

**How College Students Use LinkedIn, Why Some Don't Use It, and  
Why It Is Important**

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### **ABSTRACT**

As competition for college graduates' employment opportunities has increased, the importance of maximizing self-marketing becomes critical. Because Professional Networking Sites (PNSs) have been increasingly used by recruiters, building and maintaining a professional identity on a PNS should be particularly valuable to college students. Today's college students are reportedly the heaviest users of digital media and Social Networking Sites (SNSs) but are they also heavy users of PNSs? This paper aims to provide an insight into whether and how students use a leading PNS, LinkedIn, and the reasons for not using it. In-depth interviews were conducted with business major juniors and seniors at a public Northeastern university. Three usage groups were sampled, non-users, non-active users, and active users. The results are compared to usage of other SNSs such as Facebook. Based on the findings, an IMC program is recommended for PNSs that wish to increase their market share of college students.

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## **Introduction**

Nielsen named the age group of 18 – 34 as Generation C, the most connected group of consumers (NielsenWire 2012). It reveals that though this group represents only 23% of the U.S. population, their market shares in terms of visiting social networking sites and watching online video exceeds 25%. In addition, in terms of owning mobile devices, tablets and smartphones, that allows online engagement on the go, their market share exceeds 30%.

Millennials, a subgroup of the Generation C, are known for their extensive online connectivity and particularly for their heavy usage of Social Networking Sites (SNSs) such as Facebook and Twitter (Sago 2010; Jacobsen and Forste 2011). SNSs “allow users to come together online and exchange, discuss, communicate, and participate in any form of social interaction” (Ryan and Jones 2009). On these SNSs, Millennials create online profiles; communicate with others through chats and video conferencing; post multimedia information (e.g., pictures, articles, and video clips); and expresses their opinions using the like/dislike option (Sago 2010).

Professional Networking Sites (PNSs) such as LinkedIn are considered a subcategory of SNSs as they are social networking sites for business and professional interactions (Bradley 2011). As such they possess some unique characteristics such as the option to post and find jobs, conduct research on companies and industries, post resume information, and give and receive recommendations (Bradley 2011; Buck 2012).

LinkedIn is a leading PNS and it surpassed 100 million registered users (Bradley 2011). Being a career-building site, how successful is it in attracting college students? This demographic group should be of particular interest to a PNS such as LinkedIn because it uses extensively multiple SNSs and constantly searches for job and internship opportunities. Thus, this study explores whether and how junior and senior college students utilize the professional platform LinkedIn. In particular, the study provides an insight into what features students most frequently use on LinkedIn and what factors might inhibit non-users.

Though extensive research has been done recently to assess the usage and impact of SNSs on college students (Park, Kee et al. 2009; Pelling and White 2009; Sago 2010; Jacobsen and Forste 2011), PNSs have not been examined as a distinct social networking category in terms of features and needs that drive college students to use or not to use them. Therefore, the main objective of this study is to evaluate the usage patterns and benefits college students derive from using LinkedIn.

Usage of SNSs varies across demographic groups, where some segment are none or infrequent users (Alarcón-del-Amo, Lorenzo-Romero et al. 2011). Therefore, the second objective of this study is to assess non- and non-active college student users. As universities and colleges play a significant role in directing students to professional websites (Roberts and Zahay-Blatz 2012), how can PNSs partner with them to attract non- and non-active college student users to their platforms? This study suggests an on-campus Integrated Marketing Communication program to help PNSs such as LinkedIn to increase their market share of college student population.

### **Theoretical Background**

#### *Social and Professional Networking Sites (SNSs)*

Nielsen reports that about 75% of online users, spend on average 22% of their time on social networking sites (Roberts and Zahay-Blatz 2012). SNSs have been defined as web sites that allow people to “hand out” virtually, communicating with friends and family members, create and manage their online profiles, and connect to favorite brands and businesses (Sago 2010).

LinkedIn is a leading Professional Networking Site (PNS) that has more than 100 million subscribers with a median user age of 39 years (Sago 2010; Bradley 2011). It is considered a professional network because it allows users present themselves as professionals and interact with other business professionals (Bradley 2011). LinkedIn has several unique features that sets it apart from other social networks such as Facebook and Twitter.

The professional profiles members build, share, and manage on LinkedIn are usually significantly different from their Facebook or Twitter profiles (Buck 2012). They include professional information such as current and past work related experience and positions, education, and skills (Buck 2012). Many members upload their resume to their

LinkedIn profiles to establish a professional identity. Another significant difference is that members use LinkedIn recourses to find employment (Bradley 2011; Buck 2012). Finally, on LinkedIn members build professional connections with past and present coworkers or classmates (Bradley 2011; Buck 2012).

Studies indicate that older age groups use social network for professional activities (Agarwal and Mital 2009; Sago 2010). When profiling SNSs users, Alarco'n-del-Amo and Lorenzo-Romero (2011) identified four SNS usage segments: introverts, novel, versatile, and expert-communicators. Introverts are a small group of least active SNS users, age 45 years and older. Novel users, mostly women 29 years and older, that use the SNSs for basic functions such as update their profile, brows through friends' profiles, look up information of interest, and tag friends on their pictures. They mostly use only 2 SNSs.

The versatile users are the largest group, mostly men ages 36 – 44. They use SNSs almost daily for 1-5 hours, are members of 2-3 networks, and have 10-100 contacts. This group has a higher tendency to utilize SNSs for professional purposes, investing in professional contacts. Finally, the expert-communicators are mostly women ages 25-35 that use the SNSs extensively, several times a day for more than 5 hours. Their number of contacts usually exceeds 100.

#### *College Student Usage of PNSs*

The creation, sharing, and management of LinkedIn profile give individuals the opportunity to build a professional identity. Professional identity is defined as “the perception of oneself as a professional and as a particular type of professional” (Bucher and Stelling 1977, p. 213). The social network theory provides an explanation of how a professional network can “establish and maintain connections in an organizational context and how those connections facilitate a multitude of outcomes, such as professional advancement, information acquisition, and identity development” (Sweitzer 2008). Individuals should start developing these ties and particularly invest in their professional identity early in their careers to build a stable and credible image of themselves (Ibarra 1999; Sweitzer 2008).

However, it appears that majority of college students do not utilize SNSs for professional purposes and in particular are not heavy users of LinkedIn though many

companies today use LinkedIn for recruitment (Bradley 2011; Buck 2012). The versatile segment that utilizes networks for professional purposes is above 36 years old and the median usage age of LinkedIn is 39 years old (Sago 2010; Alarcón-del-Amo, Lorenzo-Romero et al. 2011). College students who are future professionals should be using extensively PNSs such as LinkedIn, building their professional identity and strong connections in preferred industries. Thus, this study explores the extent to which college students use LinkedIn and compare usage patterns of LinkedIn to those identified in previous studies for other social networks.

#### *College Student Needs to Use PNSs*

College students are more engaged in social networking activities than older age groups, visiting SNSs regularly and spending about 2-3 hours per day on them (Pelling and White 2009; Sago 2010; Jacobsen and Forste 2011). One of the most heavily used social networks by college students is Facebook (Sago 2010). Park et al. (2009) identified four needs students fulfill when using Facebook: (a) socializing, (b) entertainment, (c) self-status seeking, and (d) information seeking.

Socializing includes such needs as ‘to meet interesting people’ and ‘to stay in touch with people I know.’ Entertainment involves the need to have ‘fun’ and ‘excitement.’ Self-status seeking need results from feeling peer pressure, to make oneself ‘look cool,’ and to develop a career through group participation. Finally, information seeking need refers to receiving information related to on- and off-campus activities as well as product/service related information. Other studies have found similar drives for using SNSs (Sago 2010). As PNSs are a subcategory of SNSs with unique characteristic, this study investigates how generalized these needs are to a professional networking site such as LinkedIn, and whether other needs can drive a PNS usage.

#### *PNSs and On-campus IMC Tools*

PNSs such as LinkedIn generate revenue from business advertisements, usage of integrated applications, and premium subscriptions (Roberts and Zahay-Blatz 2012). PNSs should strive to increase their market share of the college student demographic to grow their long-term revenue, as students when graduating from college will probably keep using a professional network for their entire career. Though YouTube videos and on-line articles promote and educate LinkedIn novice users (Buck 2012), on-campus

integrated marketing communication strategy may be more effective in attracting college students.

Universities and colleges direct students to career-related websites (Roberts and Zahay-Blatz 2012). How can PNSs make sure that these establishments direct their students to their websites? Various activities and services are offered frequently on-campus (e.g., events and clubs) and communication tools such as events, sponsorships, and relationship marketing are part of companies' IMC programs (Jensen and Jepsen 2006). Can PNSs use such tools to develop campus-specific IMC program leveraging university activities and services to target inactive students users? The current study uses student responses to answer this question.

### **Methodology**

In-depth interview were conducted with 16 business juniors and seniors in a Northeastern university. The usage-based segmentation provided by Alarcon-del-Amo et al. (2012) guided our study. As suspected, college students very significantly in using LinkedIn and therefore we differentiated and sampled three group: (1) Non-users: students who did not have a LinkedIn account, (2) Non-active users: students who have a LinkedIn account but rarely access it, and (3) Active users: students who have a LinkedIn account and access it frequently.

The participating students were asked the following questions:

General Questions:

1. What is your age?
2. What is your major?
3. What year are you in college?
4. Do you have a Facebook account? If yes, for how long? How many friends do you have on Facebook? How often do you access Facebook?
5. Do you have a Twitter account? If yes, how many followers do you have? How many people/companies do you follow? How often do you tweet?
6. What other social medial sites/platforms do you use? How often do you use each? Why?

LinkedIn-related Questions:

7. Are you familiar with LinkedIn? What do you know about it?

8. Do you have a LinkedIn account?
  - a. If no, why? Will you consider opening a LinkedIn account in the future? If yes, when and for what purpose? If not, why?
  - b. If yes, how frequently do you access your account? Why? Do you have a smartphone app? If not, why? If yes, how much do you use it?
9. How many connections do you have on LinkedIn? How often do you interact with your connections on LinkedIn?
10. Have you ever contacted somebody on LinkedIn that you don't know? If yes, for what purpose? If not, what do you think about doing so?
11. How often do you update your profile on LinkedIn? What type of information do you post on your profile?
12. Are you a member of any discussion group on LinkedIn? If yes, which ones? If not, why not?
13. Did you ever give or receive recommendations on LinkedIn?
14. If you have a Twitter account, did you link your Twitter account to LinkedIn?
15. Did you ever create a resume using LinkedIn?
16. What other activities do you perform on LinkedIn?
17. How beneficial do you perceive LinkedIn to be to you in finding a job after you graduate?

Table 1 summarizes the descriptive characteristics of the participating students. Most students were ages 21 and 22. One student was an adult learner age 48. Overall 50% of the interviewees were males and above two third were juniors. Most students were majoring in Professional Sales and Marketing. All students except one had a Facebook account for 2-7 years. The lowest number of friends on Facebook was 75 while the highest numbered approached 1500. Most students (78%) accessed their Facebook account either daily or weekly. Surprisingly, fewer students had a Twitter account (63%) than Facebook account (94%) and more than half (55%) were inactive on Twitter. Most participants (75%) also reported that they had at least another social network account. Some had up to 3 other social network accounts.

[Insert Table 1 about Here]

### **Data Analysis**



The differences across the three groups in terms of LinkedIn usage are presented in Table 2. Though non-users do not have a LinkedIn account, they all intend to open one in the future. Sixty percent of non-users will open an account once they start looking for a job or an internship. Most active users (75%) access their LinkedIn account daily while 71% of non-active users access their account once or twice a week or a month. More than half of non-active users do not update their profile or rarely do so while all active users update their profile once a month, weekly, or as soon as they can provide new information.

[Insert Table 2 about Here]

**Profile Management.** Though non-users do not have a LinkedIn account 50% anticipate posting their resume information on their profile once they open an account. Non-active users mentioned that they posted their current and past experience, expertise/skills, and education on their LinkedIn profile. Most active users said they posted their resume information, in particular current and past experience. Half of them mentioned that they posted expertise/skills and education information. Thus, all three groups mentioned current/past experience, expertise/skills, and education as important to post on LinkedIn profile.

**Connections and Discussion Groups.** The non-active users differ significantly from active users in their (a) number of connections and (b) involvement in discussion groups. While active users have between 40 – 88 connections, the non-active have between 0 – 20 connections. Furthermore, all active users were involved in 4 - 9 discussion groups while less than 30% of non-active users were involved in 1 – 3 discussion groups. All active users and one non-active user were members of university-related discussion groups. The discussion groups that were mentioned were club related (e.g., professional sales club) and university related services (e.g., university career advisement center).

**Recommendations and LinkedIn Mobile Application.** Fifty percent of active users gave and received 1 – 2 recommendations while only 14% of non-active users gave or received 1 recommendation. One active user also used smartphone application, linked his/her Twitter account to the LinkedIn account, and created a resume using LinkedIn.

One non-active user used a smartphone application but none of the non-active users linked a Twitter account to their LinkedIn account or created a resume using LinkedIn.

**LinkedIn Benefits.** When participating students were asked what they know about LinkedIn and what benefits and purpose LinkedIn serves four main theme emerged: (1) Networking and connecting, (2) Job and internship opportunities, (3) Visibility and Self-promotion, and (4) Access to professional information (Table 3). All three groups frequently mentioned networking and connecting with professionals and business. Some referred to LinkedIn as “Facebook for Professionals.” Respondents mostly perceived the benefit of networking and connecting with familiar people, friends, classmates, and past/present employees. Most participating students did not feel comfortable to network with complete strangers because it was ‘too forward’ and a ‘misuse of this network’.

[Insert Table 3 about Here]

LinkedIn is perceived to provide employment and internship opportunities. Some students believe that to find a job it is necessary to have a LinkedIn account today as companies use LinkedIn to recruit. Students associate networking and connecting to the job/internship opportunities. Some stated that networking on LinkedIn can land a job and that their connections can refer them to job opportunities. Students also acknowledged the opportunity to find a job by being connected to some discussion groups.

Visibility and Self-promotion was the third theme that emerged in the in-depth interviews. Participating students believed that they needed to be visible to recruiting companies using LinkedIn. Some recognized the need to build a professional presence to better position themselves in the job market.

Finally, the interviewed students viewed LinkedIn as a hub for professional information. They could access business related articles, look up and follow companies, and get an update on industries. They also could post articles for their contacts to see which could be done directly on LinkedIn website or through linking their Twitter account to their LinkedIn account.

## **Conclusion**

Previous studies focused on how college students use SNSs rather than PNSs. This research examines how college students utilize or do not utilize LinkedIn, which is a

leading PNS. Though some similarities exist between usage of a SNS and a PNS, this study identified several significant differences.

#### *PNS vs. SNS Segments*

Students' usage of LinkedIn can be compared to Alarcon-del-Amo et al.'s (2012) typology of SNS usage. In this paper LinkedIn users were divided into three groups, which resemble three segments of the SNS user typology: introvert, novel, and versatile. The introverts, who are the least active group, are similar to non-users, who intend to use the LinkedIn platform in the future. They are less active on Twitter (40%) compared to other two groups, non-active users (71%) and active users (75%) but still pretty active on Facebook. Thus, though they may be introverts on LinkedIn, on other SNSs, such as Facebook they can be classified as versatile.

Non-active users of LinkedIn resemble the novel SNS users. They don't access their account frequently, rarely update their profile, have only a few connections, and they rarely interact with their contacts. Versatile SNS users show similar characteristics of active LinkedIn users. Active LinkedIn users frequently access their account and update their profile. They have more contacts, participate in more discussion groups, and perform more activities on the professional network than non-active users. One characteristic of versatile individuals, to use their SNSs for professional purposes, is in particular matches the active LinkedIn users. They utilize LinkedIn features for professional purposes significantly more than the non-active users.

The segmentation typology presented by Alarcon-del-Amo et al. (2012) is generic in the sense that it categorizes individuals into different usage groups for all their SNSs. Our study shows that students can be very active on Facebook and Twitter but very inactive on LinkedIn. Therefore, though PNSs are treated as part of the SNS category in many studies, they might need to be approached as a distinctive user interface by researchers.

#### *PNS Benefits vs. SNS Needs*

Four benefit themes of LinkedIn usage were identified in this study. As some students perceived LinkedIn as 'the Facebook for professionals' the benefit themes were compared to four gratification needs identified for Facebook by Park et al. (2009). It appears that some needs to use a SNS and PNS are similar while others are very different.

Socializing is the first need identified for Facebook users and can be associated with networking and connecting benefit identified for LinkedIn users. Though ‘to stay in touch with people the users’ characterizes socializing and networking needs, the main difference is that networking and connecting on a PNS is for professional purposes, such as to find a job or an internship. That is evident from the non-users who expressed the need to join LinkedIn when they need to find a job or an internship. Social needs are different from professional needs. Many students have contacts on LinkedIn that are not their friends on Facebook and vice versa. Students distinguish between networking/connecting and socializing by segmenting the people they know into Facebook friends and LinkedIn contacts.

Self-status seeking need on Facebook can be compared to self-promotion need on LinkedIn. Both needs are characterized by students’ desire to ‘developing their career’ and by ‘being peer pressured to participate’. Students believe that to land a successful job/internship they need to invest in self-promotion and self-visibility by building and updating their profiles. They also feel the pressure to do so as some of their peers have active LinkedIn accounts and report success in being employed or finding an internship through LinkedIn. However, the purpose of self-status seeking on Facebook is drive by the social need while the self-promotion and self-visibility need is fueled by professional needs (e.g., ‘branding yourself’ and ‘market yourself’). The self-promotion and self-visibility need is consistent with the social networks theory where individuals need to develop their professional identity.

The benefit of LinkedIn users to have access to professional information is similar to the identified gratification need of information seeking. Park et al. (2009) includes in the information-seeking category the need to access information related to events (on and off campus) as well as product information. The LinkedIn users express the need to access professional information related to industries and companies (e.g., ‘read articles’, ‘look up businesses’, ‘follow industries’). The need for information search is the same in both cases but the type of information individuals search on Facebook and LinkedIn differ significantly. On Facebook users look for social events while on LinkedIn they are investigate businesses and search for job openings.

One significant distinction between SNS and PNS is the fourth need/benefit. In the study on Facebook the entertainment need was identified while in this study the benefit of access to job and internship opportunity emerged. None of the interviewed students expressed the need to use the LinkedIn platform for entertainment. However almost all students perceived LinkedIn to provide an opportunity to ‘find’ or ‘land a job or an internship’ either through networking or connecting, through access to companies’ information, and/or through companies’ recruitment. Several non-user students stated that they would open a LinkedIn account in the future because of this benefit.

A study sampling Indian students revealed that these students use SNSs not only for leisure purposes but also for meaningful professional engagement. They used them mostly to “understand the business environment, improve job prospects, and participate in formal discussion forums” (Agarwal and Mital 2009, p. 109). Thus, the professional engagement on social networks by student population might be universal and should be differentiated from other social network engagements.

#### *Discussion Groups*

The in-depth interviews reveal that active users take more significant advantage of discussion group feature on LinkedIn than non-active users. Active users are involved in more discussion groups. They recognize the substantial benefits membership in discussion groups provides such as: (a) shows up on their profile, (b) provides access to job postings, (c) provides opportunities to increase their circle of connections, and (d) provides a convenient way to be updated on industry trends (Bradley 2011; Buck 2012). Thus, the more proficient students are in operating their LinkedIn account the more benefits they can gain from joining discussion groups.

The study also indicates that the active students also were more involved in campus-related discussion groups that revolved around activities and services provided by the universities. Students that joined campus related discussion groups could be more involved in the university’s activities and services. Through campus related discussion groups, PNSs can identify the professional activities and services students are interested in and develop appropriate on-campus IMC program.

#### *Implications*

A successful professional career is based on a continuous development of credible professional identity, professional connections, and acquisition of professional information (Sweitzer 2008). For students to end up with desired outcomes when they graduate from college (e.g., landing desired job), building their professional presence on a PNS should start early on (e.g., freshman year in college) as it takes time to establish and maintain a meaningful professional network.

Our study indicates that two third of the juniors and seniors interviewed either have not initiated their professional profile building on LinkedIn or do not utilize fully their LinkedIn account. However, these students expressed a strong need to find an internship while in school and a job after graduation and they recognized the benefit of LinkedIn in fulfilling this need. We suspect that the non-user group is greater among freshmen and sophomores though the benefits of an account on a professional networking platform increase over time (e.g., recommendations, number of connections, etc.).

A PNS such as LinkedIn loses revenue when college population does not use or does not fully utilize its features. In addition, as more PNSs emerge, LinkedIn as the leading PNS will need to be more aggressive in promoting itself to non-user students who will need to choose where to build their professional presence. To develop a successful IMC program that targets college students, LinkedIn should identify discussion groups that are university related and map out the activities and services provided by the universities that LinkedIn could impact. Table 4 provides an example of how a PNS such as LinkedIn might develop integrated promotional tools tailored to on-campus activities to increase its visibility and reach the target college population.

[Insert Table 4 about Here]

LinkedIn can schedule events such as information sessions and seminars educating students on why and how they can maximize their professional presence and market themselves. These events can occur on campus co-partnered with the professional career development services or Greek houses. A complementary IMC tool that LinkedIn can utilize is sales promotions when it sets up a demonstration and registration booth during a job fair. Relationship marketing can be fostered with career advancement centers to provide support to students that would like to open a LinkedIn account. Another

relationship marketing tool is to help the career development administrators create and manage discussion groups encouraging student to join.

Universities and colleges started to get more involved in PNSs and companies such as LinkedIn can capitalize on these initiatives. Helping students to reap the many gains a professional network service offers is an opportunity for universities and colleges to provide extra value to students particularly in the current touch job market. It also gives a chance for PNSs to increase their market share of this age group and long-term revenue from loyal postgraduates.

#### *Limitations*

The sample size and the sample pool are two main limitations of this study. Only 16 juniors and seniors in the business school of a public university were interviewed. To generalize our findings, students from all four years in school and other departments/schools should be sampled coupled with increased sample size. Being qualitative in nature, this study reports only one method, in-depth interviews. Additional methods such as on-line and off-line focus groups can complement the findings of this study. More comprehensive survey method can be employed as a follow up to establish reliability and validity of the study findings.

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**Table 1**  
**Descriptive Characteristics of Participants**

<b>Characteristics</b>	<b>Total (N=16)</b>	<b>Non-users (n<sub>1</sub> = 5)</b>	<b>Non-active users (n<sub>2</sub> = 7)</b>	<b>Active users (n<sub>3</sub> = 4)</b>
Age range	21-48	21-22	21-48	20-25
Gender:				
Male	50%	60%	43%	50%
Female	50%	40%	57%	50%
Major:				
Professional Sales & Marketing	68%	60%	86%	50%
Global Business	13%	20%		25%
Management	6%		14%	
Accounting	13%	20%		25%
Year in college				
Junior	68%	40%		75%
Senior	32%	60%	100%	25%
Facebook				
Students who have an account	94%	80%	100%	100%
For how long (years)?	2 - 7	4 - 7	2 - 6	4 - 7
Number of friends	75 - 1500	400-800	75 - 500	170 - 1500
How often access?				
Missing value	6%	20%		
Once a month	6%		14%	
1 - 5 a week	25%	20%	29%	25%
Daily	63%	60%	57%	75%
Twitter				
Students who have an account	63%	40%	71%	75%
Number of followers	2 - 200	2	5 - 200	1 - 125
Number of following	1 - 250	1 - 10	10 - 100	1 - 250
How often do you tweet?				
Not active	55%	100%	44%	25%
Rarely	13%		14%	25%
1 - 2 a month	6%		14%	
1 -3 a week	13%		14%	25%
Daily	13%		14%	25%
Student have additional social network account/s	75%	40%	86%	100%
Number of other social media used	1 - 3	1 - 3	1 - 3	1

**Table 2**  
**Summary of In-depth Interview Responses**

Questions	Non-active		
	Non-users (n <sub>1</sub> = 5)	users (n <sub>2</sub> = 7)	Active users (n <sub>3</sub> = 4)
Students familiar with LinkedIn	100%	100%	100%
Students who have a LinkedIn account	0%	100%	100%
If no, will consider opening one in the future	100%	-	-
If not, why not?			
Does not need a job or an internship	60%	-	-
Does not know how to operate or find it very useful	40%	-	-
Too busy in school	20%	-	-
Frequency of accessing the account:			
Rarely	-	29%	-
1 – 2 times a month	-	14%	-
1 - 2 a week	-	57%	25%
Daily	-	-	75%
How many connections?	-	0 - 20	40 - 88
If yes, how often do you interact?			
Never or Rarely	-	100%	50%
Once a month	-	-	25%
Weekly	-	-	25%
How often do you update your profile?			
Not yet or Rarely	-	57%	-
Once a month	-	14%	50%
Weekly	-	-	25%
As soon as something comes up	-	-	25%
What information do you post or would like to post?			
Current or past experience	25%	43%	100%
Expertise/skills	25%	43%	50%
Education	25%	43%	50%
Awards, rewards, and achievements	0%	14%	25%
Everything on the resume	50%	29%	75%
Students who are members of discussion groups?	-	29%	100%
If yes, in how many?			
Students connected to university-related groups	-	14%	100%
Students who gave and/or received recommendations?	-	14%	50%
If yes, how many?			
Gave	-	1	1 - 2
Received	-	1	1 - 2
Students who have a LinkedIn app	-	14%	25%
Students that linked their Twitter account to LinkedIn	-	0%	25%
Students who created a resume using LinkedIn	-	0%	25%

**Table 3**  
**Purpose and Benefits of Using LinkedIn**

<b>Emerging Themes</b>	<b>Total (N = 16)</b>	<b>Non-users (n<sub>1</sub> = 5)</b>	<b>Non-active users (n<sub>2</sub> = 7)</b>	<b>Active users (n<sub>3</sub> = 4)</b>
<b>Networking and Connecting</b>				
• Networking/connecting	31%	20%	43%	25%
• Networking/connecting with professionals and businesses	69%	80%	43%	100%
• Search for and connect with people you know (e.g., friends, classmates)	38%	20%	29%	75%
• Facebook for professionals	25%	20%	14%	50%
<b>Job and Internship Opportunities</b>				
• Useful/necessary for job purpose/opportunities	44%	40%	14%	100%
• Post, search, and get jobs		60%	29%	25%
• Finding a job after graduation	25%	20%	29%	25%
• Used by companies to recruit	13%	20%	0%	25%
• Foot in the door, job through connections	19%	0%	29%	25%
<b>Visibility and Self-promotion</b>				
• Gain visibility and be able to market yourself	19%	20%	0%	50%
• Branding yourself, have online presence, getting your name out	25%	20%	29%	25%
<b>Access to Professional Information</b>				
• Read articles and other posts	13%	0%	14%	25%
• Look up, follow, and learn about businesses and organizations	19%	20%	14%	25%

**Table 4**  
**An Example of Utilizing On-campus IMC Tools**

<b>On-campus Activities &amp; Services</b>	<b>IMC Tools</b>			
	<b>Events</b>	<b>Sponsorships</b>	<b>Relationship Marketing</b>	<b>Sales Promotion</b>
• Job fairs				+
• Clubs		+		
• Greek houses	+	+		
• Career advancement services	+		+	
• Local/National Competitions		+		
• Guest Speakers		+		