

Facing your Career, Can We Help?

A Study Focused on How to Increase MacEwan's
Career Development and Experiential Learning Office
Face-to-Face Interactions With Students

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Abstract

Our marketing research focuses on the MacEwan Career Development and Experiential Learning office. This study was done to research a management issue brought forth: how to increase the Career Development and Experiential Learning office's face-to-face interactions. With our analysis completed we believe that our recommendations can help increase the awareness of the office and services provided. Using secondary data and in-depth interviews we noticed 3 themes arise: students do not know location or existence of Career Development and Experiential Learning office, students' motivations that may assist with their interest in the service, and students thinking that the service will not fit their needs. Using these themes, we formulated a questionnaire that we distributed through an online survey. We collected 101 surveys from MacEwan University students and analyzed the data using SPSS, a statistical software.

Data analysis showed our team that we had a skewed number of participants from the Bachelor of Commerce program. From these Bachelor of Commerce students, we saw they are more aware of Career Development and Experiential Learning than their other program peers. Furthermore, we can see that there is a strong correlation between third and fourth year students and the awareness of the office and what services are offered. Students feel that the Career Development and Experiential Learning office could benefit from advertising on-campus and believe that the lack of awareness is associated with this. We believe that our recommendations that are derived from these findings will help address our themes and impact the successfulness of MacEwan graduates as they enter their careers.

Problem Definition

The Career Development and Experiential Learning office approached our team to help conduct marketing research for the department. This office helps students at MacEwan University with providing quality feedback and key information in helping develop students' careers. Our group used a key-informant technique to help us get a better understanding of the office's main issues. Currently, MacEwan's Career Development and Experiential Learning office faces a management problem of how to increase face-to-face interactions for students attending MacEwan University. They also face a marketing problem of how to increase awareness of their office and services. Based on our research, we have found many suggestions on how the Career Development and Experiential Learning office can achieve more awareness.

Our first step to tackling the problem was secondary research through 25 scholarly articles. These articles helped us create a framework to develop a discussion guide for our in-depth interviews. These articles brought forth issues such as "why do students choose to not visit the Career Development and Experiential Learning office?" and "how great is the awareness of the Career Development and Experiential Learning office at MacEwan?" We interviewed students in a one-on-one basis with mainly open-ended questions in order to create open dialogue for a great variety of qualitative data. Our qualitative research led us to further our development of MacEwan's Career Counselling problem and allowed us to implement a questionnaire to reach a larger number of MacEwan University students. The main focus of our research problem is how to create greater awareness for the Career Development and Experiential Learning office in order to increase the rate of visits for face-to-face interactions for career advice.

Analytical Framework of the Marketing Research Problem

Initially we focused on secondary data through exploratory research. During this process we focused our data on career development services, incentivizing students, spreading word-of-mouth, stress factors towards career development and students, and branding strategies to get a better understanding of the Career Development and Experiential Learning office and their problem. This data collection allowed us to formulate a better approach to the main problem moving forward. For our depth interviews, we were able to get five respondents willing to engage in the exploratory process. We had respondents aged 20, 22, and 37. Three female and two male respondents. During the coding process of analyzing the depth interviews we found three themes that inhibit potential users from using the service: students do not know location or existence of Career Development and Experiential Learning office,

students' motivations that may assist with their interest in the service, and students thinking that the service will not fit their needs.

From these three common themes observed we further broke down these categories into subcategories that will impact face-to-face interactions such as a student's year of study, program of study, current promotional tools used by the department, and if a student's course load and work impact interactions with the office. These categories, along with the themes observed, directly tie into the posed research question on increasing student face-to-face interactions with the service. Each of the questions asked helped develop a further understanding of the main issue and contribute to our recommendations.

Research Questions and Hypotheses

Research question 1

What degree or program is the most aware of the Career Development and Experiential Learning office?

Hypothesis: We believe that the students in the Bachelor of Arts program are more likely to have used or know about the service because of the nature of the degree being open to many options where students may need guidance.

Research question 2

What is the best way to advertise the service to existing MacEwan students?

Hypothesis: We believe that using social media and on-campus advertising is the best course of action because that is the most effective way to reach our target demographic. It would be done by using existing MacEwan social media accounts that students of the University would be following, and on-campus to be more direct and face-to-face with the existing student base.

Research question 3

Does the current employment of students or desire for employment impact the awareness or usage of the Career development and Experiential Learning office's services?

Hypothesis: We hypothesized that students who are currently employed do not feel the need to use the service because they have other priorities. Students who are employed may not see the benefit of the service because they feel like their current employment negates them from being able to benefit from career development.

Research question 4

Which year of student is most likely to access the Career Development and Experiential Learning office?

Hypothesis: We believe that third and fourth year students are the most likely to go to the Career Development and Experiential Learning office because they are nearing the end of their academic careers and are more in-need of help to get a footing in the real world where they can find viable career options.

Research question 5

Does the year of student study impact the services that are used by career development centre?

Hypothesis: We hypothesize that students who have been in their degree for longer will have more awareness of the services offered by Career Development and Experiential Office. Therefore, students in their third and fourth year will be more interested in services such as mock interviews and resume and cover letter review compared to their first and second year cohorts.

Research Design: Descriptive Design

Target Population and The Sampling Frame

From the analysis of secondary data and development of themes from in-depth interviews we developed a primary research study to further analyze the questions posed in the problem definition. We used an online survey through Google Forms for data collection and quantitative research. From our 106 respondents, 101 matched our prerequisite of being enrolled at MacEwan University or respondents who plan to attend soon. Our target market is defined as anyone who is currently enrolled or planning to be enrolled at MacEwan in 2018. As for the sampling method, our team decided to go with both non-probability sampling and the probability sampling distribution process. Regarding the non-probability sampling process, we primarily relied on our team's personal judgement -thus implementing judgmental sampling that is a technique of non-probability sampling- to get the survey completed. Our information was derived from students in MacEwan University. We approached students from class and also random students from hallways to increase variability. Distributing the surveys online is an example of probability sampling as the targeted sample population that filled the surveys was random. Finally, we used convenience sampling. While at school we would ask students due the fact that this is where our target market is located. This shows that we used a common form of cluster sampling

called area sampling. Table 1 below shows the characteristics of our sampled target market.

Table 1: Student Sample Characteristics

**Anything less than 5% will not be used in our analysis due to the small number of responses

Variables	Number of Respondents	Percentage of Respondents
Gender		
Male	45	44.6%
Female	56	55.4%
Age Range		
18-24	89	88.1%
25-30	9	8.9%
*31-40	3	3%
*40+	0	0
Program		
Bachelor of Arts	14	13.9%
Bachelor of Science	15	14.9%
Bachelor of Commerce	58	57.4%
Bachelor of Science in Nursing	7	6.9%
*Other Bachelor program	0	0
Diploma Program	5	5%
*Open Studies	2	2%
Year of Study		
First Year	14	13.9%
Second Year	22	21.8%
Third Year	33	32.7%
Fourth Year	27	26.7%
Fifth Year	5	5%
Are you a full-time or part-time student?		
Full-Time	93	92.10%
Part-Time	8	7.90%

Are you currently employed?		
Full-Time	13	12.90%
Part-Time	61	60.40%
No	27	26.70%
(If applicable) If you are unemployed, are you currently looking for work?		
Yes	16	15.80%
No	19	18.80%
Not Applicable	66	65.30%
Check your most preferred industry you would like to work in?		
Retail/Service	12	11.90%
Commerce	47	46.50%
Educational	11	10.90%
Medical	19	18.80%
Other	12	12%

Field-Work and Data Collection

Our approach in distributing the surveys worked in two ways. First, a face-to-face strategy which entailed asking students at various locations of MacEwan University to participate. We targeted different locations across campus such as the cafeteria, study rooms, student lounging areas, and other areas across campus to have a greater variety of students across different faculties. Second, we used an online strategy through social media. We posted the link to our questionnaire on various suitable Facebook groups such as “Grant MacEwan Used Book Exchange” and “MacEwan University First-Year Students.” The logic behind this method is that it allowed us to reach more respondents in our target market that could not be reached physically. This was to ensure that we had a greater variety of respondents that ranged from age, program, gender, and full-time or part-time studies.

We believe that posting our survey online the Facebook groups is why we had five respondents who did not meet our screening criteria. As the Facebook groups have upwards to 17,000 people in it with some members of the group no longer attending MacEwan University (Grant MacEwan Used Book Exchange, 2018). These approaches that were used demonstrated effectively that we were successful in collecting data from the targeted segment.

Development, Pre-test, and Execution of the Questionnaires

The questionnaire questions were based on the information and themes that our team had established during the literature review and in-depth interviews. After receiving feedback on our questionnaire report, our team agreed on a revised questionnaire with some changes made to how we constructed the questions. We decided to distribute our survey online through Google Forms because the platform offered many advantages our team was able to utilize. For one, our target market all have Gmail account since MacEwan University student emails are tied to Google information systems. This allowed for a simple transition into our questionnaire and ease of use. Secondly the easy transfer of data from Google Forms to Excel and SPSS allowed for our team to efficiently and effectively analyze the data. Finally, with the ability to incorporate a consent form and screening questions, it allowed our team to be able to reject respondents if they did not meet our consent and demographic requirements.

During our pre-testing phase, we had feedback provided from another marketing research team. This critique helped formulate our final copy of our questionnaire. After this feedback we modified some of our questions in order to incorporate more scale-based questions, such as rank order and Likert scale questions. In addition to those changes, we reorganized some questions to make the survey flow better to reduce confusion from respondents.

During the data collection process, there was targeted a goal of 100 to 125 surveys. We were able to get 106 respondents to complete the survey. However, five surveys that were unusable due to them not passing the screening questions. Once the surveys were collected, we exported our survey data into Microsoft Excel where all responses were converted into SPSS files, allowing us to analyze our data.

Report of ethical issues when collecting data

There was nothing conclusively unethical found in our data collection process. Some ethical issues that may have occurred during the distribution process of our surveys is that some respondents potentially did not spend the time needed to take the survey properly and rushed through the survey making erroneous answers. Since going around the campus and making sure our respondents had completed the survey, another issue that may have occurred is through posting our survey on different MacEwan Facebook groups we cannot verify if everyone on that group applies to our target market and could have just selected the fact that they are students when they perhaps were not.

Data Analysis and Results

Plan of data analysis

In our data analysis we used bivariate techniques to evaluate our data taken from our online questionnaire. In a majority of tables, we presented multiple bivariate techniques due to the fact that they could easily relate our variables to our research questions. We measured our SPSS data using multiple cross tabulation functions, ANOVA as well as determining actions with the null hypothesis using the given data from the chi-squared table.

Univariate Analysis of key variables

The eight tables shown below will present our vital data collected through the surveys we distributed to the 101 valid participating respondents.

Table 2: Have you heard of the MacEwan University Career Development and Experiential Learning office?

Variable	Response Percentage	Number of Responses
Yes	45.5%	46
No	54.5%	55

Table 3: Have you ever used the Career Development and Experiential Learning office before?

Variable	Response Percentage	Number of Responses
Yes	17.8%	18
No	82.2%	83

Table 4: What program are you in?

Program_coded_short

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other	47	44.8	44.8	44.8
	Bcom	58	55.2	55.2	100.0
	Total	105	100.0	100.0	

Table 5: (If applicable) If you are unemployed, are you currently looking for work?

(If applicable) If you are unemployed, are you currently looking for work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	15.2	15.8	15.8
	No or N/A	85	81.0	84.2	100.0
	Total	101	96.2	100.0	
Missing	System	4	3.8		
Total		105	100.0		

Table 6: What year of school are you in?

What year of school are you in?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 to 2 Years	36	34.3	35.6	35.6
	3+ Years	65	61.9	64.4	100.0
	Total	101	96.2	100.0	
Missing	System	4	3.8		
Total		105	100.0		

Table 7: Do you plan on building a career in this industry after completing your degree?

On a scale of 1-7, with 1 being "Absolutely" and 7 being "Absolutely not", do you plan on building a career in this industry after completing your degree?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	40	38.1	39.6	39.6
	2	13	12.4	12.9	52.5
	3	2	1.9	2.0	54.5
	4	11	10.5	10.9	65.3
	5	11	10.5	10.9	76.2
	6	9	8.6	8.9	85.1
	7	15	14.3	14.9	100.0
	Total	101	96.2	100.0	

Table 8: Check all the boxes of the services you know the Career Development and Experiential Learning office offers.

\$Service_full Frequencies

		Responses		Percent of Cases
		N	Percent	
\$Service_full ^a	Career assessment tests	16	8.7%	15.8%
	Career requirement checklists	17	9.3%	16.8%
	Job internships	24	13.1%	23.8%
	Mock interviews	31	16.9%	30.7%
	None/Unaware	54	29.5%	53.5%
	Resume and cover letter review	41	22.4%	40.6%
Total		183	100.0%	181.2%

a. Group

Results of Research Questions and Hypothesis

Research Question 1

What degree or program is the most aware of the Career Development and Experiential Learning office?

Based on our cross tabulation in Table 1, it was found that at 95% confidence level between "what program are you in" and "have you ever heard of the MacEwan Career

Development and Experiential Learning office” the p-value is less than 0.05 which make the data statistically significant. Therefore, we can reject our null hypothesis. This shows that there is a correlation between the program you are currently enrolled in and if you have heard of the Career Development and Experiential Learning office. Based on the data collected, Bachelor of Commerce students were most of the participants and other educational departments were collapsed into “other degree” because of the relatively low data set these programs represented. Furthermore, our hypothesis of Bachelor of Arts students being more aware of the service was not able to be confirmed because of the skew of participants from the Bachelor of Commerce program.

There is enough evidence however, to support the fact that many students who are attending MacEwan have not heard of the career counselling services MacEwan has to offer. The likelihood that students at MacEwan are aware of the Career Development and Experiential Learning office is 44%. When comparing this between faculties we can see a significant difference. Students in Bachelor of Commerce are more likely than other degrees to have heard of the department at 55% compared to other degree programs in which 30% of the participants have heard of the service. However, we can see that the opposite is true as well with 45% of Bachelor of Commerce students having not heard of the office compared to 70% of other degree programs. This shows that there is a positive relationship between Bachelor of Commerce students and how aware they are of the Career Development and Experiential Learning office, when compared to students from other faculties.

Table Set 1: Comparison of “What Program Are You In?” and “Have you heard of the MacEwan University Career Development & Experiential Learning Center?” through Cross Tabulation and Chi Squared Test

Count

		Have_you_heard_of_the_MacEwan_University_Career_Development_and_		Total
		No	Yes	
Program_coded_short	Other	29	14	47
	Bcom	26	32	58
Total		55	46	105

Chi-Square Tests

Value	df	Asymptotic Significance (2-sided)
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Pearson Chi-Square	10.166 ^a	2	.006
Likelihood Ratio	11.790	2	.003
N of Valid Cases	105		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.79.

Research Question 2

What is the best way to advertise the service to existing MacEwan students?

When looking at this data we used a frequency table to analyze the results of a ranking question of “why do you think the service (Career Development and Experiential Learning services) lacks awareness?” According to Table 2, 1 was ranked most important and 4 was ranked least important. We can see from the data that 34.7% of students believe the Career Development and Experiential Learning services lack on-campus advertising. When analyzing the second reason why the Career Development and Experiential Learning office lacks awareness, it is important to note that 26.7% of students believe that lack of word-of-mouth is the second most important reason in rank 1 for why the Career Development and Experiential Learning office lacks awareness. However, in our category rank 2 section, we can see that 43.6% of students believe lack of advertising on social media is one of the reasons why this service lacks awareness. When comparing these two variables to each other in the rank 1 and 2 categories, we can see that word-of-mouth has 42 respondents that believe word-of-mouth is a important issue compared to 65 respondents that believe that the lack of social media advertising is causing awareness issues.

When referring to Table 3 and the ways students believe the Career Development and Experiential Learning services can increase awareness, 47.5% of respondents believed that an increase in social media presence could benefit the service and 40.6% of respondents believed in increasing on-campus advertising. From these results, we can see the correlation between the results (Table 2 and Table 3) that show students believe on-campus advertising campaigns and social media need to be strengthened. From this analysis we can see that our hypothesis is correct when regarding how the Career Development and Experiential Learning office can best advertise themselves to students.

Table 2: Please rank in order with 1 being the most important and 4 being the least important. Why you think the service lacks awareness?

Variable	Response Percentage	Number of Responses
Rank 1: Poor Location	17.8%	18

Rank 1: Lack of advertising (social media)	20.8%	21
Rank 1: Lack of advertising (on-campus)	34.7%	35
Rank 1: Lack of word-of-mouth	26.7%	27
Rank 2: Poor Location	12.9%	13
Rank 2: Lack of advertising (social media)	43.6%	44
Rank 2: Lack of advertising (on-campus)	28.7%	29
Rank 2: Lack of word-of-mouth	14.9%	15
Rank 3: Poor Location	14.9%	15
Rank 3: Lack of advertising (social media)	28.9%	29
Rank 3: Lack of advertising (on-campus)	26.7%	27
Rank 3: Lack of word-of-mouth	29.7%	30
Rank 4: Poor Location	54.5%	55
Rank 4: Lack of advertising (social media)	6.9%	7
Rank 4: Lack of advertising (on-campus)	9.9%	10
Rank 4: Lack of word-of-mouth	28.7%	29

Table 3: Please rank in order from 1-3 with 1 being the best, the ways you think the MacEwan Career Development and Experiential Learning office can increase awareness among students?

Variable	Response Percentage	Number of Responses
Rank 1: Increase social media presences	47.5%	48
Rank 1: Increase on-campus advertising	40.6%	41
Rank 1: Increase office signage	11.9%	12
Rank 2: Increase social media presences	26.7%	27
Rank 2: Increase on-campus advertising	52.5%	53
Rank 2: Increase office signage	20.8%	21
Rank 3: Increase social media presences	25.7%	26
Rank 3: Increase on-campus advertising	6.9%	7
Rank 3: Increase office signage	67.3%	68

Research Question 3

Does the current employment of students or desire for employment impact the awareness or usage of the Career development and Experiential Learning office’s services?

First, we wanted to analyze the relationship between students that are currently employed and if there was a correlation between “currently employed” and “have you ever used the career counselling service.” From our hypothesis we indicated that students who are currently employed or engaged in full-time studies do not feel the need to use the services provided. However, from the chi-square test in Table 4, we found that the p-value was greater than 0.05 in which case we accept the null hypothesis. Therefore, we can say with confidence that if students are currently employed and having ever used career counselling services is insignificant. This data correlates with Table 5, which compares “currently employed” and “have you ever heard of the MacEwan Career Development and Experiential Learning office’s services” which has a p-value of 0.252. This chi-square value is over our alpha 0.05 and

we can confidently confirm that we accept the null hypothesis. Concluding there is no correlation between these two variables.

When looking at the data from cross-tabular Tables 6 and 7, we wanted to understand the relationship between students that were looking for employment and if this impacted if they are aware or use the Career Development and Experiential Learning office's services. When analyzing Table 6, correlation between "If you are currently unemployed, are you looking for employment?" and "Have you ever used career counselling services?" we see a chi-square value of 0.916. Therefore, when using an alpha of 0.05 we would accept this null hypothesis. When looking at table 7 and comparing "If you are currently unemployed, are you looking for employment?" and "have you ever heard of the Career Development and Experiential Learning office's services?" the Pearson chi-square value of 0.349 is above our alpha 0.05 and we would accept the null hypothesis. Therefore, there is strong evidence to conclude there is no correlation between looking for employment and the awareness of the Career Development and Experiential Learning office.

Table Set 2: Comparison of "Are you currently employed?" and "Have you ever used the Career Development and Experiential Learning office before?" through Cross tabulation and Chi-Square test

Count

		Have_you_ever_used_the_Career_Development_and_Experiential_Learning		Total
		No	Yes	
Currentlyemployed_Coded_Short	1.00	11	2	13
	2.00	72	16	88
Total		83	18	101

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.061 ^a	1	.806		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.063	1	.803		
Fisher's Exact Test				1.000	.581
N of Valid Cases	101				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.32.

b. Computed only for a 2x2 table

Table Set 3: Comparison of "Are you currently employed?" and "Have you heard of the MacEwan University Career Development and Experiential Learning office?" through cross tabulation and Chi-Square test

Count

		Have_you_heard_of_the_MacEwan_University_Career_Development_and_		Total
		No	Yes	
Currentlyemployed_Coded_	1.00	9	4	13
Short	2.00	46	42	88
Total		55	46	101

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.313 ^a	1	.252		
Continuity Correction ^b	.719	1	.397		
Likelihood Ratio	1.352	1	.245		
Fisher's Exact Test				.372	.199
N of Valid Cases	101				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.92.

b. Computed only for a 2x2 table

Table Set 4: Comparison of "(If applicable) If you are unemployed, are you currently looking for work?" and "Have you ever used the Career Development and Experiential Learning office before?" through Cross Tabulation and Chi-Square test

Count

		Have_you_ever_used_the_Career_Development_and_Experiential_Learning		Total
		No	Yes	
Desire_Employment_Short	Yes	13	3	16
	No or N/A	70	15	85
Total		83	18	101

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.011 ^a	1	.916		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.011	1	.916		
Fisher's Exact Test				1.000	.578
N of Valid Cases	101				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.85.

b. Computed only for a 2x2 table

Table Set 5: Comparing "(If applicable) If you are unemployed, are you currently looking for work?" and "Have you heard of the MacEwan University Career Development and Experiential Learning office?" Through Cross Tabulation and Chi-Square test

Count

		Have you heard of the MacEwan University Career Development and		Total
		No	Yes	
Desire_Employment_Short	Yes	7	9	16
	No or N/A	48	37	85
Total		55	46	101

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.879 ^a	1	.349		
Continuity Correction ^b	.440	1	.507		
Likelihood Ratio	.875	1	.350		
Fisher's Exact Test				.417	.253
N of Valid Cases	101				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.29.

b. Computed only for a 2x2 table

Research Question 4

Which year of student is most likely to access the Career Development and Experiential Learning office?

We performed a chi-square test to compare the relationship between the year of study and the degree in which students currently are in between two variables: If they have ever heard of the Career development and Experiential Learning office's services, and if they have ever used the services. When looking at the Table 8 and "have you ever heard of the Career Development and Experiential Learning office's services?" we see that the Pearson chi-square value is lower than alpha 0.05 and can reject the null hypothesis and conclude there is a strong relationship between these two values. From Table 8 we can see that 22% of first and second year students are aware of the Career Development and Experiential Learning office's services compared to 58% third and fourth-year students. Therefore, students in third and fourth year are more likely to have heard of the Career Development and Experiential Learning office's services, supporting our hypothesis stated earlier.

When looking at Table 9 and comparing degree year and if they have ever used the Career Development and Experiential Learning office, we see a Pearson chi-square of 0.017. This is below our p-value of 0.05 and can reject the null hypothesis stating a significant relationship between degree year and use of the office's services. When looking at the data in Table 9 we can see that our hypothesis of third and fourth year students accessing these resources more often is accurate. Only two out of the 34 students in first and second year (6%) have accessed the service compared to 16 out of 49 third and fourth year students (33%). Interestingly, this shows us that there is a correlation between students that have used the Career Development and Experiential Learning services and degree year.

Table Set 6: Comparing "What year of school are you in?" and "Have you heard of the MacEwan University Career Development and Experiential Learning office?" Through Cross Tabulation and Chi-Square test

Count

		Have_you_heard_of_the_MacEwan _University_Career_Development_ and_		Total
		No	Yes	
year_coded_short	1 to 2 Years	28	8	36
	3+ Years	27	38	65
Total		55	46	101

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	12.268 ^a	1	.000		
Continuity Correction ^b	10.850	1	.001		
Likelihood Ratio	12.835	1	.000		
Fisher's Exact Test				.001	.000
N of Valid Cases	101				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 16.40.

b. Computed only for a 2x2 table

Table Set 7: Comparing "What year of school are you in?" and "Have you ever used the Career Development and Experiential Learning office before?" Through Cross Tabulation and Chi-Square test

Count

		Have you ever used the Career Development and Experiential Learning		Total
		No	Yes	
year_coded_short	1 to 2 Years	34	2	36
	3+ Years	49	16	65
Total		83	18	101

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.747 ^a	1	.017		
Continuity Correction ^b	4.519	1	.034		
Likelihood Ratio	6.676	1	.010		
Fisher's Exact Test				.016	.013
N of Valid Cases	101				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.42.

b. Computed only for a 2x2 table

Table Set 8: Comparing "What year of school are you in?" and "On a scale of 1-7, with 1 being "Absolutely" and 7 being "Absolutely not", do you plan on building a career in this industry after completing your degree?" Through ANOVA

ANOVA

bestrepresentsagreement_coded	Sum of Squares	df	Mean Square	F	Sig.
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Between Groups	2.929	1	2.929	1.892	.172
Within Groups	153.289	99	1.548		
Total	156.218	100			

Research question 5

Does the year of student study impact the services that are used by career development centre?

Our team conducted a chi-square test on Table 10 to test the significance in our findings. The p-value observed for our analysis of “year of study” and “services offered” is 0.00001. With a p-value below 0.05, we can reject the null hypothesis and conclude that this is strong correlation between our variables. When comparing our findings, it is important to note that students in their third and fourth year have a better understanding of all the services offered by Career Development and Experiential Learning office. Among students in their first and second year, 75% of these respondents were unaware of any of the services offered from the office compared to 42% of third and fourth year peers. The services that were most known by third and fourth year students were resume and cover letter reviews (54%), mock interviews (40%), and job internships (37%). This helps support our hypothesis that third and fourth year students are more aware of services such as resume and cover letter reviews, and mock interviews. We can also infer that there is a positive relationship between the awareness of services offered and length of time students are in their programs.

Table set 9: Comparing “Check all the boxes of the services you know the Career Development and Experiential Learning office offers” and “What year of school are you in?” Through cross tabulation and Chi-Square test

			Year_coded_shorter		Total
			1 to 2 years	3+ Years	
\$Service_full ^a	Career assessment tests	Count	2	14	16
	Career requirement checklists	Count	2	15	17
	Job internships	Count	0	24	24
	Mock interviews	Count	5	26	31
	None/Unaware	Count	27	27	54
	Resume and cover letter review	Count	6	35	41
Total		Count	36	65	101

Percentages and totals are based on respondents.

a. Group

Pearson Chi-Square: Value: 0.00001

Conclusions and Recommendations

It is vital from our research we provide recommendations that will not only create a long-term solution for the Career Development and Experiential Learning office but is also formulated from our primary research. During our team's initial report, we posed different hypothetical questions that we further analyzed during our primary research phase. From our primary research, we can tell that some of our hypotheses were accurate and surprisingly others were not. Our first hypothesis of which department is more aware of the Career Development and Experiential Learning office surprised our team. In our data set 57.4% of our respondents were enrolled in the Bachelor of Commerce program and caused our team to have to combine the other faculty programs such as Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, and other diploma programs. From the data gathered we can see that Bachelor of Commerce students are more aware of the Career Development and Experiential Learning office than their peers in other faculties.

When looking at the best ways students believe MacEwan can improve their advertising, increasing on-campus advertising and the lack of on-campus advertising caused the majority of awareness issues perceived from student base. Furthermore, our team found it important to note that employment status or desire for employment did not have any correlation with student awareness of the Career Development and Experiential Learning office. These motivational factors were hypothesized to be factors but proved to be less significant when analyzing the results. Finally, third and fourth year students have a better awareness of the Career Development and Experiential Learning office and their services. First and second year cohorts know less about the services offered (75%) when compared to students that have been in their degree for three or four years (42%)

From the statistics analyzed we have developed three recommendations that we believe will create a long-lasting impact on the proposed management issue brought forth "how to increase face-to-face interactions with students." These three recommendations include: Increasing on-campus advertising, partnerships with teachers in core first and second year courses, and strategically planning the time/placement of the career development pop-up desk. Our first recommendation is to increase the on-campus advertising used by MacEwan University. Referring to Table 2, 34.7% of students believe the Career Development and Experiential Learning office lacks on-campus advertising and 40.6% of students believe increasing on-campus advertising could benefit the service. The department can utilize the vacant ad spaces during the semester to promote their services. With the increase in advertising banners and informational bullets throughout campus, the Career Development and Experiential Learning office can increase their overall campus awareness. Through our

data analysis, we found out that Bachelor of Commerce Students are more aware than their classmates of the existence of these services. Therefore, we recommend that these on-campus promotional tools be saturated in buildings 7 to building 11. These are usually the areas that students from other faculties are located which would most efficiently target non-commerce students. Additionally, the increase in on-campus advertising will increase the services overall awareness and directly impact one of our following themes: students that do not know the existence or location of the Career Development and Experiential Learning office. Therefore, the office will be able to market some of the services they offer and impact our third theme: students do not think the service fits their needs.

Our second recommendation is to target first and second year students by creating strategic partnerships with faculty members. According to Table 8, only 22% of first and second year students are aware of the existence of the Career Development and Experiential Learning office. 75% of this demographic does not know of the services offered from the office. Many of these first and second year students have core prerequisite classes that are mandatory for all students. Courses such as ENGL 102 are mandatory courses for various degrees such as Bachelor of Science, Bachelor of Arts, Bachelor of Commerce, and Bachelor of Science in Nursing. Our team proposes that we target these faculty members and departments to help increase awareness among first and second year students. Implementing information sessions with these professors and incorporating details about the Career Development and Experiential Learning office into syllabus will be critical. By informing students near the beginning of their academic career, we will be able to provide more opportunities for all students to utilize the offices services. This implementation will help with the themes perceived earlier: awareness of the office and students no not think the service will fit their needs.

Finally, we want to capitalize on third and fourth year students with strategic placements of various pop-up desks that the Career Development and Experiential Learning office offers. Third and fourth year students in Bachelor of Commerce programs MacEwan University are the most aware demographic of the Career Development and Experiential Learning office and their services. We can see that 58% of third and fourth year students are aware of the services offered but only 33% of this demographic has used the services. This shows us that there is a demographic that knows the services exists but haven't used it before. We want to capitalize on this with the combination of some of the tools already offered by the office. Career development popup desks, one of the methods that the Career Development and Experiential Learning office market their services could become more efficient and effective. By implementing these help desks in areas such as building 5, where a large majority of Bachelor of Commerce students study, the office will be able to target the demographic that is already aware of their services but may have not sought them out.

Furthermore, when paired with mock interviews and resume review services, we will be able to target fourth year students that are applying for career opportunities after their degree. This will address our three main themes by increasing awareness of the office and addressing students that do not think the service will fit their needs, but also impact motivational factors that may assist in the interest of the service. With the strategic placement of these popup help desk, students will have the opportunity to see what the Career Development and Experiential Learning office does without having to navigate MacEwan and attract these individuals that know of the service but has not used it.

Limitations

It is important to note the limitations that occur due to our primary research methods. Our team has outlined a number of different limitations that impact our research and include:

Limitation 1

The limited time frame only allowed for 101 responses to our survey for quantitative data. By having more time allocated to our team, we would be able to collect more data from respondents and spend more time on our question design. By having a larger sample size more concise data could be collected and give better insight on our target demographic.

Limitation 2

Our survey entailed students that are going to be enrolled or currently enrolled at MacEwan University. This poses a risk of being biased and provides insight at MacEwan demographic which may not accurately represent students attending other universities.

Limitation 3

Online surveys pose a risk of being inaccurate. The lack of control our team has on the respondent's environments may impact the validity of answers. Online surveys inherently allow anonymity and respondents may answer dishonestly.

Limitation 4

Most of our respondents came from the Bachelor of Commerce students which means they could be providing data that does not reflect the perceptions and knowledge of students across all degree programs as a whole which could potentially skew our data.

These limitations and lack of control in online surveys pose accuracy issues for our research. Our team reduced the risk of researcher bias by critically examining our questionnaire and ensuring wording was objective.

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Appendix

Appendix A) Student Survey

Survey for the MacEwan University Career Development and Experiential Learning office

The Purpose of this project is to create awareness and increase the number of students visiting the MacEwan Career Development and Experiential Learning office. This research project is being conducted by a group of MacEwan Students, and you are invited to participate in this research because you are part of the target market.

Your participation is voluntary and you may choose not to participate and withdraw from the survey at anytime. The survey is approximately 4-5 minutes long. Your responses and personal information will be kept confidential as we do not collect names and email addresses. The survey questions will contain questions about MacEwan University's Career Development and Experiential Learning office.

This information is for Bachelor of Commerce, Marketing Research (MARK 312) project lead by Fernando Angulo. All data is for marketing research purposes. If you have any further questions, please contact Dr. Fernando Angulo at AnguloRuizL@macewan.ca.

* Required

1. Do consent to the above terms of the survey? * Mark only one oval.

I Agree Skip to question 2.
 I Do Not Agree Skip to "Thank You."

THANK YOU

We are sorry that you do not agree with consent form. Thank you for your time.

Stop filling out this form.

STUDENT DEMOGRAPHICS

2. Are you currently enrolled at MacEwan University? * Mark only one oval.

Yes Skip to question 3.
 No Skip to "Thank You."
 I will be attending MacEwan in the future Skip to question 3.

THANK YOU

Unfortunately, you do not fall within our target demographic. Thank you for your time.

Stop filling out this form.

DEMOGRAPHIC QUESTIONS

Please answer honestly to the best of your ability.

3 What is your gender? * Mark only one oval.

Female

Male

_____ Other:

4. What is your age range? * Mark only one oval.

18-24 years

25-30 years

31-40 years

40+ years

5. What program are you in? * Mark only one oval.

Bachelor of Arts

Bachelor of Science

Bachelor of Commerce

Bachelor of Science in Nursing

Other Bachelors degree program

Diploma program

Open Studies Other:

6. What year of school are you in? * Mark only one oval.

First year

Second year

Third year

Fourth year

Fifth (+) years

Skip to question 7.

SURVEY QUESTIONS

7. Are you a full-time or part-time student? * Mark only one oval.

Full-time

Part-time

8 Are you currently employed? * Mark only one oval.

Full-time

Part-time

No

9. (If applicable) If you are unemployed, are you currently looking for work? * Mark only one oval.

Yes

No

Not applicable

10. Check your most preferred industry you would like to work in. * Mark only one oval.

Retail/Service

Commerce

Educational

Medical Other: _____

11. On a scale of 1-7, with 1 being "Absolutely" and 7 being "Absolutely not", do you plan on building a career in this industry after completing your degree? * Mark only one oval.

	1	2	3	4	5	6	7	
Absolutely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Absolutely not

12. Have you heard of the MacEwan University Career Development and Experiential Learning office? * Mark only one oval.

- Yes
 No

13. Check all the boxes of the services you know the Career Development and Experiential Learning office offers. * Check all that apply.

- None/Unaware
 Career requirement checklists
 Career assessment tests
 Resume and cover letter review
 Mock interviews

Job internships

14 Have you ever used the Career Development and Experiential Learning office before? * Mark only one oval.

- Yes
 No

15. Do you know where the Career Development and Experiential Learning office is located? * Mark only one oval.

- Yes
 No

16. Which of the following best represents your agreement with this statement? "I am too busy with my current course load to be interested in using the service" * Mark only one oval.

- Strongly disagree
 Disagree
 Neither agree nor disagree
 Agree

Strongly agree

17. Please rank in order with 1 being the most important and 4 being the least important. Why you think the service lacks awareness? * Check all that apply.



	Poor Location	Lack of advertising (social media)	Lack of advertising (on-campus)	Lack of word-of-mouth
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Please rank in order from 1-3 with 1 being the best, the ways you think the MacEwan Career Development and Experiential Learning office can increase awareness among students? * Check all that apply.

	Increase social media	Increase on-campus	Increase office presence	advertising signage
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skip to "Thank You."

THANK YOU

Thank you for taking part in this survey. If you noticed any issues while taking part in the survey process, please contact Dr. Fernando Angulo at AnguloRuizL@macewan.ca.

Appendix B) Copy of Discussion Guide

Introduction and Justification

Who we are: We are a group of five students conducting research on the behalf of MacEwan's Career and development service as per instructed though Marketing Research 312 thought by Fernando Angulo Ruiz.

What our purpose is: To gather information to help the MacEwan Career and Development service to decide a solution towards the problem that they face.

Our objective: The focus of this study is to understand why the turnout of students who use this service is so low.

Research Problem: They are facing 3 main issues related to face-to-face services: increasing walk through traffic, increased awareness of job opportunities, and finally booking more mock interviews.

Validation of Consent:

In-Depth Interview Questions

Demographics:

<u>Respondents name</u>	
<u>Age</u>	
<u>Program enrolled in</u>	
<u>Interviewer</u>	
<u>Date</u>	

1. What do you think about MacEwan University?

2. Are you aware that MacEwan has a career and development department?
3. Why haven't you gone?
4. Now that you know the location and that the service exists would you think about using their service?
5. How do you think the department can improve student usage?
6. Some of the offices benefits include, but not limited to: helping student narrow their job hunt, having students think and act like they are already in their career environment, resume development, mock interviews, and help them join clubs. After hearing this do you think you would benefit from going to them?
7. What if you knew someone who used their service and recommended it to you because they had been satisfied?