachelor's degree or master's degree in a related field, proven experience in project management, the

ability to lead project teams of various sizes and see them through to completion, a strong understanding of formal project management methodologies, and budget management expertise.

As you have already uploaded your resume on the company site, you will now be asked to participate in online gamified recruitment, where your problem-solving ability and style will be measured as part of the recruitment process. Based on this “gamified exercise” recruiters will determine if you are qualified for the job position you are applying for, and thus, whether you will be sent to the next step of the recruitment process - the interview. You will be contacted in the following week if your performance is satisfactory.