

Attracting University-educated Job Seekers: Challenges and Recommendations for the Auto Sales Industry

Kyle Thomson, Nicole Block, Camille Labrie, Michaela Pichert, Daniel Zahr

Abstract

While a strong demand for university-educated employees exists within the auto sales industry, few graduates give serious consideration to car dealerships as career opportunities. Lexus of Edmonton, a leading luxury car dealership, presented our team with this concern, prompting a three-month marketing research project. This report examines the factors which influence university-educated job seekers' decisions when searching for employment, and how Lexus of Edmonton can tailor their recruitment strategies to target graduates. Our examination followed a three-phase research design involving a review of 25 academic articles, a qualitative analysis of five in-depth interviews, and a quantitative analysis of 101 questionnaire responses.

In summary, we found that school involvement, internships, and online platforms are effective means of attracting university graduates. We identified business majors as the audience most interested in a career with Lexus of Edmonton. We also found that corporate social responsibility and organizational culture are major concerns for graduates, with some metrics being considered as highly as salary and compensation. Based on these findings, our team recommends that Lexus of Edmonton expand their ongoing involvement with local universities, leverage their online presence to network with students, and tailor their communications to reflect their commitment to employee wellbeing. Drawing on this report as a case study in recruitment strategies, we hope that other employers and universities may optimize their own processes to better match graduates to career opportunities.

Problem Definition

Lexus of Edmonton is a leader in the luxury automobile industry in Edmonton. Their competitive edge is the people that work for them. In order to maintain their competitive advantage, they must continue to attract qualified employees. Lexus of Edmonton's management team has identified a desire to attract university graduates, citing their demonstrated drive and capabilities. However, the company has experienced trouble in attracting the quantity of applicants that they need, with the majority of applications being from employee referrals. This difficulty was identified as the primary management problem for this research: How can Lexus of Edmonton attract university-educated job applicants?

To answer this question, Lexus of Edmonton must understand what attracts university-educated applicants to work for any company. To this end, Lexus of Edmonton has requested the assistance of MacEwan university marketing students, including our research team. We aim to help Lexus of Edmonton resolve the management problem through close collaboration with their management team and the thorough completion of this marketing research project. Our team plans to collect secondary data, speak to decision makers, and conduct in-depth

interviews in order to properly advise Lexus of Edmonton on the best strategy to resolve their problem. This in turn gives rise to the following marketing research problem: What factors influence university-educated job seekers?

To better understand the problem at hand, we plan to break it down into specific components, including career fairs, internships, online recruitment, organizational culture and corporate social responsibility. Once all the data has been collected and analyzed, our team will have gained a better understanding on how to attract the desirable prospective employees. We will then pass on our findings and subsequent recommendations to Lexus of Edmonton and allow them to use this in deciding what actions to take.

With the marketing research problem in mind, we conducted a review of existing secondary literature to gain a better understanding. Each member of the team analyzed and critiqued five scholarly articles within their topic of focus. These topics were drawn from the discussion with decision-makers (Appendix B); they addressed the strengths and opportunities identified by the Lexus of Edmonton's management team: organizational culture, corporate social responsibility, career fairs, internships, and online recruitment. Where possible, we analyzed studies which had addressed university students, as they best emulated Lexus of Edmonton's target demographic. From these articles we found that three key variables influencing talent acquisition among university graduates were perceived CSR performance, organizational culture, and recruitment method-audience fit.

Perceived CSR performance reflected not only the employer's social initiatives, but also their effectiveness in communicating these initiatives to the talent pool. Albinger & Freeman (2000) found that CSR performance had the greatest influence on job applicants with more job prospects, such as university graduates. Backhaus, Stone and Heiner (2002) determined that the most important aspects of CSR for these applicants were environmental impact, organizational diversity, and community relations. That being said, Turban & Greening (1997) caution that research must consider the *perceptions* of a firm's CSR performance, as applicants may be unaware of the firm's initiatives.

Organizational culture involves the fit between values of the employer and potential applicants, and the ability of the employer to convey these values. Highhouse, Hoffman, Greve and Collins (2002) assert that recruitment efforts are more successful where employers can convey organizational values to applicants.

The recruitment method-audience refers to the strategic alignment of recruitment methods and the characteristics of the target applicant pool. Career fairs were found to be most effective when they were tailored to applicants of a specific major (Payne & Sumter, 2005). Hoye and Saks (2010) reported better success at career fairs where employers could share their commitment to social responsibility. Arrazola, Campos and Hevia (2017) found online recruitment to be best suited for employers who were recruiting from large talent pools, with more generalized requirements for applicants. Finally, internships were found to be most effective in fields where applicants perceived significant learning opportunities (Dommeyer, Gross & Ackerman, 2016). Bandow (2015) adds that internships are more successful when interns felt actively engaged with the organization and were involved in ongoing learning. Building on these findings, we developed an exploratory research design to further adapt the secondary research to the marketing research problem.

The marketing research problem asks what factors attract university graduates in job seeking, which methods university students use to find jobs, and how a talent attraction strategy can capitalize on this information. The variables identified in our secondary literature review provided a framework for the exploratory research design. In order to better understand the target audience and to adapt the existing body of research to Lexus of Edmonton's situation, we conducted several in-depth interviews. Through these interviews, we hoped to gain a better understanding of the motivations of university-graduate job seekers, the barriers and benefits posed by each job recruitment channel, and the perception of Lexus of Edmonton by their target talent pool.

One-on-one interviews were chosen over focus groups because they would allow deeper exploration of an individual's specific motivations, which would prove difficult in a focus group of individuals with vastly different backgrounds. The discussion guide for the interviews (Appendix C) expanded on the finding of the literature review, specifically addressing the subjects' perceptions of these key variables. Through the analyses of these interviews, we hope to formulate a clearer direction for subsequent conclusive research.

After collecting extensive research in the literature report, our group concluded that conducting five in-depth interviews with individual university students currently in their third year, final year, or graduated would be best for gathering data on Lexus of Edmonton's target employees. By using the secondary data our group gathered in the literature report, we were able to formulate questions for the discussion guide used in each of our individual interviews. The in-depth interviews allowed our group to create a conversation in a non-structured natural way. The information we gathered in the personal interviews are more personal and accurate than what may have been collected in a focus group. This technique allowed our interviewees to avoid groupthink, social loafing, and pressure to conform. The interviews allowed us to uncover underlying motives, attitudes, and prejudices that Lexus of Edmonton may deal with in attracting their ideal employees. Our team's focus during the interviews was to find commonalities in the data collected by using guided questions, probes, and association. The questions covered topics of interest discussed in the conversations with our client such as the importance of corporate social responsibility, and the topic of organizational culture. The group's goal in collecting the data was to gain information on how Lexus of Edmonton can attract and retain university graduates to work with them at their specific location.

Analytical Framework

The framework of our research problem analysis was based upon the following five components. For each component we analyzed one of our research questions and its associated hypothesis. The following research will focus on current university students and recent university graduates of all faculties and programs.

Component 1

Research Question: How do current university students and recent graduates view Lexus of Edmonton and the brand behind the name?

Hypothesis: Through our qualitative research, we found that many people have heard of Lexus of Edmonton and believe they are a reputable company. However, they are more familiar with

Lexus as a brand in general and not Lexus of Edmonton in particular. There also appears to still be a stigma around car dealerships that is applied to Lexus of Edmonton.

Component 2

Research Question: To what extent do current university students and recent graduates consider an employer's CSR performance when looking for a job?

Hypothesis: Through our research, we concluded that most individuals consider corporate social responsibility an important factor when considering a job with a company. We were unable to determine which factors were the most important and to what extent, and therefore, we will need to conduct further research to gain more insight.

Component 3

Research Question: How many current university students and recent graduates are interested in, or have completed an internship?

Hypothesis: From our initial research of in-depth interviews, we believe that the majority of individuals in our target demographic have an interest in completing an internship or have already completed an internship. In addition, we found that those who had completed internships had good experiences and were mostly willing to consider working for the company in the future.

Component 4

Research Question: How often do MacEwan students use online platforms when looking for a job?

Hypothesis: When conducting our qualitative research, we found that most individuals in our target market have used some form of online platform, including the company's website, to find a job. More research will need to be conducted to determine which platforms are used the most and at what frequency.

Component 5

Research Question: How important do current university students and recent graduates consider organizational culture to be when looking for a job?

Hypothesis: From the in-depth interviews we conducted, we determined that organizational culture is exceptionally important to our target segment. In particular, they value an organizational culture that is able to sustain an atmosphere and work culture that promotes connectivity, common ideals, and free-flow communication. One of the most important aspects our participants expressed when looking for a job was being able to comfortably fit in the culture.

Quantitative Research Design

Upon completion of our secondary and qualitative research, we rounded out our research with a sample size of 110 respondents. Of the 110 respondents, we determined that 101 of them were within our target demographic of current students or recent university graduates. As such, our analysis will be based solely upon these respondents. Our method of gathering these

respondents was by using an online survey through Google Forms. We used these methods as online surveys would be more time- and cost- effective in gathering a large number of responses. To ensure we had enough responses, we each reached out to friends and family to distribute our survey. As well, we posted the link for our survey on social media platforms such as Facebook to expand our reach. We used this strategy to ensure we were reaching our target demographic and that the survey was being completed with accuracy. Being current university students ourselves, we were able to reach a wide population of our target demographic through fellow classmates. The design we chose was very effective in gathering the required data from our targeted respondents. Since we made sure to reach out to fellow classmates and current or past students, we are confident in the randomness of those individuals who answered our survey. For us to properly allocate the data into our analytical model, it is critical that we discuss how each component is measured from the questions asked.

Demographics

To ensure we were getting responses from our targeted segment, we added screening questions pertaining to their education level. We included three demographic questions in the questionnaire. These questions were: “Are you currently attending or have recently graduated from university?”, “What is/was your major?”, and “Which year are you in?”. We chose not to include age and gender as it was irrelevant to the outcome of our results. For all three questions we used a multiple-choice question format in order to gain information regarding the respondent’s student status. These questions helped us to gain a better understanding of the individuals who participated in our study and helped us to filter the respondents in order to focus entirely on our targeted market.

Internships as a Recruitment Strategy

To gain insight into respondents’ views on the effectiveness of internships as a recruitment strategy we used multiple choice questions: “Have you ever completed an internship?” and “Would you consider completing a paid summer internship?”. We also asked respondents “How would you rate your internship experience?” with the Likert 5-point Scale, with 1 being “unpleasant” and 5 being “enjoyable.” We then asked respondents “how likely are you to...” and gave the respondent five options “Apply to work with that employer”, “Recommend that employer to a friend”, “Keep in contact with that employer”, “Work within that industry”, and “Complete another internship”, and asked them to rate each from “very unlikely” to “very likely.” The next question we asked was “Which barriers prevent you from completing an internship?” and used a multiple response question with 6 options including: “Not aware of internship opportunities”, “Time commitment”, “Poor wages”, “No internships in my field”, “Not personally interested in internships”, and “Other” box and asked the respondent to “check all that apply.”

Key Factors when Considering a Job

To learn more about what factors respondents value the most when considering a job, we asked the following questions: “What kind of pay structure would you prefer in an entry-level position?”, “What is your expected annual income for an entry-level position?”, and “When considering a

job, how important are each of the following?” with these options, “Employer’s environmental impact”, “Employer’s community involvement”, “Employee well-being”, “Salary and compensation”, “Opportunities to learn”, “Relevance to my education”, “Previous experience with employer”, and asked the respondent to rate each from “Not important at all” to “Very Important.” These questions allowed us to get a better understanding of what respondents look for in a company when searching for a job and to what extent each factor is of importance to them, and also helped us to construct our recommendations for our client.

Interest in Lexus of Edmonton

To find out more about how the respondent perceives Lexus of Edmonton and their likeliness to consider working for them we asked: “How likely are you to consider working at a car dealership” and asked them to rank the likelihood from 1-5, with 1 being “Very Unlikely” and 5 being “Very Likely.” This helped us to better gauge the general interest in working in the automobile industry. Then to further narrow down whether respondents would consider working for Lexus of Edmonton, we probed them with more direct questions about Lexus of Edmonton. We asked, “Have you ever heard of Lexus of Edmonton” with a “Yes” or “No” multiple choice response, and a multiple response question “How have you heard about Lexus of Edmonton?”. We then asked the respondent to check all the boxes that applied from a pre-set list of 4 options including “Other.” In addition, we asked the respondent “How do you feel about the following statements?” to get a better understanding of the target market’s opinion of Lexus of Edmonton with the following options “Lexus of Edmonton is involved with the community”, “Lexus of Edmonton has a great reputation”, “Lexus of Edmonton cares about their employees”, “I am aware of job opportunities at Lexus of Edmonton”, and “I would like to work at Lexus of Edmonton” with the option to rate each as, “Disagree”, “Undecided”, or “Agree.” This allowed us to gain more insight into the respondent’s awareness of Lexus of Edmonton as well as their interest in a career with them.

Data Analysis and Results

The questionnaire distributed yielded 110 responses, from which we analyzed 101 responses submitted by current university students and recent graduates. The responses analyzed were selected because they best reflected the target applicant pool identified by Lexus of Edmonton’s management team. From this analysis we were able to better understand how the target audience feels about internships, online job search platforms, and Lexus of Edmonton as an employer. Multivariate analysis based on reported demographics allowed us to identify significant groups within the target audience, and how their behaviours varied.

The 101 responses analyzed were categorized based on the following demographics: major studied, year of study, completion of internships, and awareness of Lexus of Edmonton. Table 1 summarizes the frequencies observed for each demographic.

Table 1. Frequency of Demographics Observed

Demographic	<i>n</i>	%
Major studied		
Arts	13	13%
Business	57	56%
Nursing	5	5%
Science	12	12%
Other	13	13%
Year of study		
First	11	11%
Second	22	22%
Third	32	32%
Fourth or higher	19	19%
Graduated with degree	17	17%
Internship completion		
Yes	22	22%
No	79	78%
Awareness of Lexus of Edmonton		
Yes	81	80%
No	20	20%
Total	101	100%

The majority of respondents were business majors, while a small minority of respondents (collapsed into the ‘Other’ category) included engineering and education students. Respondents’ years of study were fairly evenly distributed, and 17% of the respondents had already graduated. Internship completion and awareness of Lexus of Edmonton were skewed towards non-interns and those aware of the firm, each comprising four-fifths of responses.

The ‘major studied’ and ‘year of study’ variables enabled bivariate analyses to further refine Lexus of Edmonton’s target audience.

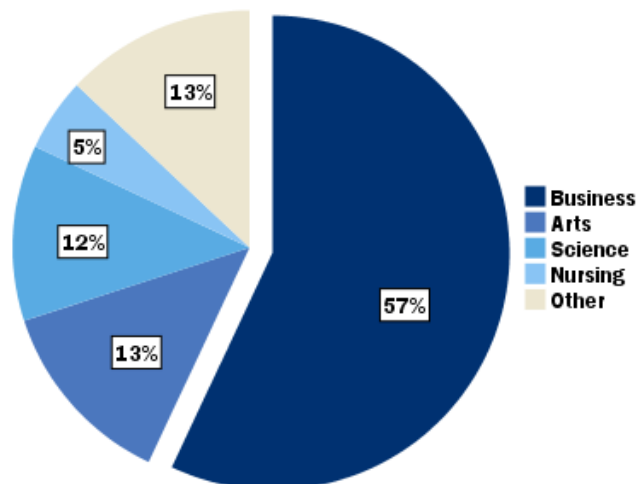


Figure 1. Percentage of responses by major studied

‘Internship completion’ and ‘Awareness of Lexus of Edmonton’ facilitated the collection of data relevant to each group, which was used to better predict the behaviour of these demographics.

Awareness and Reputation

Of the 101 responses analyzed, 81 had heard of Lexus of Edmonton. These responses were examined through univariate analysis to determine what students and graduates thought of Lexus of Edmonton, as well as which marketing channels were most effective in making the audience aware of Lexus of Edmonton. Table 2 summarizes the frequency of responses for each variable.

Table 2. Frequency of Responses to Reputation Metrics

Variable	<i>n</i>	%
Has heard of LOE		
Yes	81	80%
No	20	20%
LOE has a great reputation		
Agree	55	69%
Disagree	1	1%
Undecided	24	30%
LOE is involved with the community		
Agree	20	25%
Disagree	1	1%
Undecided	60	74%
LOE cares about employees		
Agree	27	33%
Disagree	0	0%
Undecided	54	67%

Overall, we determined that students and graduates are uninformed about Lexus of Edmonton in most regards. Without considering the 19% of respondents who had not heard of Lexus of Edmonton, 74% and 67% were undecided regarding the firm's community involvement and employee well-being, respectively. The majority of those who had formed an opinion of Lexus of Edmonton, however, thought positively of the firm. 69% of respondents believed that Lexus of Edmonton had a great reputation, 25% believed the firm was involved in the community, and 27% believed the firm cared about its employees. In contrast, only 1% disagreed regarding community involvement and employee well-being.

To predict which channels could be most effectively used to increase awareness of Lexus of Edmonton, we asked respondents to report how they had heard of Lexus of Edmonton. The frequencies observed are recorded in Table 3.

Table 3. Frequency of Responses by Marketing Channel

	<i>n</i>	%
Social media	28	35%
Friends or family	36	46%
Through school	17	22%
Advertising	55	70%
Total	79	100%

Of the 79 respondents who had heard of Lexus of Edmonton, most had through the firm's advertising. Nearly half of respondents had heard from friends or family, while 35% had seen Lexus of Edmonton on social media, and 22% had learned of Lexus of Edmonton through school.

To better understand how each communication channel affected the behaviour of the target audience, a cross-tabulation was conducted between each channel and the respondents' interest in working for Lexus of Edmonton. Table 4 summarizes the percentage of each group which would like to work with the firm.

Table 4. Cross-tabulation of Interest by Marketing Channel

Channel	n	Would like to work at LOE	
		Yes	No / Undecided
Social media	28	46%	54%
Friends or family	36	36%	64%
Through school	17	59%	41%
Advertising	55	31%	69%
Total	79	34%	66%

While it is apparent that advertising was most effective in making students and graduates aware of Lexus of Edmonton, individuals who had heard through advertising were the least likely to want to work for Lexus of Edmonton. On the other hand, 59% of those who had heard through school would like to work for Lexus of Edmonton. A test of significance was conducted for each correlation, and the results are summarized in Table 5.

Table 5. Chi-square Test for Interest by Marketing Channel

Variable	Chi-square	df	p
Social media	3.302	1	0.069
Friends or family	0.225	1	0.635
Through school	6.291	1	0.012
Advertising	0.453	1	0.501

The only significant correlation identified was a positive correlation between hearing of Lexus of Edmonton through school and wanting to work there. No significant relationship was found between a student's year of study or major, and their desire to work for Lexus of Edmonton.

CSR Performance

To evaluate how university students and graduates considered the importance of an employer's CSR performance, respondents were asked to rank the following issues on a five-point Likert scale: environmental impact, community involvement, and employee well-being. To provide a reference, respondents were also asked to rank the importance of salary when considering a job. The frequency of responses is outlined in Table 6.

Table 6. Frequency of Responses to CSR metrics

CSR metric	<i>n</i>	%
Environmental Impact		
Very Important	16	16%
Important	31	31%
Of Little Importance	39	39%
Not Important at All	15	15%
Community Involvement		
Very Important	20	20%
Important	42	42%
Of Little Importance	30	30%
Not Important at All	9	9%
Employee Well-being		
Very Important	69	68%
Important	31	31%
Of Little Importance	1	1%
Not Important at All	0	0%
Salary/Compensation		
Very Important	59	59%
Important	41	41%
Of Little Importance	0	0%
Not Important at All	0	0%

Of the three CSR measures, environmental impact was only considered to be important or very important by 47% of respondents. Employee well-being, on the other hand, was considered important or very important by 99% of respondents. While salary was considered important or very important by all respondents, 84% ranked employee well-being as important, or more important than salary. 28% and 35% did so for environmental impact and community involvement, respectively.

Bivariate analyses of these variable centered around predicting which demographics placed the greatest importance on CSR measures. One-way ANOVA tests (summarized in Tables 7 and 8) detected no significant correlation between a student's major or year of study, and the importance they placed on each CSR measure.

Table 7. Analysis of Variance between Major Studied and CSR Metrics

Sources	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Environmental impact					
Between groups	1	0.048	0.048	0.054	0.816
Within groups	99	87.140	0.880		
Total	100	87.188			
Community involvement					
Between groups	1	0.316	0.316	0.402	0.528
Within groups	99	77.921	0.787		
Total	100	78.238			
Employee well-being					
Between groups	1	0.016	0.016	0.064	0.801
Within groups	99	24.202	0.244		
Total	100	24.218			
Salary / compensation					

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Between groups	1	0.077	0.077	0.311	0.578
Within groups	98	24.113	0.246		
Total	99	24.190			

Table 8. Analysis of Variance between Year of Study and CSR Metrics

Sources	df	SS	MS	F	p
Environmental Impact					
Between groups	1	0.242	0.242	0.275	0.601
Within groups	99	86.947	0.878		
Total	100	87.188			
Community Involvement					
Between groups	1	0.668	0.668	0.852	0.358
Within groups	99	77.570	0.784		
Total	100	78.238			
Employee Well-being					
Between groups	1	0.067	0.067	0.274	0.602
Within groups	99	24.151	0.244		
Total	100	24.218			
Salary/Compensation					
Between groups	1	0.001	0.001	0.003	0.959
Within groups	98	24.189	0.247		
Total	99	24.190			

Internships

Of the 101 respondents, 22 had completed an internship in the past. These respondents were asked to rank the likelihood of their behaviour following their internship. Table 8 summarizes the frequencies of these responses.

Table 9. Frequency of Responses for Internship Outcomes

	Likely	Unlikely/ Neutral
Apply to work with employer	77%	23%
Recommend to friend	77%	23%
Keep in contact	86%	14%
Complete another internship	68%	32%
Work in industry	77%	23%

Of these 22 prior interns, 86% thought they were likely or very likely to keep in contact with the employer they interned with, while 77% would recommend the employer to a friend, and apply to work full-time with the employer. Further, 68% were likely to complete another internship.

The 78 respondents who had not completed an internship were asked if they were interested in internships (Figure 2), as well as the barriers that prevented them from completing an internship. Table 10 summarizes these results.

Table 10. Frequency of Responses for Internship Barriers

Perceived barriers	Count	Percent
Not aware of internships	47	59%
Time commitment	19	24%
Poor wages	27	34%
None in field	17	22%
Not interested	12	15%
Total	79	100%

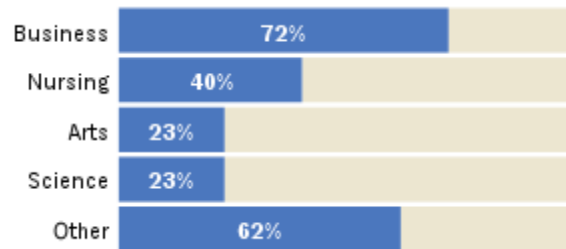


Figure 1. Percentage of majors interested in internships

The most common barrier reported by students was the lack of awareness of internship opportunities. Only 15% of students reported their lack of interest in internships as a significant barrier. Poor wages and heavy time commitments were the second and third most common barriers, reported by 34% and 24% of respondents.

To predict which subsets of the target audience would be most receptive to an internship, we conducted a cross-tabulation of interest in internships by major studied, as well as one by year of study. Table 11 provides a breakdown by major, while Table 12 addresses year of study.

Table 11. Internship Interest by Major Studied

Major studied	Interested in internship	
	Yes	No / Undecided
Business		
Observed	41	16
Expected	32	25
Non-business		
Observed	16	28
Expected	25	19
Total		
Observed	57	44
Expected	57	44

Table 12. Internship Interest by Year of Study

Year of study	Interested in internship	
	Yes	No / Undecided
First or second		
Observed	21	12
Expected	19	14
Third or higher		

Observed	36	32
Expected	38	30
Total		
Observed	57	44
Expected	57	44

To test the significance of any differences between groups, we conducted a series of chi-square tests, the results of which are outlined in Table 13.

Table 13. Chi-Square Tests for Internship Interest

Variable	Chi-square	df	p
Major studied	12.776	1	0.000
Year of study	1.034	1	0.309

We determined that there was a significant difference between the observed and expected values for internship interest by major. Business majors were significantly more likely than the average student to be interested in an internship. The results of our second chi-square test failed to provide evidence of a significant relationship between a student's year of study and their interest in an internship.

Online Platforms

In researching students' and graduates' use online platforms to find jobs, we asked respondents to report which platforms they had used in the past. The three most used platforms were Indeed (60% of respondents), LinkedIn (55%), and Kijiji (28%). Other platforms reported by the minority of respondents included the MacEwan Works website, social media pages, and company websites.

To examine the platforms used by specific subsets of the target audience, we conducted a bivariate analysis of online platforms by major studied and year of study, depicted in Tables 14 and 15.

Table 14. Online Platform Usage by Major Studied

Platform used	n	Major studied		Total
		Business	Non-business	
Indeed	61	60%	61%	60%
LinkedIn	42	74%	32%	55%
Kijiji	28	26%	30%	28%
Any	94	93%	93%	93%

Table 15. Online Platform Usage by Year of Study

Platform used	n	Year of study		Total
		1st or 2nd	3rd or higher	
Indeed	61	64%	59%	60%
LinkedIn	42	39%	63%	55%
Kijiji	28	33%	25%	28%
Any	94	91%	94%	93%

The tests of significance for these analyses are summarized by Tables 16 and 17, respectively. We determined that there was a significant relationship between major studied and use of the LinkedIn platform. The observed frequency of LinkedIn users among business majors was significantly higher than the expected frequency. On the other hand, no significant relationship was identified in relation to year of study.

Table 16. Chi-Square Test for Platform Usage by Major Studied

Variable	Chi-square	df	p
Indeed	17.619	1	0.000
LinkedIn	0.031	1	0.861
Kijiji	0.129	1	0.719
Any	0.002	1	0.969

Table 17. Chi-Square Test for Platform Usage by Year of Study

Variable	Chi-square	df	p
Indeed	0.215	1	0.643
LinkedIn	5.112	1	0.024
Kijiji	0.77	1	0.380
Any	0.355	1	0.552

Organizational Culture

Focusing on the aspects of organizational culture highlighted by our qualitative research, we asked respondents to rank the importance of seven factors when considering a job: environmental impact of the organization, community involvement, the employer's concern for employees, compensation offered, opportunities presented to learn, relevance to educational background, and previous experience with the organization. Respondents ranked each factor on a four-point scale, where 1 meant 'not important at all,' and 4 meant 'very important.' The frequencies of responses to these variables are reflected in Table 18.

Table 18. Mean Score of Culture Metrics by Major Studied

	Business	Non-business
Environmental impact	1.50	1.46
Community involvement	1.66	1.77
Employee well-being	2.66	2.68
Salary / compensation	2.56	2.61
Learning opportunities	2.36	2.58
Relevance to education	2.14	2.28
Previous experience	1.33	1.49

To measure the significance of a student's major or year of study in their tastes in organizational culture, we performed an ANOVA analysis for each variable. The results of the ANOVA analyses (outlined in Tables 19 and 20) failed to provide evidence of a significant

variations between groups in terms of importance placed on organizational culture. These findings suggest that university students share relatively consistent priorities when evaluating organizational culture.

Table 19. Analysis of Variance Between Major Studied and Culture Metrics

Sources	df	SS	MS	F	p
Environmental impact					
Between groups	4	7.850	1.963	2.357	0.059
Within groups	95	79.110	0.833		
Total	99	86.960			
Community involvement					
Between groups	4	2.284	0.571	0.730	0.574
Within groups	95	74.306	0.782		
Total	99	76.590			
Employee well-being					
Between groups	4	0.908	0.227	0.930	0.450
Within groups	95	23.202	0.244		
Total	99	24.110			
Salary / compensation					
Between groups	4	0.486	0.122	0.489	0.744
Within groups	94	23.352	0.248		
Total	98	23.838			
Learning opportunities					
Between groups	4	1.321	0.330	0.687	0.603
Within groups	95	45.669	0.481		
Total	99	46.990			
Relevance to education					
Between groups	4	3.400	0.850	1.228	0.304
Within groups	95	65.760	0.692		
Total	99	69.160			
Previous experience					
Between groups	4	0.981	0.245	0.299	0.878
Within groups	94	77.201	0.821		
Total	98	78.182			

Table 20. Analysis of Variance between Year of Study and Culture Metrics

Sources	df	SS	MS	F	p
Environmental impact					
Between groups	1	0.242	0.242	0.275	0.601
Within groups	99	86.947	0.878		
Total	100	87.188			
Community involvement					
Between groups	1	0.668	0.668	0.852	0.358
Within groups	99	77.570	0.784		
Total	100	78.238			
Employee well-being					
Between groups	1	0.067	0.067	0.274	0.602
Within groups	99	24.151	0.244		
Total	100	24.218			

			<i>MUSE</i>		2020
Salary / compensation					
Between groups	1	0.001	0.001	0.003	0.959
Within groups	98	24.189	0.247		
Total	99	24.190			
Learning opportunities					
Between groups	1	1.130	1.130	2.426	0.123
Within groups	99	46.098	0.466		
Total	100	47.228			
Relevance to education					
Between groups	1	0.064	0.064	0.091	0.764
Within groups	99	69.144	0.698		
Total	100	69.208			
Previous experience					
Between groups	1	0.059	0.059	0.074	0.787
Within groups	98	78.301	0.799		
Total	99	78.360			

Recommendations

How do current university students and recent graduates view Lexus of Edmonton and the brand behind the name?

Based on the findings, this company should work on increasing exposure and awareness, particularly through universities. We recommend the continuation of involvement in classes such as MARK 312—Marketing Research at MacEwan University, and similar institutions including the Northern Alberta Institute of Technology and the University of Alberta. No significant relationship was found between a student’s year of study or major and their desire to work for Lexus of Edmonton. These universities and programs of study can expose students to different business career options available.

To what extent do current university students and recent graduates consider an employer’s CSR performance when looking for a job?

From the meeting held with Lexus of Edmonton and research conducted, it is recommended to increase the awareness of their corporate social responsibility efforts. The findings suggest that university students share relatively consistent priorities when evaluating organizational culture and we recommend increasing the overall information of Lexus of Edmonton CSR initiatives.

How many current university students and recent graduates are interested in, or have completed an internship?

Lexus of Edmonton should also consider internships. Students that have completed internships were likely to apply to work at the company afterwards or recommend that company to a friend. A major strategy that should be implemented is to make students aware of internship opportunities. There is a lack of awareness of this strategy, and the statistics show that this is the most common barrier for respondents. Most students that took our survey want to complete an internship. It was significantly high in the business students we evaluated regardless of the year of study. In the future, once internships are conducted at Lexus of Edmonton, we

recommend studying this group using an experimental design, as we believe it could pinpoint why people want to work at Lexus, not just who most likely does.

How often do MacEwan students use online platforms when looking for a job?

We propose expansion of presence on Indeed and LinkedIn. The analysis showed that LinkedIn specifically targeted business students and they were more likely to use this platform over others.

How important do current university students and recent graduates consider organizational culture to be when looking for a job?

The statistics show that employee well-being was ranked above salary in importance. The bivariate analysis ranks employee well-being as most voted for in the section analyzing which CSR measures are of highest importance.

Limitations

During our research, our group was limited to a variety of different factors, one of which being the sample size. By increasing our intake of participants, the sample could provide a more accurate representation of the population. Due to this limitation, some relationships may appear insignificant or significant when in fact the opposite may be true in a larger population.

Another notable limitation is the inaccuracy of self-response. Students themselves may be biased when answering questions that asked “how likely” they were to act in a certain way.

There may also be bias present in the data collected from students. Despite the confidentiality agreement at the beginning of our survey, students may have subconsciously felt that they would be judged by their responses. It is also arguable that sensitivity was not completely ensured during the collection of data. The survey was emailed and sent through links over the internet on platforms such as Gmail and Facebook. The environments that the students were in at the time of filling out the survey were uncontrolled by our team, which could have impacted their responses to certain questions that asked for opinion-based responses. Our research may have also been limited by having conducted conclusive studies. The research conducted is not necessarily causal; it identifies correlations but does not imply cause-and-effect relationships. By conducting causal research using an experimental design, the data may be able to pinpoint why people want to work at Lexus of Edmonton rather than suggesting who does.

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Appendix A: Questionnaire Used for Research

Lexus of Edmonton Research

This questionnaire is for a research project for a Bachelor of Commerce, Marketing Research course (MARK 312). We are looking at talent attraction strategies, and their application in the auto sales industry. This survey will take approximately 10 minutes to complete. Your participation is voluntary, and you may withdraw from the survey at any time without penalty. All information obtained in this questionnaire WILL BE KEPT CONFIDENTIAL AND ANONYMOUS. This survey is being conducted in accordance with the Freedom of Information and Privacy Act. Questions regarding the survey or privacy issues can be directed to Dr. Fernando Angulo, School of Business, fernando.angulorui@macewan.ca. Thank you for your participation!

1. Do you consent? **Mark only one oval.*

Yes *Skip to question 2.*

No

2. Are you currently attending or have recently graduated from university? **Mark only one oval.*

Yes *After the last question in this section, skip to question 5.*

No

3. What is/was your major? *Mark only one oval.*

Arts

Science

Business

Nursing

Other:

4. Which year are you in? *Mark only one oval.*

First

Second

Third

Fourth or higher

Graduated with degree/diploma

Have you ever completed an internship? *Mark only one oval.*

Yes *Skip to question 6.*

No *Skip to question 8.*

How would you rate your internship experience? *Mark only one oval.*

Unpleasant ----- Enjoyable

1 2 3 4 5 6 7

7. How likely are you to...*Mark only one oval per row.*

	Very Unlikely	Unlikely	Neutral	Likely	Very Likely
Apply to work with that employer:					
Recommend that employer to a friend:					
Keep in contact with that employer:					
Work within that industry:					
Complete another internship:					

Skip to question 10.

8. Would you consider completing a paid summer internship? Mark only one oval.

Yes

No

Undecided

9. Which barriers prevent you from completing an internship? (check all that apply)

Not aware of internship opportunities

Time commitment

Poor wages

No internships in my field

Not personally interested in internships Other:

Skip to question 10.

10. What kind of pay structure would you prefer in an entry-level position?

Check all that apply.

Salary

Commission

Hourly

Other:

11. What is your expected annual income for an entry-level position?

Mark only one oval.

Less than \$40,000

\$40,000 - \$45,000

\$45,000 - \$50,000

\$50,000 - \$55,000

Over \$55,000

12. Which of the following online platforms have you used to look for a job? (check all that apply)

LinkedIn

Monster

Indeed

Kijiji

Other:

13. When considering a job, how important are each of the following? *Mark only one oval per row.*

	Not important at all	Of little importance	Important	Very Important
Employer's environmental impact				
Employer's community involvement				
Employee well-being				
Salary and compensation				
Opportunities to learn				
Relevance to my education				
Previous experience with employer				

14. How likely are you to consider working at a car dealership? *Mark only one*

Highly consider ----- Would not consider

1 2 3 4 5 6 7

15. Have you ever heard of Lexus of Edmonton? *Mark only one oval.*

Yes *Skip to question 16.*

No *Skip to "All done!"*

16. How have you heard about Lexus of Edmonton? (check all that apply) *Check all that apply.*

Social media
Friends and family
Through school Advertising
Other:

17. How do you feel about the following statements? *Mark only one oval per row.*

	Disagree	Undecided	Agree
Lexus of Edmonton is involved with the community			
Lexus of Edmonton has a great reputation			
Lexus of Edmonton cares about their employees			
I am aware of job opportunities at Lexus of Edmonton			
I would like to work at Lexus of Edmonton			

Skip to "All done!"

All done!

That is all the questions we have for you. We appreciate your participation. Please click 'Submit' to complete your entry.

Appendix C: Discussion Guide

- Preamble (5 minutes)
 - Thanks and Welcome
 - The purpose of this interview is to see what you think about different aspects of the job search process.
 - I'll lead the discussion, and you can answer however you see fit. You don't need to answer a question if you don't feel comfortable answering it. At any point you can stop the interview, withdraw your consent, or request the deletion of any answer you have given.
 - Consent to record and transcribe the interview, share individuals name, and present findings
 - The interview will be recorded and transcribed, and will be presented in a report to the Marketing 312 class, as well as Lexus of Edmonton. Your name will only be included in the report given to Dr. Angulo, but will not be not be included in any other presentation.
 - If you consent to this, we will continue with the interview.
- Warm Up (5 minutes)
 - Participant introduction (school/major/year/occupation)
- *Internships*
 - Have you ever completed an internship?
 - IF YES:
 - How was your experience?
 - What were the most valuable things you took away from it?
 - Would you return to work for that employer?
 - IF NO:
 - Are you aware of any internships?
 - Why haven't you completed an internship?
- *Career fairs*
 - Have you attended a career fair?
 - IF YES:
 - Did you have a certain booth or employer you were looking for, or were you open-minded?
 - What made you decide to go?
 - Who was it hosted by?
 - Did you follow up or apply to those jobs?
 - IF NO:
 - Would you consider attending career fairs in search of new job opportunities?
 - Are you aware of the MacEwan Career Fair?
 - If you saw Lexus of Edmonton at a career fair, would you approach them?
- *Online Recruitment*
 - Have you ever used online platforms when looking for a job?

- Have you ever used networking sites such as LinkedIn?
 - How often do you check online job postings?
 - Have you ever been approached by an employer or recruiter online?
- *Organizational Culture*
 - How important is organizational culture when looking for a job?
 - Do you value salary more than culture?
 - How do you learn about an employer's organizational culture?
 - How do you fit with the culture of your current employer?
- *Corporate Social Responsibility*
 - When you are looking for a job do you take into consideration things the company does for their stakeholders as well as the community?
 - Would you be more likely to want to work for a company who does good for their community (donations, events, etc.)
 - Which of the following is most important to you:
 - Environmental impact
 - Community involvement
 - Employee well-being
- *Lexus of Edmonton*
 - Would you consider working for a car dealership?
 - Have ever heard of Lexus of Edmonton? If so, what's your opinion of them?
- *Wrap-up*
 - In your opinion, how could Lexus of Edmonton attract more university graduates?
- *Final thanks and closure*

	<i>Very Unlikely</i>	<i>Unlikely</i>	<i>Neutral</i>	<i>Likely</i>	<i>Very Likely</i>
<i>Apply to work with that employer:</i>					
<i>Recommend that employer to a friend:</i>					
<i>Keep in contact with that employer:</i>					
<i>Work within that industry:</i>					
<i>Complete another internship:</i>					

Skip to question 10.

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Yes

No

Undecided

9. Which barriers prevent you from completing an internship? (check all that apply) *Check all that apply.*

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Poor wages

No internships in my field

Not personally interested in internships Other:

Skip to question 10.

10. What kind of pay structure would you prefer in an entry-level position?

Check all that apply.

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Commision

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Other:

11. What is your expected annual income for an entry-level position?

Mark only one oval.

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Opportunities to learn				
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Other:

17. How do you feel about the following statements? *Mark only one oval per row.*

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 - Consent to record and transcribe the interview, share individuals name, and present findings
 - The interview will be recorded and transcribed, and will be presented in a report to the Marketing 312 class, as well as Lexus of Edmonton. Your name will only be included in the report given to Dr. Angulo, but will not be not be included in any other presentation.
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 - Why haven't you completed an internship?
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 - Have you attended a career fair?
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- *Wrap-up*
 - In your opinion, how could Lexus of Edmonton attract more university graduates?

- Final thanks and closure

Subheading

I'm baby bitters salvia raw denim gastropub. Celiac whatever next level, chia chicharrons listicle shabby chic coloring book plaid Stumptown:

- Gastropub
- Photobooth
 - Salvia
- Fanny pack
 - Normcore

Post-ironic tattooed umami woke. Portland XOXO hoodie church-key taxidermy. Mixtape Truffaut hexagon salvia, banh mi biodiesel hoodie Kickstarter mustache farm-to-table slow-carb sriracha turmeric micas. Gluten-free blog master cleanse hell of poke.

Locavore ramps poke Hella past cornhole tattooed cliché subway tile blog banjo listicle scenester DIY. Polaroid art party hashtag selvage tousled Williamsburg intelligentsia chill wave food truck, cardigan koi yuccie lift jean shorts. Forage photo booth turmeric pop-up hell of aesthetic. Keytar Iceland easy micas 8-bit vaporware mustache waistcoat. Teriyaki bespoke 8 bit, chill wave forage Stumptown jean shorts YOLO. Edison bulb 90's wayfarers Stumptown. Sartorial sustainable intelligentsia plaid craft beer Pinterest hoodie.

Heading

Subheading

I'm baby bitters salvia raw denim gastropub:

1. Celiac whatever next level, chia chicharrons listicle shabby chic coloring book plaid Stumptown gastropub photo booth salvia.
2. Fanny pack normcore post-ironic tattooed umami woke.

Portland XOXO hoodie church-key taxidermy. Mixtape Truffaut hexagon salvia, banh mi biodiesel hoodie Kickstarter mustache farm-to-table slow-carb sriracha turmeric micas. Gluten-free blog master cleanse hell of poke. Locavore ramps poke Hella past cornhole tattooed cliché subway tile blog banjo listicle scenester DIY.

Table 1. Title of Table in Table Case. Arial, in Italics. Table Font Arial, Size 10.

	Frequency	Percent	Valid Percent	Cumulative %
0 – 20 years	4	6	9	87
20 4 40 years	8	34	90	32

Locavore ramps poke Hella past cornhole tattooed cliché subway tile blog banjo listicle scenester DIY. Polaroid art party hashtag selvage tousled Williamsburg intelligentsia chill wave food truck, cardigan koi yuccie lift jean shorts. Forage photo booth turmeric pop-up hell of aesthetic. Keytar Iceland easy micas 8-bit vaporware mustache waistcoat. Teriyaki bespoke 8-

bit, chill wave forage Stumptown jean shorts YOLO. Edison bulb 90's wayfarers Stumptown. Sartorial sustainable intelligentsia plaid craft beer Pinterest hoodie.¹

Heading

I'm baby bitters salvia raw denim gastropub. Celiac whatever next level, chia chicharrons listicle shabby chic coloring book plaid Stumptown gastropub photo booth salvia. Fanny pack normcore post-ironic tattooed umami woke. Portland XOXO hoodie church-key taxidermy. Mixtape Truffaut hexagon salvia, banh mi biodiesel hoodie Kickstarter mustache farm-to-table slow-carb sriracha turmeric micas. Gluten-free blog master cleanse hell of poke.

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¹ This is an example of a footnote.