

**Management of Generation Z: Gamification Technique  
in Learning and Development Practices**

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## 1. Abstract

As the business world continuously changes, a new generational cohort, known as Generation Z, iGen or digital natives is entering the workplace. Simultaneously, the importance of working with fun is growing with the entry of Generation Z. At this point, Gamification is gaining ground in business contexts, as a tool that adds fun to various human resource practices, from the stage of recruitment to employee engagement, development and retention. Therefore, the present study sought to identify the career expectations and preferences of current or future employees belonging to Generation Z (individuals born between 1995-2012), and also explore their perceptions on gamified training. This paper used a quantitative research method based on an online questionnaire to collect primary data on this topic. Findings have shown that among other important factors, work-life balance, training and development opportunities and recognition for job performance are the most sought-after career expectations for Generation Z. Moreover, the results of this study also highlighted the positive perceptions of Gen Z individuals regarding gamification in learning and development practices. Undoubtedly, this paperwork underlines some remarkable insights into Generation Z and its expectations and preferences in the workplace, as well as its perceptions of gamification in learning and development. However as with any research, it is subject to several limitations and opportunities for future research which are further explained.

*Keywords:* Generation Z, career expectations, Gamification, gamified training, active engagement, learning and development, training, human resource management

## 2. Introduction

Nowadays, the latest and greatest workforce entering the workplace includes young employees who belong to Generation Z. Although, there are some debates about clustering generations, what is widely accepted is that today, younger's views of life, perceptions, expectations, values, and norms are different from those of the previous generations. At the same time, the importance of working with fun is growing along with the entry of Generation Z. At this point, Gamification is gaining ground in business contexts, as a tool that adds fun to training and development activities, recruitment processes, appraisal system processes and performance management practices. Therefore, it is believed that businesses will have no choice but to be equipped with the latest technologies since Generation Z does not know life without technology (Deloitte, 2019).

Early benchmarks show that the most diverse and best-educated generation to date (Pew Research Center, 2018), is just now entering the labor market and businesses need to prepare for their arrival because, by 2030, almost every entry-level role will be filled by a Generation Z (Al-Asfour & Lettau, 2014). Gen Z means employees with specific characteristics, regarding their skills and needs, expectations from employers, or behavior at work. According to Sidorcuka and Chesnovicka (2017) Gen Z is unique in many ways and companies need to focus on finding ways to deal with their different perceptions and expectations in order to meet their needs.

Growing up in a globalized world, those individuals who are part of Generation Z are truly global (Bolser & Gosciej, 2015). They are characterized by flexibility and independence and are more open to diversity and inclusion compared to previous generations, learning to accept differences in relation to religion, social class, sexual orientation, race, or ethnicity (Kapil & Roy, 2014). They manage to avoid more successfully the obstacles related to cultural differences in the

professional environment, compared to previous generations (Bharat & Rajendra, 2018). Gen Zers are realistic and labeled as digital natives (Grow & Yang, 2018; Lanier, 2017). Based on Half's (2015) report, Generation Z members are good listeners, learning-oriented, with creative ideas, they appreciate open communication, are familiar with providing information but have poor writing skills. In addition, research related to Gen Z in education and marketing identified Gen Z as a digital native (Twenge, 2017), extremely achievement oriented (Barna Group, 2018), looking for interesting and meaningful work (Schroth, 2019) and showing low levels of engagement in non-challenging tasks (Bresman & Rao, 2017). Moreover, there are findings that suggest that Gen Z would move to other organizations not for a higher salary but due to more learning and development opportunities (Barhate & Dirani, 2021). Therefore, making training activities more appropriate and interesting for them is an important incentive to attract and retain Gen Z.

At this point, human resource management has the challenge to achieve a goal to motivate professionals with specific characteristics and increase their engagement levels in business activities (Perryer et al., 2016). Thus, these psychological concepts need necessary tools that can support human resource management in achieving its goal (Strauss et al., 2017), including gamification (Landers et al., 2017; Hamari, 2017).

Considering the reasons why companies use gamification, factors such as creating competition between teams, motivating employees, and increasing engagement at every level come to the fore (Vardarlier, 2021). The strategy of gamification is achieving goals while having fun (Tura, 2000), but in business, this is not the main purpose. The aim is to apply gamification technique as a system that achieves the main goal (Walls, 2021). Cózar-Gutiérrez and Saez-Lopez (2016) stressed that gamification will be directly involved in the business world with the development of technologies such as virtual reality and gamified fiction. They added that this will

happen in the coming years due to the fact that Generation Z does not contribute to the predominance of traditional business models. Nevertheless, while Gen Z seeks continuous training and development opportunities combined with exciting action and gamified learning activities, then Gamification is an innovative tool to meet their needs. Gamification increases learners' engagement and motivation in the training and makes the process more efficient, effective, appealing, fun and sustainable (Kırcı & Kahraman, 2019). Undoubtedly, through an effective and fun training experience, employees gain personal fulfilment and confidence that improve productivity and consequently increases employee satisfaction (Huang, 2019), and eventually, the overall organisational performance.

With Generation Z entering the labor market, human resource management must focus its attention to understand what motivates this new generation and apply the appropriate techniques and strategies to meet the needs of this incoming generation into the workforce, and ultimately, take full advantage of the benefits that they can offer to the organizational environment. Otherwise, companies that ignore these elements will only demotivate their youngest workforce and end up suffering from low productivity, along with high turnover due to peer-pressure, frustrations and insufficient employee engagement (Barhate & Dirani, 2021).

Thus, this paper attempts to discover and discuss Gen Z individuals' expectations in the workplace, especially in Cyprus, in order to create a general picture of the main motivators of this group, and in addition, to explore their perceptions of the integration of Gamification in organized training processes. In order to achieve these two main objectives, the present study first display the latest theories and research reports on gamification and Gen Z career expectations and characteristics based on the existing scientific literature, and then goes beyond that, by collecting primary data through quantitative research method.

### **3. Literature Review**

#### **3.1 Generation Z**

Individuals born in the same chronological, historical and social period are collectively termed as a generation (Twenge et al., 2010). Generation Z are variously defined as those people who were born between the mid-1990s to the early 2010s (Tapscott, 2009) and hence belong to the age group of 11 to 26 years old today, in 2021. They are the first generation of digital natives, meaning they were born at a time when internet access was ubiquitous (Intel, 2018), while they have grown up in a world of smartphones, laptops, freely available networks and digital media (Tulgan, 2013).

It is the first generation that has never seen the world without the Internet, often known as the Super-Hero Generation (Luttrell & McGrath, 2021). Hence, Gen Z is also called “i Generation” or iGen, which is a term derived from the frequent use of the internet by this age group and its prominent levels of interaction within the virtual world (Jones et al., 2007). The use of such names for Gen Z can be interpreted by the fact that it is the first generation born in an internationally connected world where the internet is always present and used as an essential tool in everyday life (Turner, 2015). Generation Z is also referred to as the “Pluralist Generation”, because they represent the age group that has the greatest diversity with nationalities and religious groups (Hais & Winograd, 2012). They are more open-minded towards diversity compared to previous generations, as they learn to accept different people in relation to their religion, race or ethnicity, social class, age group and sexual orientation (Kapil & Roy, 2014).

#### **3.2 Generation Z in the Workplace**

Essentially, Gen Z or post-millennials (born between 1995 and 2012) is the latest and expected to be the largest generation to join the workforce in 2017 (Barhate & Dirani, 2021). Based



on the generation theory, people born into the same generation have similar characteristics, as well as basic behavioral profiles (Twenge et al., 2010). Described as the first-ever fully digital generation in the workforce, Gen Z seems to be different from their predecessors in numerous ways, a fact that has become vital for companies to understand (Arar & Yüksel, 2015).

A recent report supports that Generation Z prefer to have more autonomy in contrast with past generations, whilst a quarter of Gen Z adults have reported the desire to work for themselves (Intel, 2019). In detail, according to Bascha (2011), Gen Zers appreciate transparency, resilience, self-reliance, and personal freedom at work. They are looking for a fun place to work with flexible work schedules and paid time off, as well as they desire to feel valuable and be recognized for their significant contribution (Gabrielova & Buchko, 2021). Based on Gen Z's perceptions, an "interesting work" involves a variety of business opportunities (Csiszárík-Kocsír & Garia-Fodor, 2018), while they enjoy working on new things, facing challenges and learning from the problematic situation. According to Horton (2014), Gen Z is attracted and embraces innovation and creativity, speed of change and promotional progress in the workplace along with additional non-monetary benefits, such as free snacks and drinks or free access to a fitness center. Undoubtedly, a fruitful business environment attracts and retains Gen Z workforce (Arar and Önerenb, 2018).

Furthermore, research has identified that regardless of gender, Gen Z employees expect to have work-life balance when they start working (Ernst & Young, 2016). Specifically, Ernst and Young's (2016) survey has shown that both men and women reported almost the same percentages of expectations. For instance, both genders want flexible hours and days off in order to fulfill personal interests, as well as remote work options (Ernst & Young, 2016). Similarly, Deloitte (2019) and Puiu (2017) both stated that 50% of their participants want work-life balance and prefer

to choose their working hours. In the same manner, a variety of researchers found that Gen Z desires to have a balance of personal and professional life in their future career (Arar & Önerenb, 2018; Fodor & Jäckel, 2018; Hampton & Welsh, 2019; Bohdziewicz, 2016). Some of them have also warned that Gen Zers may exert some pressure on organizations in order to facilitate work–life balance (Bohdziewicz, 2016), while others highlighted that companies that promise and promote work-life balance are more likely to attract and retain Gen Z talent (Fodor & Jäckel, 2018).

Another aspect found to characterize Generation Z is that they are particularly attracted by organisations and companies that make a social impact (Marron, 2015; Singh & Dangmei, 2016). Hence, Generation Z members are especially drawn to companies with high moral values and ethical standards (Intel, 2019; Singh & Dangmei, 2016). Consequently, this generation is primarily seeking the best cultural fit for them in their future workplace (Ozkan & Solmaz, 2015).

In addition, Gen Z individuals are widely characterized by their technological intelligence, while they know how to use and take advantage of the internet in the wake of the thriving digital business (Arar & Yüksel, 2015). Generally, Gen Zers enjoy using their electronic devices to solve puzzles and play games, as well as interpret QR codes or GPS, instead of traditional maps (Rusu & Cureteanu, 2009). Likewise, they expect to use technology as a way of learning and growth in organizations in order to meet their career development needs (Maloni et al., 2019). The digital progress has made educational material so easy to use that they proactively aim to learn independently to enhance their skills and knowledge, through online platforms, such as online tutorials (Deloitte, 2019). As a result, Gen Zers prefer individual tasks instead of group-based activities (Deloitte, 2019). However, they want independence, but not isolation (Deloitte, 2019), thus they also expect to be guided by their leaders and consider this as a principal factor in choosing an organization (Iorgulescu, 2016).

Therefore, despite their constant tendency to use technology, they still value face-to-face interactions (Kirchmayer & Fratričová, 2018), as well as clear and open communication between employers and employees (Hershatter & Epstein, 2010). They need continuous feedback from their bosses and managers regarding their work progress and overall performance (Turner, 2015). Adding to that, they want their managers to actively listen to their ideas, opinions and suggestions regardless of the experience they bring with them, believing that the workplace should be less about age and work experience, but more about ideas and contributions (Bencsik et al., 2016). Finally, they are looking for challenging and clear strategic goals (Wiedmer, 2015).

Meanwhile, it is diversity. As Gen Zers are aware of social and environmental issues, they define diversity along different lines from previous generations (Karianne et al., 2019). In particular, Generation Z prioritizes diversity across multiple dimensions, such as race or ethnicity, culture, gender, religion, identity and sexual orientation. It has been observed that Gen Zers value inclusion in the workplace, as they are much more open to society compared to generations ago (Lanier, 2017). This can be explained not only by the fact that this generation grew up in an environment characterized by access to information and learning of global history, but also by the phenomenon of social networks, which means connecting with people from diverse cultures, who have diverse backgrounds and grow up in different social circumstances (Lanier, 2017). Moreover, they are the most likely generation to have individuals who self-identified as non-binary or third gender (Pandita, 2021). Last but not least, they do not want to be associated with individual hierarchical labels in the organization, and thus, contemporary businesses need to represent the whole spectrum in the workplace and replace job titles (Pandita, 2021).

Overall, the main aspects that Gen Zers consider when searching for a job are: *“opportunities for career growth, generous pay, making a difference or having a positive impact*

*on society, structured/ stable work environment/ job security, good healthcare benefits/insurance, flexible hours/ remote work options”* (Half, 2015, p. 16).

### **3.3 Generation Z and Learning Preferences**

These digital natives are widely characterized by their ability to access information quickly through different multimedia sources combined with the use of simultaneous information processing, and at the same time, perform multiple tasks (often called “multitasking”) (Jukes & Dosaj, 2003). They prefer instant rewards and satisfaction along with learning what is relevant, instantly useful and fun (Jukes & Dosaj, 2003). It is believed that in the digital world, Gen Z members from childhood had to get used to immediate feedback and quick access to information and that is why they expect the same conditions in the real world (Szabó, 2019, cited in Szabó et al., 2021).

Scientific studies have reported that Gen Zers are characterized by persistence in the tasks they undertake when they are motivated, but also the fact that they get bored very quickly in their activities (Bunei, 2016, cited in Racolța-Paina & Irini, 2021). Thus, Seemiller and Grace (2016) suggest that the configuration of tasks is particularly important when managing Gen Z workforce. Research has also shown that the brains of people who belong to Generation Z differ more architecturally, due to the external environment than due to genetics (Rothman, 2016). The part of the brain which is responsible for visual ability is much more advanced, making visual forms of learning such as joint projects and interactive games more receptive and effective than auditory learning, like lectures (Rothman, 2016). Therefore, representatives of Gen Z tend to use more pictures or images, videos and sounds instead of plain text, due to the fact that they are more visually focused (Venter & Myburgh, 2018). Facebook, Twitter, Instagram, blogs, personal websites, social gaming and many more are methods of mass communication and information

exchange, while Gen Zers prefer to learn from the internet, via online learning and through listening instead of reading (Hampton & Keys, 2017).

Hence, as this new generation refuses to be passive learners, companies need to adopt new ways of learning and development in order to attract this tech-native workforce and manage to retain them within the organization. According to Troester (2018), learning and development professionals must be directed to use three main strategies in order to meet the needs of Gen Z workers and trainees.

Firstly, *collaborative learning* utilizes different experiences and skills to solve problems faster and achieve better results (Troester, 2018). Collaborative learning technologies are mainly online and connect social tools and individuals, while they work (Troester, 2018). Gen Zers are used to playing games and learning online, as well as they embrace social learning environments, where they can practically and directly engage in the learning process (Troester, 2018). Troester (2018) gives the example of the game Fortnite Battle Royale from Epic Games which is extremely popular, in part because of social gaming and group collaboration.

Following, *virtual reality* is another method of training which is effective for Gen Z and is already used to train employees working in high-risk sectors, like health care and military (Troester, 2018). Trainees can perform real strategies and actions, but unlike the real world, in the digital one, they can afford to make mistakes (Troester, 2018). However, virtual reality technologies are costly and thus difficult to implement for everyone, but only for affluent industries (Berge & Berge, 2019).

Finally, *gamification* has begun to gain ground in the field of corporate learning (Troester, 2018). Gamification techniques are designed to trigger individuals' competitiveness and make the learning process much more fun compared to traditional forms of training (Troester, 2018).

According to the GlobalWebIndex (2019) survey, Gen Zers spend an average of 4 hours and 15 minutes per day online on their smartphones, much of which is spent playing online games. Therefore, companies need to provide training in a form that Gen Z is familiar with and also excited about (Troester, 2018).

Factors such as employee motivation, engagement, effectiveness and efficiency can be enhanced through gamification (Urh et al., 2015), while it is characterized by team-based process of motivation and feedback, as its foundations are social networks that can eventually help increase the level of participation in the learning process for each individual (Bíró, 2014).

### **3.4 Gamification**

Although in 2002, Nick Pelling was the first to use the concept of gamification (Marczewski, 2013), in 2011, Zicherman and Cunningham created the exact word "gamification" (Vardarlier, 2021). A term that is widely described as the use of game design elements and mechanisms in non-gaming objects (Deterding et al., 2011; Dicheva et al., 2015). According to Werbach (2014) gamification must be understood as a process of making activities more like games. The ability to engage users makes gamification popular in various industries, such as education, marketing, health industry tourism and more recently business and management (Xu et al., 2013; Hamari, et al., 2014).

Focusing on the definition of this key concept, Zichermann (2010) defined gamification as communication with participants to solve problems in the context of the game, using game mechanisms and game thinking. In other words, gamification is the use of game philosophy and thinking in non-game context to increase audience's motivation and engagement to solve problems (Zichermann & Cunningham, 2011).

It is important to clarify that gaming and gamification are not similar notions, but they are two fundamentally different concepts (Avolio et.al., 2014). In detail, games are voluntary activities with set rules, but also require conflict between equal parties and presuppose to have an unequal final result (Avedon & Sutton-Smith, 1971). Unlike games which are usually focused on enjoyment and gratification, gamification focuses on meaningful interaction between different stakeholders which results in better understanding and problem solving, and eventually leads to mutually beneficial solutions for both parties (Xu et al., 2017). Basically, gamification adds game components, mechanisms and dynamics to a real-life process, in which participants become players with high motivation and focus on the activities they need to do in the game context, such as performing targeted behaviors (Miltenoff et al., 2015).

Obviously, gamification can be a useful and interesting tool for increasing employee motivation and engagement, encouraging learning and training, problem-solving and communication with people (Kapp, 2012). The purpose of gamification is to stimulate and motivate competition and collaboration among users (Hamari, 2017). Specifically, gamification introduces game-like features into routine service processes to make them more attractive to users and therefore to motivate them (Hamari et al., 2016). That is why there is a growing interest in how these game design principles can be applied in business-related contexts (Robson et al., 2015).

Based on Robson et al. (2016), gamification must indicate the alignment of users' expectations with the presented gamified structure. In the business context, employees are the users who participate in the gamified experience (Landers et al., 2017), while developers are the professionals, and may also be the managers involved, who are responsible for creating the games and setting the rules (Werbach, 2014). It is interesting to note that users have individual

characteristics and particular motivations (Cardador et al., 2017), which is a vital factor in gaining an engaging experience within the gamified framework (Robson et al., 2016).

In particular, game design elements and mechanisms used in gamification include reward systems with participation points, badges, levels, character sheets and leaderboards (Deterding et al., 2011; Kapp, 2012). In games, points and levels can be accumulated for the execution of specific tasks which are important for the game's end goals (Cardador et al., 2017). Achievement badges and the ability to level up are provided to demonstrate competence and expertise in a particular field (Simões et al., 2012). Thus, by collecting points, earning badges or leveling up, participants achieve small and easily achievable short-term goals, that represent progress towards achieving challenging and long-term goals, as well as demonstrate user competence (Kapp, 2012). Cardador and colleagues (2017) gave the example of an online multiplayer game that involves fighting battles with customized tanks, called World of Tanks, where players can gain "mastery badges" for showing proficiency in controlling an armored vehicle, or "epic badges" for demonstrating excellent skills during battle.

Similar game elements can also be applied in the business context in order to enhance employee motivation and engagement. Through gamification, employees will be highly motivated to collect points, rewards or get promotions, through high productivity and performance towards achieving short-term or long-term goals, and finally, to be recognized for their capability and expertise in a particular field. Enterprises have already implemented points, badges and levels to operate in a variety of ways (Cardador et al., 2017). For instance, SAP Software Solutions provides an application called Roadwarrior, where sales representatives can level up due to high performance with customers (Cardador et al., 2017). Essentially, these game features are generally associated with specific and instant rewards (Cardador et al., 2017). This can be seen in Samsung,



where employees collect points which can be redeemed for gift cards or exclusive offers (Donston-Miller, 2012).

Additionally, game components include leaderboards which are lists of the game's top scorers (Rauch, 2013) and character sheets that function just like a resume which includes character's status, skills, past experience and achievements (Maciuszek & Martens, 2012). Thus, leaderboards and character sheets provide mechanisms through which individual accomplishments can be directly and continuously appeared for oneself and others in the game, so as to both see and act accordingly (Zichermann & Cunningham, 2011). To give an example, in World of Warcraft, a famous massively multiplayer online role-playing game that involves completing quests, players create custom avatars that visibly evolve over time, while players gain new badges, skills, and tools (Cardador et al., 2017). These avatars appear on each player's character sheet which includes the player's status, experience, and competence (Cardador et al., 2017).

Nowadays, many organizations use leaderboards in relation to sales or customer service outcomes (Cardador et al., 2017). For instance, Omnicare which is a pharmacy software company developed a visible leaderboard for customer service representatives (Gaskell, 2013). Moreover, Nitro for Salesforce uses character sheets, while it collects data and displays it on Salesforce.com where employees can see their own achievements and those of their colleagues, too (Bunchball, 2012).

Currently, the need to treat Generation Z differently has also been recognized by industries, such as tourism which seeks to meet the demands of this new group of costumers who are looking for exciting action, and sometimes online and gamified tourism events, like solving puzzles or overcoming physical obstacles (Skinner et al., 2018). Specifically, geocaching is the use of GPS

technology to locate hidden treasure and is a gamified activity frequently used in tourism, characterized as an enhanced digital form of treasure hunting (Cord et al.,2015).

### **3.5 Gamification in Human Resource Management**

Undoubtedly, the entry of the Generation Z workforce in the business sector has made it necessary for companies to adopt more innovative management approaches to attract and retain this particular group of employees. As Gen Zers can no longer coexist with the traditional business models (Cózar-Gutiérrez & Saez-Lopez, 2016), more and more companies have already begun to integrate gamification techniques into their human resource management practices.

The cases of using Gamification are numerous and continue to grow. For instance, SAP applies gamification techniques to educate its human resource on sustainability, as well as Unilever has incorporated gamification mechanisms into its training process (Vardarlier, 2021). In addition, L'Oréal, one of the largest cosmetics companies worldwide, and Marriot, an International hosting company, use similar simulators in which candidates can perform different business tasks in various job positions (Vardarlier, 2021). In this way, companies strive to influence the candidate's attitude towards a specific department or industry (Vardarlier, 2021). Furthermore, PricewaterhouseCoopers (PwC), one of the world's largest Chartered Accountant Firms, has developed an online simulation called "Multipoly", where job aspirants can try a 12-day trial and by completing business tasks, they receive feedback about their performance (Nair & Sadasivan, 2019). It has been proved that gamification as a recruitment tool can fulfill applicants' expectations related to perceptions of ease of use and usefulness through its ability to meet the needs of competence and autonomy and promote incentives (Buil et al., 2020).

After all, with gamification, it is possible to redesign work experience to become more satisfying, interesting and productive by transforming daily tasks into interactive and playful

activities at every stage, from employee training to the onboarding process, performance management and more (Battaglio, 2017; Principal et al., 2017).

### **3.6 Gamification in Learning & Development**

Recently, the use of gamification is gaining ground in learning and development, while it introduces new forms of training instead of the old-fashioned knowledge ideas based on pushing the limits of employees' learning capabilities (Vardarlier, 2021). Alternatively, the use of a well-designed gamification can help employees to develop their own abilities, allowing them to take risks and fail in a safe environment (Vardarlier, 2021).

Some successful examples of adapting gamification to learning and development vary in health and safety training programs and leadership development programs (e.g., Deloitte Leadership Academy) (Vardarlier, 2021). For instance, the Compliance Game project (made for Ziggo) was designed to raise employee awareness of safety, compliance and integrity settings (Vardarlier, 2021). It is the main expectation of companies from their employees that staff learn, adopt and guide other members, proceeding to the implementation of the behavior of each employee (Buckley & Doyle, 2016). Another example of successful gamified training is used by Domino's Pizza that has turned its pizza-making training into an online game with points, achievements and levels (Cardador et al., 2017).

Gamification methods seem to be highly attractive especially for the new age-group of employees determined as digital natives and whose characteristics have different classifications in generational studies (Vardarlier, 2021). It is believed that the biggest motivator for Gen Z is being active on social media (Saxena & Mishra, 2021). Gamification is characterized by fun, play, community reviews and immediate feedback, competition and rewards in the form of points, badges, social status, leaderboards, display of achievements (Saxena & Mishra, 2021). Therefore,

gamification is ideal in order to motivate and engage Gen Z individuals during the learning processes (Saxena & Mishra, 2021).

### **3.7 Active Engagement**

Thus, it is important to go a little further and explain the term active engagement based on the scientific literature. Specifically, the notion of active engagement is explained as a willingness to participate in learning activities and complete educational tasks (Skinner & Belmont, 1993). Ensuring the involvement of trainers and trainees in the learning process, which is one of the functions of human resources, is fundamental in terms of the effectiveness and efficiency of training (Vardarlier, 2021). In this way, trainers need to promote new learning approaches in order to overcome the low levels of employee engagement during training (Vardarlier, 2021).

There may be several reasons behind employees' lack of interest in the training, however, there are also common interests that can outweigh many of these factors that distract trainees from training, ensuring the active involvement of participants in the process and facilitating their learning (Shenoy & Bhattacharya, 2020). Innovations such as gaming, rewards and social media can reflect common interests for Gen Z that eventually, can increase active participation in training (Vardarlier, 2021). Gamification is particularly appealing to this generation, as it brings fun to learning and provides some key elements that enhance the learning process, in ways not found in other teaching methods (Mozelius, 2014). Studies related to gamification and active engagement have proved that gamified learning is effective in overcoming problems associated with active participation and in achieving the desired results (Yüksel & Canlı, 2019).

Vardarlier (2021), in her recent research paper, gave an interesting example to emphasize the effectiveness of gamification in the active engagement of users. In particular, Yemeksepeti, a popular online food delivery company in Turkey, has incorporated gamification technique into its

website with “Yemeksepeti Muhtar game”. Through this gamified site, users of Yemeksepeti can compete with themselves and other users, by following each other’s profile and sharing information about the best sources of food in their districts (Vardarlier, 2021). Essentially, Yemeksepeti Muhtar game is designed to create opinion leaders based on region, while it allows users to collect points according to their actions and compete with other users in their districts (Vardarlier, 2021). If users seek to prove that they are food experts in their neighborhood, then they have to obtain the most points by the end of the week in their region in order to earn the “Muhtar” badge which is reflected in his/her profile (Vardarlier, 2021). Thus, when users want to order from a new region, they can make food choices by considering the options of the headman of that region (Vardarlier, 2021). In the game, there are more than 100 different tasks, such as ordering from new restaurants, trying different cuisines, paying by online credit card and ordering at various times of the day (Vardarlier, 2021). Simply put, the more often and differently these activities are done, the more appropriate badges are gained by users (Vardarlier, 2021).

In short, embracing Vardarlier’s (2021) arguments, in terms of human resource management, it can be said that gamification will help ensure that Gen Z personnel, and beyond, will be actively involved in organized trainings, performance appraisal processes and internal job-related tasks, resulting in a more convenient operation of the overall organizational system.

## **4. Methodology**

### **4.1 Purpose of Research**

It is believed that with the entry of Generation Z into the workplace, businesses will have no choice but to be equipped with the latest technologies since this generation does not know life without the digital world (Deloitte, 2019). Thus, HR professionals must be well-prepared to welcome this unique workforce and act proactively to adapt the work environment to Gen Zers' needs, preferences and expectations in order to motivate them and increase their engagement levels in business activities (Perryer et al., 2016).

Therefore, the present study uses a quantitative research method to collect primary data on the career expectations of Gen Z employees and individuals, as well as their perceptions of gamification in the workplace and in particular, in organized training and development practices, as it is believed that gamification is one of the necessary tools that help the HR department in achieving active engagement of this particular group of employees in trainings (Strauss et al., 2017, Hamari, 2017).

### **4.2 Research Questions**

*Q1.* What are the professional expectations and preferences of people belonging to Generation Z?

*Q2.* What are Generation Z's perceptions of the Gamification technique in learning and development practices?

### **4.3 Research Method**

In terms of methodology, the quantitative research method can target large samples and thus, the results can be considered representative of the population and taken as if they were a general and sufficiently comprehensive view of the population as a whole (Martin & Bridgmon, 2012). Since it is a method that focuses on objectivity (Queirós, Faria, & Almeida, 2017) and helps

the researcher see the big picture of an issue (Ahmad, et al., 2019), then it is the most appropriate choice to address the research purpose of the current study.

#### **4.4 Data Collection Method**

In detail, a survey based on an online structured questionnaire (see Appendix A) was distributed via email addresses and social media, such as LinkedIn, Instagram, Facebook, to individuals who belong to the age group of 16-31 and live in Cyprus, during the period from October 12<sup>th</sup> to November 16<sup>th</sup> 2021. The specific data collection method was chosen for several reasons. In particular, the survey questionnaire is the most widely used quantitative technique, since it allows information to be obtained about a given phenomenon, by asking questions that reflect the views, perceptions and behaviors of a group of people (Queirós, Faria, & Almeida, 2017). In this case, the particular data collection method was suitable, as the objective was to target a specific group of individuals who belong to Generation Z and by answering standardized questions to gain some important insights into their professional preferences and perceptions of gamification that is incorporated into the training process. An online survey is also time-efficient for both the researcher and the participants (Bredbenner, 2020), but also quantitative survey questions do not run the risk of providing too vague answers, as qualitative questions can (Ahmad, et al., 2019). Adding to that, the information collected through the online survey could easily be exported to the SPSS statistical analysis software, eliminating the possibility of many human errors that may arise during the data entry process related to other data collection methods (Bredbenner, 2020). Additionally, the data collection process could easily be tracked by the researcher, by monitoring real-time reports provided by Google Forms. A survey of administrative software also protects the anonymity of the respondents and the confidentiality of the information they provide.

#### 4.5 Questionnaire Description

All the respondents voluntarily participated in the study, and they were assured that their responses were strictly confidential. The instruments were presented in English and for research purposes, it was better to not change the validated instruments to the Greek language in order not to bias the validity of the scales. Nevertheless, a concise interpretation was given of the two main concepts of Generation Z and Gamification, briefly describing the terms for the participants to clearly understand the questionnaire information. The total duration for completing the survey was approximately 15 minutes.

Specifically, the research questionnaire was structured in three main parts. The first one included three identification items aimed at indicating the age, gender and employment status of the responses. Here, participants had to choose what describes them best, such as employee, unemployed, student or other, female, male or other, and whether they belong to the age group of 16-18, 19-26 or 27-31 years.

The second part consisted of ten questions that focus on the expectations and preferences of current or future employees in the workplace, targeting people belonging to Generation Z. This part of the questionnaire was characterized by a combination of questions used by two surveys. The first six questions were derived from a multigenerational survey conducted in 2016, by the company Ernst & Young Global Limited (EY). One of the largest professional service networks in the world and one of the Big Four accounting firms, with over 30 years of experience in assurance, tax, transaction and consulting services. The particular research was focused on understanding Generation Z mindset and expectations from the workplace, as well as how they differ from previous generations and how they may evolve in the future (Merriman, & Valerio, 2016). The questionnaire can be considered reliable in use, as the company was able to gather



responses from 1800 people across the US (MerrMerriman, & Valerio, 2016), which is a relatively large sample that contributed to the acquisition of remarkable insights into Generation Z.

The other four questions came from a survey about “employee expectations from a workplace”, created by SurveyMonkey. A subsidiary survey platform of Momentive Inc. which is an experienced and widely recognized management company that provides cloud-based software to offer enterprise solutions by delivering insights about market, brand, employees, customers, or product, through online survey development and a suite of paid support programs (Lurie, 2021). The company has over 20 years of experience with data coming from billions of real questions and responses, and also SurveyMonkey has been recognized as one of the best online research software by Digital.com (Matsumoto, 2021). Therefore, it is considered a remarkable source of questionnaires, too. Essentially, the rationale for combining the two surveys was that the one fills some gaps in the other in order to cover many issues and ultimately, provide participants with multiple options to better determine their career preferences.

Furthermore, the third and final part of the questionnaire included fifteen questions about participants’ perceptions of Gamification, in general, and particularly, in learning and development practices. The questionnaire was created in 2014, by TalentLMS, a highly configurable cloud learning platform that creates online courses, seminars, and training programs and shares them with remote teams. The company won the Best LMS Software Award, in 2021 and it is also supported by Epignosis, a world leader in learning technologies that delivers training solutions to more than 70,000 teams worldwide. “The 2014 TalentLMS Gamification Survey” was designed by an e-learning platform that uses gamified training programs and specializes in learning and development technologies, focusing on participants’ perceptions of gamification and gamified

training. Thus, access to the questionnaire was achieved through communication via email with people in charge of the platform in order to be able to use it for the current research.

Overall, the questionnaire used several question types. For instance, most of the questions were multiple-choice, while some of them were closed-ended, requiring participants to choose between yes or no. Additionally, there were ranking questions, where respondents had to prioritize their career preferences from the most important factor to the least important. Also, some items needed to be graded on a 5-point Likert scale ranging from strongly disagree to strongly agree.

#### **4.6 Sampling Criteria**

Regarding the sampling criteria, the selection of sample was random in order to allow generalization of results to the larger population of Gen Z. However, it was essential for the participants to be between 16 and 26 years old in order to belong to Generation Z, to also have access to the online survey via mobile phone, computer or laptop and, finally, to understand the English language.

In this study, the author relied on Williams' (2010) perception of Generation Z, cited by Bolser and Gosciej (2015), Wood (2013), Adecco (2015), Iorgulescu (2016), Deloitte (2019) and Barhate and Dirani (2021), to consider them as those people who are born between 1995 and 2012.

In more detail, the rationale for allowing students aged 16 to 18 to respond to the survey is that, although they may have not yet entered the workplace, they have already begun to think about their educational path and career goals and they can therefore provide important information about the characteristics of their generation. Nevertheless, during the data collection process, it was difficult to collect a representative sample, while response rates tended to be low and respondents were not interested, something which is a common phenomenon that characterizes the data collection method based on questionnaires. Thus, individuals between the ages of 27 to 31 (born

between 1990 and 1995) were allowed to participate in the survey, because these Younger Millennials tend to rate workforce perks differently from Older Millennials (born between 1981 and 1990) and more similar to the Gen Z workforce (Ernst & Young, 2016). In detail, the whole multigenerational survey of Ernst and Young (2016) reported that Generation Z and Younger Millennials are fundamentally different from Older Millennials. Younger Millennials as a subgroup and Gen Z have grown up in the world of internet, YouTube and advanced technology and this can explain their similar attitudes, values, life goals and employment demands (Ernst & Young, 2016). In this way, in order to address the low response rates, the contribution of Younger Millennials was deemed partially valuable and important for the research.

Furthermore, in Cyprus, most of the Gen Zers speak English, since it is the international language that we all start learning from primary to high school and therefore, for these ages, it is not difficult to understand the level of English represented in the questionnaire. And finally, in a digital world, internet access is not a problem nowadays.

#### **4.7 Sample Info**

A total of 102 participants completed the questionnaire. As shown in Table 1, of the 102 individuals who participated in the study 57.8% (N=59) were females, 40.2% (N=41) were males and 2% (N=2) chose other. In addition, 26.5% (N=27) of the respondents belonged to the age group of 16-18, 55.9% (N=57) were between 19 and 26 years old, and 17.6% (N=18) were between 27-31 years old. Consequently, the aggregate sample consisted of 84 (82.4%) individuals who belong to Generation Z and 18 (17.6%) people from the subgroup of Younger Millennials. In total, 44.1% (N=45) of the participants were employed, 7.8% (N=8) were unemployed, and 47.1% (N=48) were students, while 1% (N=1) chose other.

**Table 1***Sample Information*

Gender		Age			Status			
<b>Female</b>	59	57.8%	<b>16-18</b>	27	26.5%	<b>Student</b>	48	47.1%
<b>Male</b>	41	40.2%	<b>19-26</b>	57	55.9%	<b>Employed</b>	45	44.1%
<b>Other</b>	2	2%	<b>27-31</b>	18	17.6%	<b>Unemployed</b>	8	7.8%
						<b>Other</b>	1	1%
<b>Total</b>	102	100%		102	100%		102	100%

**4.8 Data Analysis**

For the data analysis process, through SPSS Software, descriptive statistics testing was the main process for collecting statistical results from the data. Furthermore, cross-tabulations and chi-square tests were performed to identify if there were significant differences between female and male respondents regarding their preferences and expectations of work and their perceptions of gamified training. Similarly, cross-tabulations chi-square tests were conducted as well in order to determine if there was a significant association between the age group of the participants and their career expectations and perceptions on gamification. By using the specific statistical tests, the primary purpose was to compare the two categorical variables in order to determine whether there were significant differences in the way genders responded to the questionnaire, as well as or age groups in order to compare the Gen Z population with the Younger Millennials.

#### **4.9 Ethical Concerns**

Every researcher must be concerned with ethical issues and ensure that every process on the study, including designing, conducting, and reporting, is done in an ethical manner. According to Flicker, Haans, and Skinner (2004), there are three situations that need to be considered regarding ethical research practices. These include the registration of research participants, secondly, the protection of participants from risk or harm, and finally, the connection of public and private data (Flicker, Haans, & Skinner, 2004).

When conducting an online survey, a key ethical standard in research is that prospective participants can make an informal choice to consent to participate or not (Nayak, & Narayan, 2019). Therefore, since in the present study, participants were randomly and informally selected to participate, then they were able to terminate their participation at any time and their information was automatically discarded. Additionally, all the respondents were informed that the collected data would be treated with strict confidentiality and anonymity and would only be used for the purpose of academic research. Adding to that, a brief but precise description of the purpose of the research and how the information would be used was written at the beginning of the online survey and was visible to all participants. As all the answers were confidential and the participant's identity was strictly anonymous, the reported results of the study did not violate the confidentiality of the participants.

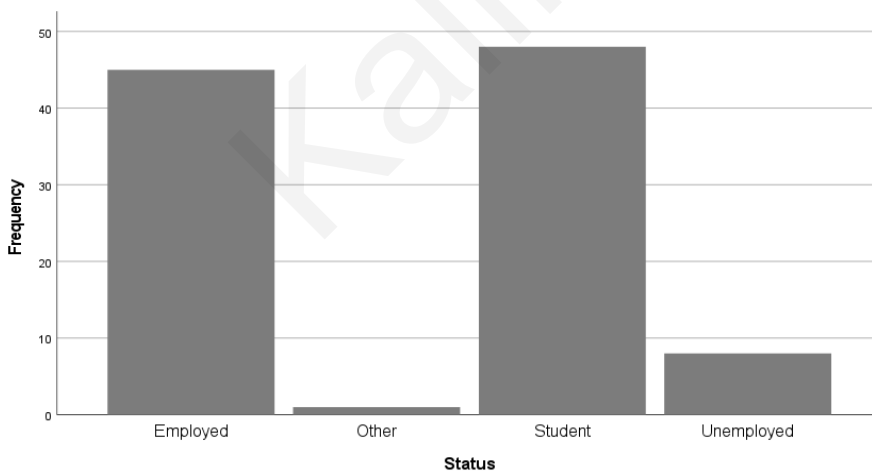
## 5. Results

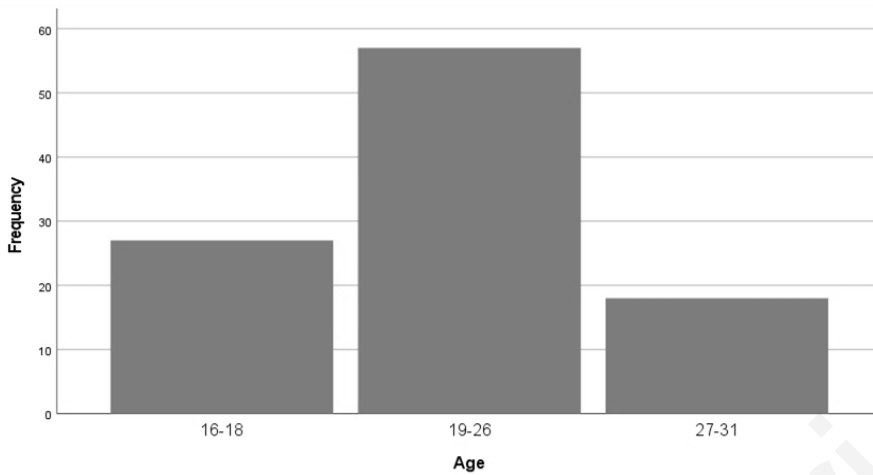
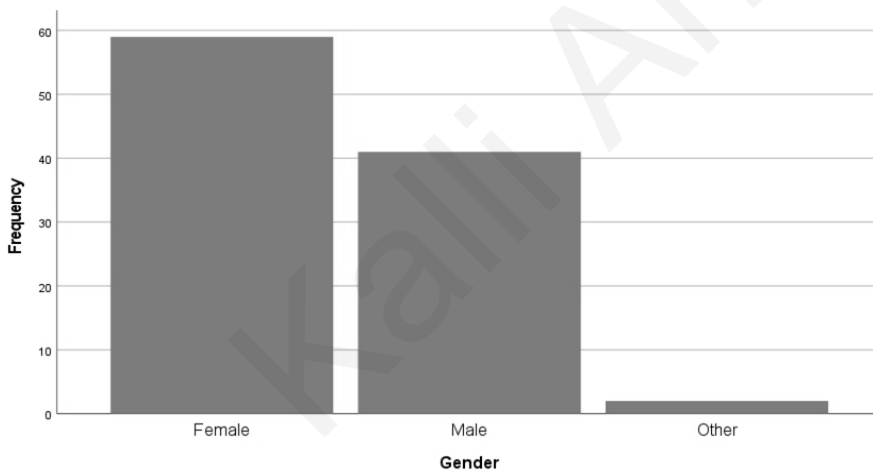
### 5.1 Generation Z

First, it is important to detect whether the participants have any professional experience in order to properly analyze the expectations and preferences of Generation Z in the workplace and the labor market (Iorgulescu, 2016). The survey identified that 45 out of 102 people (44.1%) had a job, while 48 people (47.1%) were students and the other 8 individuals (7.8%) were not currently working (see Figure 1). Out of 102 participants, 84 (82.4%) individuals belong to Generation Z and 18 (17.6%) people belong to the subgroup of Younger Millennials. Specifically, 26.5% (N=27) were probably high school students, aged between 16-18, 55.9% (N=57) belonged to the age group of 19-26, and the remaining 17.6% (N=18) were Younger Millennials, aged between 27-31 (see Figure 2). In total, 57.8% (N=59) of the respondents were females, 40.2% (N=41) were males and 2% (N=2) chose “other” (see Figure 3).

**Figure 1**

*Status*



**Figure 2***Age***Figure 3***Gender*

One of the primary purposes of this research was to examine Generation Z's perception of the ideal workplace conditions. The survey indicated that the majority of the Gen Z respondents, that is 62.8% (N=56), would like to work in an open work environment, while just 26.3% (N=20) would like to have their own office and only 10.9% (N=8) would choose to be able to dress how they want. Similarly, Younger Millennials reported almost the same rates of preference. In terms

of gender, no significant differences were observed, while an open work environment was the prevalence choice for both men (64.4%) and women (65.9%).

What is more, the survey proved that volunteering is not a high priority for Gen Z and Younger Millennials, as some companies or media may suggest (Ernst & Young, 2016). Specifically, most of the respondents (64.7%, N=66) want to enjoy time with family and friends, while only 6.9% (N=7) would dedicate time to volunteering. As well, genders answered with similar percentages of preference.

The research also investigated the type of tasks and activities that Gen Z members prefer, in terms of individuality and teamwork. Both female and male respondents, as well as Gen Z and Younger Millennials, have reported the same 60.8% (N=62) of choice for group-based activities, while 39.2% (N=40) of the respondents chose individual tasks.

As many previous researchers have reported, for Gen Z is fundamental in their future career to have a balance between personal and professional life (Arar & Önerenb, 2018; Fodor & Jäckel, 2018; Hampton & Welsh, 2019). Therefore, it is not surprising that 48.2% (N=45) of the Gen Z population have chosen work-life balance as an important job benefit or future career goal that can contribute to increasing their job satisfaction (see Table 2). In the same way, Younger Millennials prioritize work-life balance as the most important career objective, with a percentage of 61.1% (N=11). What is interesting here to mention, is that the majority of individuals aged 16-18 from Generation Z, with a percentage of 44.4% (N=12), had chosen to be able to take extended time off for personal interest, instead of balance work-life responsibilities (33.3%, N=9). On the contrary, Gen Zers aged 19-26 had clearly chosen work-life balance, with a percentage of 63.2% (N=36). This can be explained by the fact that the younger members of Generation Z are very likely to be still high school students and living with their parents, and therefore they do not have yet any work



experience or special responsibilities in their personal lives. Nevertheless, work-life balance is important for both men and women (Ernst & Young, 2016), with a percentage of 55.9% representing females and 53.7% for males.

**Table 2**

*When considering job satisfaction or career goals, would you consider this one of the three most important job benefits?*

Age		16-18	19-26	27-31	Total
<b>Able to take extended time off for personal interest</b>	Count	12	12	2	26
	%	44.4%	21.1%	11.1%	25.5%
<b>Balance work-life responsibilities</b>	Count	9	36	11	56
	%	33.3%	63.2%	61.1%	54.9%
<b>Flexible working hours</b>	Count	6	9	5	20
	%	22.2%	15.8%	27.8%	19.6%
<b>Total</b>	Count	27	57	18	102
	%	100.0%	100.0%	100.0%	100.0%

*Note.* Comparing age groups

The survey also aimed to highlight what Generation Z values and which job benefits would be suitable for them in order to motivate and retain them in a company. The research reported that both Gen Z and Younger Millennials (63.7%, N=65) clearly prefer high compensation with high-level salary, while only 23.5% (N=24) of the respondents chose that they prefer to achieve a leadership position in a company and the remaining 12.7% (N=13) aspire to achieve a high-level position. Regarding gender differences, the survey has shown that both men (61%) and women (64.4%) aspire to have high salaries in their current or future job. However, only 20.3% of women aspire to be in a leadership position, while 29.3% of men aspire for the same.

Moreover, again both generations have rated very similarly, while regardless of gender, the majority of the participants (52.9%, N=54) would enjoy having a commission program adapted to

their job performance, while 34.3% (N=35) would prefer to have the option of working remotely, and only 12.7% (N=13) would enjoy a refund of tuition fees for school expenses. It is noteworthy to mention that the research showed that for men, not only commission program (46.3%) is important, but also the option to work remotely (41.5%) is significantly essential, too.

Another main objective of the present study was to understand what the preferences and expectations of Gen Z from the ideal workplace are. At first, through the online survey, participants were asked to prioritize certain factors from the most important to the least important in considering a company as their dream one. Again, most of the respondents are looking for a company which will ensure a balance between work and personal life (mean=3.11, std deviation=2.170) and will embrace high moral values and ethical standards (mean=4.51, std deviation=2.170), as well as provides opportunities for career growth and development (mean=4.20, std deviation=2.618).

Furthermore, the questionnaire asked participants to prioritize some given factors from the most important to the least important in helping them to improve their performance and job satisfaction at their workplace. Most of the respondents value an organizational culture that is characterized as a non-discrimination culture but promotes gender equality (mean=4.04, std deviation=2.870), as well as trust and respect (mean=3.76, std deviation=2.422) among employees. Adding to that, current or future Generation Z employees are looking for promotion opportunities (mean=3.55, std deviation=2.192) as one of the most important factors related to their professional expectations.

In addition, training and development (mean=3.63, std deviation=1.763) appears to be an important factor for Generation Z. The survey indicated that regardless of gender or age group, the three most important job benefits and career goals for Gen Z include the balance of professional

and personal life, secondly, training and development opportunities, and finally, recognition for contribution and job performance. These three factors are valued by the majority of Gen Z as the most important for attracting and retaining them in a company.

## **5.2 Gamification**

The second primary purpose of the current research was to examine the perceptions of individuals who belong to Generation Z. Thus, as a first step, the questionnaire asked the participants if they play games and how often. An overwhelming majority of 78.4% (N=80) responded that they play games, while just 21.6% (N=22) answered that do not play games. Respondents used to play games “casual, once in a while” (41.2%, N=42) and “moderate, fairly often” (33.3%, N=34) or “heavy, every day” (3.9%, N=4).

Afterward, the survey identified participants’ perceptions of online competition. A respectable 38.2% (N=39) of respondents find online competitions “mostly fun”, while 37.3% (N=38) participants find them “sometimes fun”, something that shows that design and implementation matter (Andriotis, 2014).

In order to explore which game elements are more appealing, fun and motivating for Gen Z, the questionnaire provided some factors for the participants to choose according to their preferences. The most prevalent element was the graphics and sound (54.9%), the second one was “challenges/quests/missions” (39.2%), and the third one was “progressing to different levels” (38.2%). Moreover, among the top five most appealing game elements determined by the respondents was also “competing with other” (27.5%) and “being part of a story/narrative” (26.5%). Of all the gamification techniques, the least liked by respondents were virtual currencies, real-time feedback on performance, virtual gifts and public scoreboards.

However, when the questionnaire asked participants to rate their level of agreement or disagreement with specific statements related to game elements, then the positive responses outweighed the negative ones for leaderboards. In particular, the majority of the respondents (64.7%) agreed that they would be motivated by leaderboards, while only 8.8% disagreed. Moreover, 74.6% of participants indicated that multiple levels to explore would be motivating, and 69.6% supported that challenges and competitions with others would increase their engagement levels. Furthermore, 56.8% of respondents agreed that a points system would be motivating in gamified training, while 52% would enjoy being awarded with expert badges.

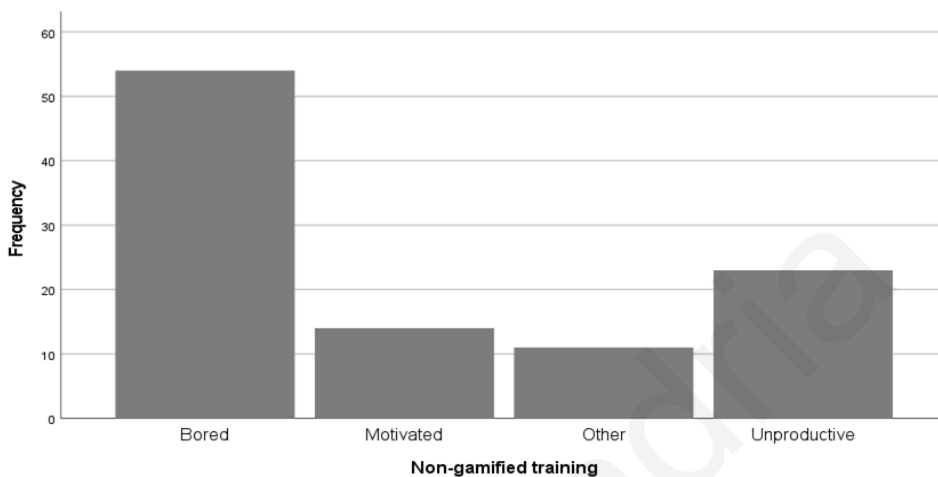
Overall, the survey has shown that for Generation Z, the most motivating gamification techniques are levels, challenging tasks, leaderboards and competition with others. The least appealing for them are virtual rewards, badges and activity feed.

Nevertheless, an important motivator for Gen Z is being active on social media (Saxena & Mishra, 2021), while the current survey indicated that 62.7% (N=64) of Gen Z respondents prefer using platforms with strong communities that have links to social media. What is more, 58.8% (N=60) of the respondents supported that game elements can make them feel more socially connected and provide a sense of belonging, while only 13.8% (N=14) disagreed with this statement. Also, 55.8% (N=57) of the participants believe that game elements could provide a greater sense of meaning and purpose in their workplace or university, with a very small percentage of 5.9% (N=6) disagreeing with that. When participants were asked to choose how they generally feel while taking a non-gamified training, seminar, or course, the majority said that they feel bored (52.9%, N=54), or unproductive (22.5%, N=23), while only 13.7% (N=14) feel motivated (see Figure 4). On the other hand, when respondents were hypothetically asked how they would feel

during a gamified training, they responded that they would be motivated (77.5%, N=79), and only 10.7% (N=11) would be bored or unproductive, while the rest 11.8% were neutral (see Figure 5).

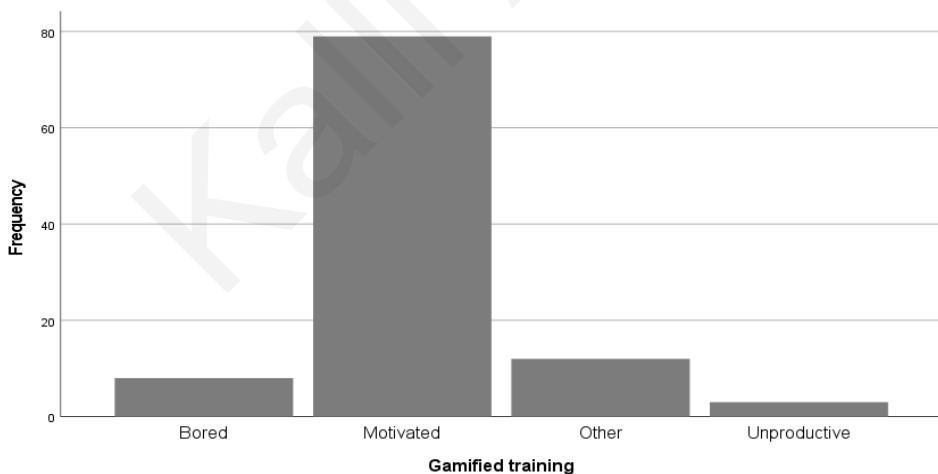
**Figure 4**

*How do you feel while taking your non-gamified training/seminar/course?*



**Figure 5**

*How do you feel while taking your gamified training/seminar/course?*



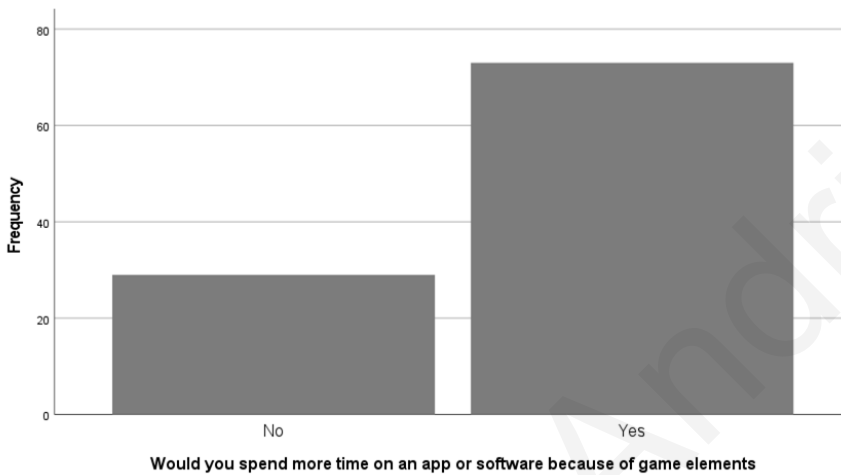
In general, no significant differences were observed in terms of gender or age group.

Undoubtedly, a strong demand for gamification in the workplace is obvious, while 84.3% (N=86 out of 102) of the respondents would be more productive if their work, university, or

institution was more game-like. Specifically, 71.6% (N=73) of participants would definitely spend more time on an e-learning software because of game elements, while only a respectable 28.4% (N=29) of respondents would not (see Figure 6). 74.5% (N=76) of the participants were heavily in favor of gamified training.

**Figure 6**

*Would you spend more time on an app/software because of game elements?*



## 6. Analysis and Discussion

### 6.1 Generation Z

Generation Z is in the workforce for a relatively short period of time, as it is the youngest of the five generations to enter the contemporary business field (Bredbenner, 2020). The two major objectives of the present study were to investigate which are the career expectations and preferences of this unique generation in the workplace and how they perceive gamification in general, and specifically, in training and development practices, as “digital natives”.

The current research has shown that, among other factors, there are three most sought-after expectations of Generation Z. A balance between professional and private life is definitely one of them. As a variety of previous research has reported, for Gen Z individuals, the balance between

work and personal life is a fundamental aspiration (Ernst & Young, 2016, Puiu, 2017; Arar & Önerenb, 2018; Fodor & Jäckel, 2018; Hampton & Welsh, 2019, Deloitte, 2019). The present research reported that irrespective of gender, it is particularly important for them to be able to enjoy time with family and friends (men: 70.7%; women: 62.7%). As previous research indicated, both men and women have shown almost equal expectations, including flexible hours (males: 63%; females: 65%), taking time off to fulfill personal interests (men: 58%; women: 58%) and option to work remotely (men: 53%; women: 49%) (Ernst & Young, 2016). It is believed that Gen Z could put pressure on organizations to strike a balance between work and personal life (Bohdziewicz, 2016). Therefore, Generation Z respondents confirm the need for a psychological contract with the company in order to guarantee and maintain a work-life balance (Barhate & Dirani, 2021).

Among the top priorities of Gen Z when they start working, are training and development opportunities. Learning plays a crucial role in Gen Z's professional expectations, as they expect to continually develop their knowledge and advance their career, gaining promotion opportunities within a company (Iorgulescu, 2016; Barhate & Dirani, 2021). The present study confirms what the existing literature claims that Gen Z values training and development opportunities, while 59.8% of the respondents supported that it is among the three most important job benefits to receive from their employer. Thus, organizations that focus on investing in learning and development become more attractive to this education-oriented generation (Deloitte, 2019). Adding to that, Maloni et al. (2019) found that Gen Z expects to use technology in learning processes to meet the needs for career development. As a result, organizations need to provide training in a form that Gen Z employees are familiar with, but also excited about (Troester, 2018).

The third most important expectation of Generation Z employees, found in this study, is recognition for their contribution and job performance in the workplace. As research has already indicated, this talented group of young employees' desire is to feel valued for their ideas and be recognized for their significant contributions (Gabrielova & Buchko, 2021). In addition, Gen Z is intrinsically motivated when their employer, manager, or supervisor recognizes their contributions and implements their ideas (Hampton & Welsh, 2019; Silinevica & Meirule, 2019). This also suggests that they need constant feedback from their bosses and managers about the progress of their work and their overall performance (Turner, 2015).

The above argument can also be related to their ambition for high compensation. Regardless of gender, the present study has shown that both men (61%) and women (64.4%) aspire to have high salaries when they start working. Similarly, Puiu (2017) pointed out that most participants in his research were expecting to receive a competitive salary to fulfill their career aspirations. However, another research suggested that salary is indeed important for Gen Z employees, but other things also matter, such as work-life balance, flexible hours, privileges and benefits, as already mentioned earlier (Deloitte, 2019). It could be said that Generation Z has realistic expectations, while salary comes in addition to these perks (Iorgulescu, 2016). For instance, similarly to the study by Ernst & Young (2016), the current research has reported that Gen Zers value a bonus scheme tailored to their performance. Consequently, if companies are willing to attract and retain this talented workforce, then they have to meet their real requirements that will act as incentives contributing to their overall performance and productivity at work.

Furthermore, this generation is also seeking the best cultural fit for them in the workplace (Ozkan & Solmaz, 2015). In this survey, most of the respondents are looking for a company with an open work environment that embraces high moral values and ethical standards and is



characterized by trust and respect among colleagues, irrespective of job position (Intel, 2019; Singh & Dangmei, 2016). Gender equality and a culture of non-discrimination are equally important to Generation Z when looking for a job. This is not surprising, as it has already been observed from previous studies that Generation Z values diversity and inclusion in the workplace, while they are much more open-minded to society compared to previous generations (Kapil & Roy, 2014; Lanier, 2017; Deloitte, 2019; Barhate & Dirani, 2021). Here, it must be noted that regarding gender differences, the survey has shown that only 20.3% of female respondents aspire to be in a leadership position, while 29.3% of men aspire for the same. This lurks that women remain reluctant to take the lead (Ernst & Young, 2016). It is essential for companies to identify and strive to overcome barriers that prevent women from taking leadership positions, while organizations that encourage women, will enjoy short-term and long-term competitive advantage (Ernst & Young, 2016).

What is contradictive to the existing literature is the fact that regardless of gender, volunteering is not the high priority for Gen Z, as some authors or media may suggest (Ernst & Young, 2016). Specifically, in this research, only 6.9% of the respondents would dedicate time for voluntary work. However, Gen Z is particularly attracted by organisations that make a social impact and adapt ethical practices (Marron, 2015; Singh & Dangmei, 2016; Deloitte, 2019). Thus, organizations that aspire to attract and retain Gen Z people must act based on honesty and integrity (Half, 2015), and think about offering a wellness program to their human resources (Pandita, 2021).

What is more, in contrast to the existing literature (Adecco, 2015; Deloitte, 2019), the present study indicated that Generation Z do not prefer individual work, but group-based activities. The majority of the respondents (60.8%) in this survey, have chosen teamwork instead of

individual tasks. Similarly, a study by Iorgulescu (2016) reported that Generation Z people prefer to work in groups rather than in isolation.

Overall, this study confirmed the conclusions of previous studies, indicating that Generation Z, along with work-life balance, seeks continuous career advancement and growth (Iorgulescu, 2016; Deloitte, 2019). Therefore, this suggests that they expect their supervisors and managers to guide and properly mentor them to achieve their career desires and goals (Iorgulescu, 2016; Puiu, 2017). Undoubtedly, training and development is a key motivator for them and must be delivered appropriately in order to meet their needs and preferences. Gamification seems to be ideal for them in order to increase their engagement levels and eventually, their job satisfaction and productivity, too.

## **6.2 Gamification**

Focusing on the perceptions of the Generation Z population about the gamification technique, the study showed that the majority of respondents have positive attitudes. The game elements of gamification can motivate the trainee, as most of the participants (77.5%) in this research have suggested.

Werbach (2014) supported that gamification must be understood as a process of making activities more like games. Therefore, it was important to discover the perceptions of Generation Z individuals about games or online competitions in general. The vast majority of 78.4% answered that they regularly play games, while a respectable 38.2% of respondents find online competitions mostly fun and 37.3% find them sometimes fun, something which points out that the design and the implementation of gamification play a crucial role (Andriotis, 2014). According to Vardarlier (2021), the use of a well-designed gamified training can help employees to develop their own abilities, allowing them to take risks and make mistakes in a safe environment. Thus, companies

and professional trainers must pay close attention to the design process and the implementation of the gamified training in order to be both effective and attractive for Gen Z individuals and eventually, increase their engagement level.

Essentially, gamification adds game elements, mechanics, and dynamics to a real-life process, in which participants become highly motivated players and focus on the activities they need to execute in a game context, such as performing targeted behaviors or tasks during training (Miltenoff et al., 2015). Thus, it is important to understand what game elements are attractive and fun and could motivate the Gen Z trainees. In the present study, Generation Z participants evaluated as the five most sought-after game mechanics the graphics and sound, challenging quests and missions, multiple levels of progress, competition with others and finally, the feeling of being part of a story or narrative. Initially, of all the gamified techniques, the least popular with respondents were virtual points and gifts, public scoreboards and real-time performance feedback.

As Boyce (2011) noted, gamification involves immediate feedback, which helps trainees develop positive beliefs and improve the learning process. The respondents to this research may have confused the games with the serious gamified experience and therefore did not pay attention to the activity feeds. It is important to clarify that, unlike gaming, which is typically focused on enjoyment, gamification focuses on substantial interaction between different stakeholders which results in better understanding and problem solving, and ultimately leads to mutually beneficial solutions for both parties (Xu et al., 2017).

Nevertheless, when participants were asked to rate their level of agreement or disagreement with specific statements related to game elements, then the positive responses prevailed over the negatives in terms of leaderboards and virtual points and expertise badges. Specifically, the majority of the respondents (64.7%) agreed that they would be motivated by the leaderboards,

while only 8.8% disagreed. As the existing literature suggests, leaderboards or scoreboards which are lists of the game's top scorers (Rauch, 2013), as well as character sheets provide mechanisms through which individual past or current achievements can be displayed directly and continuously for oneself and others in the game context, so as to both see and act accordingly (Zichermann & Cunningham, 2011). In this way, leaderboards can motivate the trainees to perform to the maximum, in order to surpass their competitors in a gamified training process. Gamification with leaderboards can contribute to high engagement levels for learners and also stimulate competition between trainees, while creating a fun learning environment, suitable for this young group of employees (Mozelius, 2014).

Moreover, avatars were also attractive to the respondents of this survey. This can be explained by the fact that users have individual characteristics and particular motivations (Cardador et al., 2017), which is a vital factor in achieving engaging experience for trainees within the gamified framework (Robson et al., 2016).

Additionally, 74.6% of participants indicated that multiple levels to explore would be challenging, as well as 56.8% of respondents agreed that being awarded with points and badges for their performance would be motivating, too. Undoubtedly, the ability to level up and achievement badges and points are provided to demonstrate competition and expertise in a particular field (Simões et al., 2012). Thus, by collecting points, earning badges or leveling up, participants achieve small and easily achievable short-term goals, which represent progress towards challenging and long-term missions, as well as demonstrate user competence (Kapp, 2012). Similarly, in the business field, Gen Z can be motivated by gamified training which can provide them with game elements to enhance employee motivation and engagement and achieve high performance. Through gamification, trainees will be highly motivated to collect rewards or

get promotions, through high performance towards achieving short-term or long-term goals, and finally, to be recognized for their capability and expertise in a particular field.

Furthermore, the present research has shown that 69.6% of respondents supported that challenging tasks and competitions with others would increase their engagement levels. Indeed, Generation Z individuals are characterized by a preference for "interesting work" that includes a variety of business opportunities (Csiszárík-Kocsír & Garia-Fodor, 2018), while seeking challenging and clear strategic goals (Wiedmer, 2015). The purpose of gamification is to stimulate and motivate competition and collaboration among others (Hamari, 2017). That is why there is a growing interest in applying these game design principles to business-related environments (Robson et al., 2015).

In addition, as other authors have already suggested (Saxena & Mishra, 2021), an important motivator for Gen Z is being active on social media, while the present survey indicated that 62.7% of Gen Z respondents prefer to use platforms with strong communities that have links to social media. The Gamification method has become more popular due to social media and digitalization since it is based on the development of services and applications that incorporate the basic game elements which are attractive for users (Vardarlier, 2021). Especially for Generation Z, innovations like gamification and social media can reflect common interests for this group and can ultimately increase their active participation in training (Vardarlier, 2021). As this study has shown, not only game elements can make Gen Z employees feel more socially connected and provide a sense of belonging (58.8% of respondents), but also can provide a greater sense of meaning and purpose in their workplace or university (55.8% of respondents).

What is more, in this research, 75.4% of participants expressed that they feel bored or unproductive while taking a non-gamified training, seminar, or course. But when they were

hypothetically asked to answer how they would feel during a gamified training, the majority (77.5%) answered that they would be motivated. Thus, this proves that currently, learners' characteristics have changed, and the approach of educators to gamification has emerged regarding the learning mechanisms of Generation Z (Vardarlier, 2021).

Obviously, a strong demand for gamification in learning and development processes is increasing in order to meet Generation Z's career expectations and preferences. Companies and organization can only benefit from this, as an overwhelming 84.3% of Gen Z respondents argues that they would be more productive if their workplace, university, or institution was more game-like. Adding to that, 71.6% of the participants would definitely spend more time on e-learning software due to game elements and a similar 74.5% were largely in favor of gamified training.

In conclusion, the present study can confirm that gamification is indeed particularly attractive to this generation, as it brings fun to training and provides some key gamified elements that enhance the learning process, in ways not found in traditional teaching methods (Mozelius, 2014). Therefore, educators need to promote new learning approaches, such as gamification, in order to overcome the low levels of participation of Gen Z employees during learning and development practices (Vardarlier, 2021). By achieving this, companies will not only attract and retain Generation Z workforce but will also contribute to maximizing their productivity and ultimately benefit from their valuable contribution to the overall organizational prosperity.

## **7. Conclusions**

As Generation Z begins to enter the business world, the need for a better understanding of its particular features has become more essential. Thus, the purpose of this quantitative study was to understand the expectations and preferences of current and future Generation Z employees in order to take appropriate strategic actions to meet their needs and improve their job performance

and productivity. Simultaneously, the importance of working with fun increases with the entry of Generation Z. In this way, gamification technique is gaining ground in several human-related practices, including learning and development, as a tool that adds fun to the training process. Therefore, the second aim of this research was to investigate the perceptions of Gen Z individuals regarding gamified training.

The findings indicated that Generation Z is looking for companies that can ensure a balance between work and personal life, offer them continuous training and development opportunities and also recognize contribution. Remote work options would help them maintain their well-being, as they value and enjoy spending time with family and friends. In addition, the present study has shown that, unlike previous research (e.g. Adecco, 2015; Deloitte, 2019), Gen Z individuals prefer teamwork over individual tasks (Iorgulescu, 2016). They do not want isolation (Deloitte, 2019) and expect to be guided by their leaders and consider this as an important factor in choosing an organization (Iorgulescu, 2016).

Organizational culture is equally important for them, as they are particularly attracted by companies that make a social impact, along with embracing high moral values and adapting ethical practices (Marron, 2015; Singh & Dangmei, 2016; Deloitte, 2019). An open organizational environment based on trust and respect, and characterized by gender equality, away from any type of discrimination is extremely valuable for them. That is why they are characterized by flexibility and are more open-minded to diversity and inclusion compared to previous generations (Kapil & Roy, 2014).

In addition, they are highly achievement-oriented (Barna Group, 2018) and seek career growth and advancement through training and development opportunities. The present study reported that a high salary and commission program adapted to their performance are ideal for

satisfying and retaining them in a company. However, there are findings that suggest that Gen Z would leave an organization not for a higher salary but because of more learning and development opportunities (Barhate & Dirani, 2021). As digital natives (Twenge, 2017), they are looking for interesting and meaningful work (Schroth, 2019) and show low levels of engagement in non-challenging tasks (Bresman & Rao, 2017). Gen Zers are characterized by persistence in the tasks they undertake when they are motivated but get bored very quickly in activities without challenge (Bunei, 2016, cited in Racolța-Paina & Irini, 2021). Therefore, the configuration of tasks is very important when managing the Gen Z workforce (Seemiller & Grace, 2016).

At this point, gamification comes to the fore. According to Cózar-Gutiérrez and Saez-Lopez (2016), Generation Z does not contribute to the dominance of traditional business models, but seeks continuous training and development opportunities combined with exciting action and gamified learning activities. The results of this research confirmed that the majority of Gen Z individuals have positive attitudes towards gamification. In particular, they supported that game elements such as challenging tasks and missions, multiple levels of progress, competition with others, scoreboards, point systems and badges would increase their levels of engagement and improve their performance.

The present paper also indicated that most of Gen Z respondents prefer to use platforms with strong communities that have links to social media, and therefore, the latter is an important motivator for them (Saxena & Mishra, 2021). Adding to that, the survey has proved that Gen Z learners feel bored or unproductive while taking a non-gamified training or seminar, while they support that they would be motivated during gamified training. Thus, this shows that the characteristics of younger learners have changed (Vardarlier, 2021). As a result, gamification can be the key tool contributing to meeting the needs of the Generation Z workforce.



Undoubtedly, a strong demand for Gamification in learning and development practices is necessary in order to meet Generation Z's expectations and preferences in the workplace. Gamification is an innovative tool that increases learners' engagement and motivation during training and makes the process more attractive, fun, effective and sustainable (Kırcı & Kahraman, 2019). Thus, through an effective and fun training experience, employees can gain personal fulfillment and confidence that will increase productivity and consequently improve employee satisfaction (Huang, 2019), as well as the overall organizational performance.

### **7.1 Limitations & Implications for Future Research**

The current study offers important conclusions and suggestions on what members of Generation Z value, prefer and expect from a workplace and in their professional life, as well as how they perceive gamification in learning and development practices. However, as with any research, it is subject to several limitations and opportunities for further exploration. First of all, this study provides a first insight into Generation Z expectations and preferences in the workplace, as well as their perceptions of gamification in learning and development, but does not compare them to other generations. It makes some comparisons between Younger Millennials and Generation Z, but the sample size representing the Younger Millennials is not satisfactory (only 18 individuals). Thus, future research could examine multiple generations of employees to identify differences or commonalities that may exist between them regarding their work preferences (Bredbenner, 2020) and perceptions of the gamification technique.

What is more, the study remains at an early stage, as it does not examine in depth how appropriate and effective the gamified training could be for Generation Z employees. With the proper means, such as professional trainers with experience in gamified trainings and the appropriate group of people willing to take part in such an experiment, empirical research will be

able to offer a more in-depth analysis of the effectiveness of this practice. In particular, future studies can empirically test the effectiveness of gamified training towards Gen Z, using validated instruments and monitoring learner engagement during the process. Equally important is to investigate possible correlations between gamification and employee performance, and which gamified element is responsible for the greatest improvement (Saxena & Mishra, 2021).

In addition, the data were collected from people living in Cyprus, but the total sample is too small to be representative of the Generation Z population. In Cyprus, the population of people (living in the southern part of the island) born between 1995 and 2005 (aged 16 to 26 today), is around 95, 000 (CYSTAT, 2021), while the number of people who participated in the survey is only 102. This corresponds to 0.1% of the Generation Z population in Cyprus. Therefore, future research should aim to collect a larger number of respondents in order to provide representative data that can allow generalization of the results to the wider population of Generation Z. Furthermore, more comprehensive research may combine the two forms of research of quantitative and qualitative method in order to overcome the limitations of each approach and utilize the benefits of both. For instance, through interviews with individuals who belong to Gen Z, researchers can do deeper research and encounter issues that they may have overlooked (Ahmad, et al., 2019).

Overall, the findings presented in this study can be considered as a strong starting point for future, more in-depth research. From now on, trainers and professionals need to be well-prepared to teach on digital platforms in order to engage and motivate Gen Z employees during training, because learning is not a spectator sport for this unique group of people (Rothman, 2016).

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Kalli Andria



## 9. Appendix

### 9.1 Questionnaire

# "Management of Generation Z: Gamification Technique in Learning and Development Practices"

I am doing my master's degree in Human Resource Management at the University of Cyprus. Recently, I am conducting research that is part of my master's thesis. This questionnaire is designed to examine Generation Z individuals' expectations in the workplace and their perceptions of the integration of Gamification in organized training processes.

Generation Z is defined as those people who were born between the mid-1990s to the early 2010s and hence belong to the age group of 11 to 26 years old today, in 2021. Therefore, if you belong to this age group, then please fill out this anonymous questionnaire to help me examine the aforementioned topic.

This survey takes approximately 15 minutes.

Thank you for  
your time!  
Andria Kalli

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\* Required

## A-PART: Personal Information

In this section, participants will fill out their personal information anonymously.

1. Which of the following describes how you think of yourself? \*

*Mark only one oval.*

- Male
- Female
- Other

## 2. Age \*

Mark only one oval.

- 16-18
- 19-26
- 27-31

## 3. Are you currently..? \*

Mark only one oval.

- Employed
- Unemployed
- Student
- Other

**B-PART: Generation Z Career Expectations**

Generation Z are people born between the mid-1990s to the early 2010s (Tapscott, 2009) and hence belong to the age group of 11 to 26 years old today, in 2021. Based on the generation theory, people born into the same generation have similar characteristics and basic behavioral profiles (Twenge et al., 2010). Described as the first ever fully digital generation in the workforce, Gen Z seems to be different from previous generations in various ways (Arar & Yüksel, 2015).

## 1. When considering job satisfaction or career goals, would you consider this one of the three most important job benefits? \*

Mark only one oval.

- Able to dress how I want
- An open work environment
- My own office

## 2. What's important to you as you think about your life today and your future goals? \*

Mark only one oval.

- Enjoying time with family and friends
- Taking vacations
- Volunteering

3. When considering job satisfaction or career goals, would you consider this one of the three most important job benefits? \*

*Mark only one oval.*

- Balance work-life responsibilities
- Flexible working hours
- Able to take extended time off for personal interest

4. What do you value most from the following? \*

*Mark only one oval.*

- Achieving high-level salary/compensation
- Achieving a high position/title
- Achieving a leadership position

5. When considering job satisfaction or career goals, would you consider this one of the three most important job benefits? \*

*Mark only one oval.*

- Option to work remotely
- Reimbursement of school tuition or cost
- Bonus/commission program adapted to my performance

6. Which of the following benefits do you want to receive from your employer? (choose the 3 most important for you) \*

*Check all that apply.*

- Health insurance coverage
- Feeling my ideas are valued
- Recognition for my contribution
- Work-life balance
- Vacation/paid time off
- Training and development opportunities







## C-PART: Gamification in Learning & Development

The importance of working with fun is growing along with the entry of Generation Z in the workplace. At this point, Gamification is gaining ground in business contexts, as a tool that adds game elements to training and development activities, recruitment processes, appraisal system processes and performance management practices. Simply, Gamification is a process of making activities more like games including points, badges, levels, character sheets and leaderboards used to engage and motivate people to achieve some goals (Deterding et. al., 2011; Kapp, 2012).

1. Do you play games? \*

*Mark only one oval.*

- Yes  
 No

2. How would you characterize yourself as a gamer? (Check one that apply) \*

*Mark only one oval.*

- Do not play video games  
 Casual, once in a while  
 Moderate, every other day or so  
 Moderate, fairly often  
 Heavy, every day

3. Online competitions of any type are: \*

*Mark only one oval.*

- Mostly fun  
 Sometimes fun  
 Never do them  
 Annoying  
 Never fun

4. Do you use any websites that ask you to review and rate services or content or provide user feedback and rate users – using a star system or other system? (eg. Amazon, eBay, Netflix etc.)

\* *Mark only one oval.*

- Yes  
 No

5. How often do you rate or rank products, services or content on those sites? (continue from previous question) \* *Mark only one oval.*

- Always  
 Often  
 Sometimes  
 Rarely  
 Never

6. Do you use any of the following websites / applications? (Please tick the appropriate boxes)

\*

*Check all that apply.*

- Don't use them  
 Mint.com  
 Foursquare  
 Kiip  
 Nike +  
 Codeacademy  
 Samsung Nation  
 DuoLingo  
 Recyclebank  
 Fitocracy  
 Khan Academy  
 Map my walk  
 Stack Overflow  
 Generally, social media



7. Which aspects of the websites mentioned above do you find fun, interesting or appealing?  
(Please tick the appropriate boxes) \*

*Check all that apply.*

- Don't use them
- Public Leaderboards / scoreboards
- Activity feeds
- Being part of a story / narrative
- Progressing to different levels
- The graphics and sound
- Awarding of online badges
- Competing with others
- Points / a scoring system
- Competing with people you know
- Challenges/ quests / missions
- Real time feedback on performance
- Virtual gifts
- Progress bars
- Virtual currency
- Avatars

8. When using an e-learning platform how often do you: \*

*Mark only one oval per row.*

	Never	Rarely	Sometimes	Often	Always
Read course reviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write course reviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read comments in a forum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write comments in a forum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share content on social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vote on content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please state whether you agree or disagree with the following: \*

*Mark only one oval per row.*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I would enjoy seeing my name on a scoreboard/leaderboard if I won a learning competition or was as a top online learner/instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An e-learning platform should contain numerous levels or areas that can be explored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy collecting virtual/online badges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would use an e-learning application more often if I was awarded points for performing different tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An e-learning application can be made more fun by adding challenges and/or competitions with other users	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer using platforms with strong communities that have links to social media such as Facebook, Twitter, LinkedIn, You Tube or Pinterest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. For interacting with an e-learning platform regularly (eg. posting comments, rating courses and content, posting or "liking" on social media, answering fellow users' questions) I would enjoy the following non-cash rewards: \*

*Mark only one oval per row.*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Being awarded expert user status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small Discounts on new content/courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early access to new courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being ranked on the scoreboard/leaderboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collectable loyalty points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being granted special privileges on the site (eg. access to exclusive content)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collectable online badges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Would you spend more time on an app/software because of game elements? \*

*Mark only one oval.*

- Yes
- No

12. In which kind of apps would you like to see more game-like effects? \*

*Check all that apply.*

- Training software
- Communication software
- Conduct software (customer relationship / HR tools)
- Document software
- Collaboration and project management software

13. How do you feel while taking your training/seminar/course? \*

Mark only one oval per row.

	Motivated	Bored	Unproductive	Other
Non-gamified training/seminar/course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gamified training/seminar/course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please state whether you agree or disagree with the following: \*

Mark only one oval per row.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Game elements make me feel more socially connected and provide a sense of belonging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Game elements provide a greater sense of meaning and purpose in my workplace/university/institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Do you believe you would be more productive / get better results if your university/institution or work were somehow made more game-like? (Please tick one) \*

Mark only one oval.

- Yes
- Probably
- Not sure
- Unlikely
- No

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