Hire Me: Student Strategies for Being Recruited Through Social Media

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ABSTRACT

This exploratory study focused on how students searched for jobs traditionally compared to how they searched strategically using social media tools. Social media has changed how the traditional college graduate branded themselves, applied for jobs that were professionally satisfying and challenging, and provided career advancement.
Previously, students applied for jobs they saw advertised in job boards and newspapers. Recent job seekers were more sophisticated as to who they sought as employers and who was interviewed. Social media analytics connected the job candidates with the positions, in many cases.
Furthermore, how employers seek candidates through social media has caused disruption of traditional recruitment practices. The author responded to the hypothesis: Social media has disrupted traditional recruitment strategies by examining how students use these tools to find jobs that advance their careers and how placement firms provide guidance to firms recruiting candidates. This study was an introductory conceptual framework that may guide future research.

Keywords: social media, job candidates, recruitment, social networks, personal branding, disruption, disintermediation, social media recruitment, mobile marketing recruitment, job boards, job hunting methods, resumes

Introduction

Social media disrupts the traditional recruitment process. For those who want to be hired, the traditional job search of reviewing the want ads in the newspaper or getting interviewed on campus in your final year of school has been disrupted through companies like Linkedin, who provide user generated content which creates a customer relationship management (CRM) tool for users on both sides of the hiring process, eliminating the middleman in many instances.
The audience for this article is intended for students who may not already use social media for career growth and for educators who want to know more about how this trend is changing the hiring practice. It is also for those who want to improve their skills of using social media to help them brand their name and experience. The use of social media goes far beyond the hiring process, but that is the focus here.

This research study looks at how social media helps students with their future job prospects. This exploratory study of how students have searched for jobs traditionally vs how they can search using social media tools is an example of a disruption that is changing how the traditional college graduate finds work that is professionally satisfying and challenging, and provides career advancement.

In the past, students set up interviews and applied for jobs that they saw advertised in job boards, career centers, and newspaper classified sections of the newspaper. Today's job seekers and recruiters alike are sophisticated as to who they seek as candidates and who is interviewed. In some circumstances, social media helps brand the candidate and the company, connecting the job candidates with positions, thus cutting out the middleman. This is an example of disintermediation, similar to what happened to companies like Blockbuster Video, which has been replaced by firms like Netflix.

In other instances, the job recruiter is critical in the process of finding the right candidate for the position. Firms are willing to pay a fee to recruit the candidate who seems best for the position. Furthermore, how employers seek candidates has caused disruption of traditional recruitment practices. Successful firms are those who remain efficient and data driven.

The study looks to find out: 1) How does social media disrupt traditional recruitment practices? and 2) How do current college students find jobs to advance their careers?

Literature Review

Social media is becoming more important and is changing the corporation. On a global level, destination management organizations found empirical evidence of emerging social media importance, including findings of conflicts between corporate culture and social media culture (Munar, 2012).

The *Harvard Business Review* examined disruption with evidence of social media as a new low cost tool for personal branding, where one needs to be authentic and consistent across all platforms (Dutta, 2010).

The concept of disruption is defined as interrupting the normal course of action or breaking things apart (Webster, 2015). Disruption by interrupting, and then blending multiple business functions, i.e., using social media for both recruitment and training strategies are considered efficient in *The Social Media Manifesto* (Hallum, 2013).

From an employer's perspective, social media and social networks are being used to find employment and the literature has covered this topic from a recruitment perspective (Madia, 2011; Safko, 2012).

Starting small, gauging the responses and including evolving social networks is recommended by experts who want to recruit on social media. Having a plan, resources, content strategy and social media policies make for good practice as a recruiter who is competitive and strategic in their business and will lead in the direction of success (Madia, 2011).

From an employee perspective, the typical student strategy (Levinson, 2011, Herbold & Doumak, 2013; Waldman, 2013; Kim, 2015) has been discussed in the literature from a job seeker's viewpoint. Gen Y has been raised on social media and expect more flexible work environments (Cengage, 2013). Gen Y has a different version of job titles (Cengage, 2012), and lower barriers to entry for starting businesses. Having skills in social media technologies

can enable job seekers more mobility, more flexibility and more responsibility, says Dan Schawbel (Cengage, 2012). They need to know more than just Facebook, and there are many choices for them to consider.

The search for a job has lead at least one person to extreme measures. One expert in the social media marketing field, upon completing formal college degree programs without a position in hand used social media tools to get noticed (Izbash, 2013). #HireSergey, a real person, was successful at media marketing that incorporated YouTube, Twitter, and other social media networks, but lacked a job. He wrote that when he accepted a job, he would give away $200 to three people selected randomly among those who shared his video resume with the hashtag #HireSergey the most times. His video resume was found at: http://youtu.be/akbixGvB37U. In this economy it can be difficult to be noticed by a hiring manager unless you do something creative that will get you attention. He gained experience as the founder of New Media Force, a digital and social media marketing company (Izbash, 2013) and used it effectively.

What kind of special advice on social media for veterans would be helpful? Those returning to the job market after being away for long periods of time can get their profiles started while away. While still deployed, connecting with other veterans is a strategy to consider. It has been suggested that military employees get their start networking on social media even before they get back home, while still deployed (Fisher, 2012). Connecting with other veterans is a place to begin this process.

It is not just veterans and students who need this kind of social networking assistance. Professionals benefit from the connections (Crompton & Sautter, 2011). Linkedin, Facebook and Twitter are all useful for leveraging professional connections.

Naturally, other disruptions in social media include technical ones, such as automating a process. Automation in the recruitment process can be a disruptive change for how accounting management firms such as Deloitte recruit professionals (ReferStar/PR Newswire, 2013). An employee referral system in the UK and Dublin extends talent acquisition efforts via the social media networks of employees, alumni, customers and suppliers, dramatically reducing costs and improving efficiency using software as a service (SAAS). Through social media, this has transformed into more of a global recruitment process due to the ability to search big data quickly using automation.

Time spent with social media for teenagers has grown, and the devices they use multiply. The teenage years are the foundational years where students are native to the social media and mobile media platforms. The number of hours per week that teens who use the internet show that there is between 6-7 hours a week being spent on Facebook and Twitter, and that mobile is outpacing the traditional desktops as the tool of choice (eMarketer, 2014). (See Appendix 2) These teens will become the job seekers in the next few years, so their use of social media and time spent on mobile devices is worth consideration in this discussion.

The largest professional networking and job search platforms, with more than 350 million regular users is Linkedin. Creating an effective profile and learning to use the platform connects job seekers with potential employers. Advanced tools from hiring managers and social media experts can add value to the process, especially about you as a brand. As a candidate, you are building your personal brand, asking for introductions and networking with people you know, or adding endorsements to your profile. There are unadvertised jobs, too, that are never posted, but available to those who have the right connections and skills. Resumes are no longer enough to become a successful candidate for a position. Linkedin.com uses the metric that with a completed profile, they candidate is 40 times more likely to be found when companies do searches of the database. Assistance is given by the platform to help businesses get to the 100% level, a complete profile (Linkedin.com, 2015). This enables the business to become a more experienced recruiter, and spend more money advertising jobs with Linkedin.

Recruiters are searching Linkedin profiles for specific skill sets for job openings they know about and are working to fill. Candidates can change their personal profiles to reflect that they are open to new positions or seeking a new job. Connections (Herbold & Douma) pointed to the friends and classmates who work at prospective employers are at the top of many lists, followed by friends and classmates who work in the same type of business as the position requires. This "recruitment grapevine" was termed (Gladen & Beed, 2007) because it resembles a living and growing network of fruitful results.

Recruiter Ken Schmitt, owner of Turning Point Executive Search, provided insights and confirmed other assumptions on how college graduates are using social media to improve their job search and placement activities. Linkedin is the only social media platform for job search, that allows its users to be active, engaged and involved and compares to the passive approach of a job board, such as CareerBuilder or Indeed (Schmidt, 2015). While a job seeker can post a resume and apply to an open position on a traditional job board, there is a complete lack of research or insight into a company, team and company dynamics.

Linkedin allows candidates to research a company before applying for a position. Applicants know who works at the organization, and more importantly, whether or not the job seeker shares any common connections or experiences with the person posting the job.

Many of today's college grads only do the minimum work required and think that is all they need. They create a profile, join a Linkedin group, then complain about how ineffective the platform is when no one calls them with a job. The job seeker must get involved as an active candidate. Once their profile is updated, it is time to do the research, create a target list, and identify companies and titles that would fit their background and experience. After that, they will need to call those on the list, rather than relying solely on emails, and connect with people in their network that can help facilitate an introduction (Schmitt, 2015).

College graduates rarely use the power of their alumni network, so they are missing an important opportunity. It is so easy to conduct a search in Linkedin.com, focusing on people who are working in the field and position, who also attended the same college. Reaching out to these in the alumni network is a much better use of time, as they are more likely to get a

returned call from a fellow alumnus.

The combination of social media, i.e., "Social Klout" can help students with Linkedin searches. Combining Facebook, Indeed, Google, Craig's List, YouTube, and Twitter will increase your chance of being found by an employer.

What should a candidate's profile strategy be? Job seekers should treat their profile the way a company treats its website. Everything should be optimized to ensure maximum visibility using comprehensive list of relevant keywords (Schmitt, 2015).

The author interviewed the most connected woman on Linkedin for this report. For serious job searchers, there are tips that could help student job seekers (Stacy Donavan Zapcar, 2015), who has held that distinction on Linkedin since 2008.
https://www.linkedin.com/pulse/20140401012957-460284-5-things-jobseekers-need-to-know-about-linkedin?trk=mp-reader-card
The author had the most connected person on Linkedin as a guest lecturer in the Marketing Management course in July, 2015. Gerald "Solutionman" Haman has been the most connected person on Linkedin . He is the founding member of more than 60 innovation groups with more than 500,000 members and has a waiting list of people who want to connect to him on Linkedin (Haman, 2015).

Linkedin: Inspiring Gamers Strategies

Linkedin can be motivating. It can also create inspiration in the most unlikely of places. Lessons in getting recruited are inspired by *Game of Thrones* for building connections on Linkedin (Kim, 2015). With a gaming approach to the challenge of getting found on Linkedin, the user builds deeper and more relevant connections with other *Game of Thrones* fans who may be able to recommend you for employment or consulting. Kim uses his experiences with the popular *Game of Thrones* series to develop strategies that are practical as well as competitive. For example, the "projects" section is a place to put your visual work, such as a graphic, blog or website. He gave an example of what to add if you were a character in *Game of Thrones* and although this writer does not play the game, it is clear how to play. If you are a player, perhaps you "Slayed Oberyn Martell, AKA The Red Viper, in a trial by combat," or, even, "Conquered the Ironborn during the Siege of Pyke with flaming sword of light." That is inspiring, because it makes the point clear to job seekers what kinds of achievements would be effective. The best player wins, in the end, correct? *Game of Thrones* is fantasy, and through this play, illustrates job seeking advice for gamers.

The Classroom as Laboratory for Social Media

Professionals and college students both maximize social networking tools (Crompton & Sautter, 2011) for job search and career success by showing them where, how, and why they can benefit from making professional connections online. Special chapters focused on LinkedIn, Facebook, and Twitter detail important information on how to leverage these popular sites.

Linkedin is taught in the Marketing classroom, where the essential social media skills of personal branding, including self-marketing and networking skills, along with communication and creativity (McCorkle & McCorkle, 2012). It is also taught dozens of other universities, including National University, where the MBA specialization in Mobile Marketing and Social Media has been offered since 2013 and projects include using Linkedin. The Integrated Marketing Communications (IMC) capstone at National University for the undergraduate Bachelor of Arts program requires a Linkedin profile as a graded requirement.

Business and Accounting students are specifically discussed and the length of time that a student participates in social media is different for different majors (Herbold & Douma, 2013). Depending on the stage of your job search, you may find different searching strategies work better than others. The early stages of the job searches were often for job or internship searches or pre-interview research about a specific company. In the post-interview follow up or deciding to accept the offer or not, there was less focus on the online social networking (Herboud & Dourma, 2013), perhaps because the candidate had already been reviewed by the employer.

Waldman (2013) writes that LinkedIn may not meet all of your unique needs as it is only one profile, and does not allow you to customize your resume to fit a position. Recruiters and hiring managers will look at your profile and see if your resume is generic or addresses their organization's concerns. It is visually uniform and profiles do not really differ that much from one person to another. In this instance, perhaps the social media Linkedin complements what you do on other personal branding platforms or offline.

Schmidt (2015) disagrees with the statement above, because the Linkedin layout is uniform, but the content, including videos, documents and power point presentations can create a very different looking profile for each individual candidate. Therefore, you will be able to create a very personal brand which will help you position your skills and experience.

Linkedin has an advantage to keep in touch with your connections. It keeps your information up to date, which in most instances, is much better than trying to revise in many places or tell all of your friends your new e-mail address. The author compares it to a Customer Relationship Management (CRM) system that you do not have to update yourself.

Other Online Job Websites

The traditional online job posting boards include: monster.com, careerbuilder.com, Indeed.com and Craigslist.com. In searching for other online job websites, here are a few of interest. Career Flair (www.careerflair.com) will set up to tell your own story to a hiring manager in a narrative (Waldman, 2013). Storyboards, images and video and customization is available for each job opportunity. Vizify.com allows you to link to Facebook, LinkedIn and Twitter, and visualize your resume with charts, graphs, graphics and images. It offers a "graphical biography."
There are also semantic job board services, such as: workfu.com and jackalopejobs.com. Another way to use social media is to leverage your network through connect.me, a social business card that offers social proof. If you need recommendations, perhaps recmmnd.me

would be useful. It uses a photo and a list of your skills, with a database of recommendations for each of the skills. Designers and other creative types may choose to use zerply.com, which allows you to have a selection of beautiful design options.

To create a visual and text profile, using Linkedin, a student can use resumup.com by importing their profile data and experience. This process provides insights into what next career steps may be good for them to pursue, depending on their goal, as well as what skills they need and who may be able to help.

Student resumes with digital media, including software like PowerPoint, Excel and Word documents, may consider the tool bragbookmm.com for making a short video and profile-like resume. Other options include Re.vu, Enthuse.me, and workfolio (Waldman, 2013).

At fiverr.com, people buy and sell their services in real time with people they do not know, starting for as little as five dollars. The platform allows employees to get started sooner, on their own business services, which will allow them to start selling services now, and not even wait for the job offer to arrive.

Methods

The research methods considered the typical job searching cycle and how social media altered the recruitment process.

The hypothesis "Social media has disrupted traditional recruitment strategies" suggests a review of current methods and a revised model for recruitment using social media.

Through business databases of peer reviewed articles and videos, the author offered a set of suggested social media recruitment strategies and a model (Figure 1: The Social Media Job Search Cycle) that college students may use to advance their careers. The author gathered expert secondary content and downloaded data for analysis and created a snapshot of her personal network profile on Linkedin. (See Appendix 4) At this time, the model is a conceptual framework that may inform future research.

The author has been a frequent speaker on Social Media panels and contributor to Linkedin.com since the early days in 2007, and is very active on the platform, with more than 3000 first connections. One of the author's owned groups has more than 1700 members, and is only found in this platform; nothing outside of Linkedin exists for the California Solar Marketing Group. It has grown organically since 2008, without any investment other than ideas and networking.

Based on the ten years of experience in Social Media, and more than twenty years of internet marketing experience, the author has created the following figures (Figures 1 and 2) that illustrate the tactics and the strategies for the job search in a new framework.

The Cycle and Model frameworks were presented in poster format at the National University Spring Research Conference in March 2015, in San Diego, and at a workshop, Social Media Recruiting Strategies: Case Study, Linkedin in Los Angeles in April 2015. Suggestions for improvements and student feedback has been welcomed.

Findings

Below is the Social Media Job Search Cycle: (BRGM) (Figure 1) in its original form, and then the model (Figure 2, below), which includes the strategies that should be taken for the tactics.
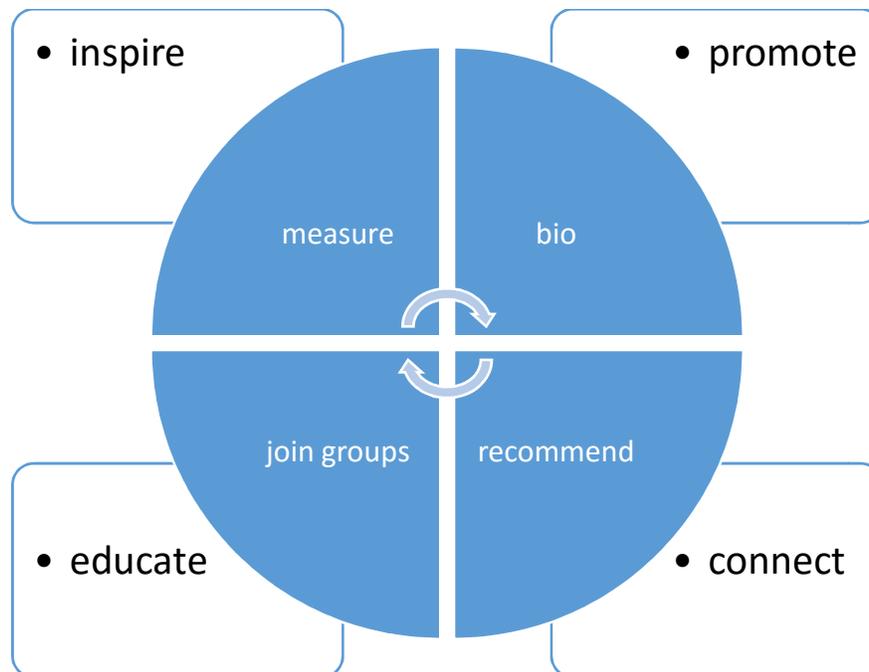
Figure 1: Social Media Job Search Cycle

The Social Media Job Search Cycle (BRGM)

Source: McCabe, 2015

Figure 2: Social Media Job Searching Model

The Social Media Job Searching Model was created by the author as a follow up to the Social Media Job Search Cycle as well as the many social media strategy marketing models she created for teaching about social media to business leaders and college students. It starts with the 1) goals set and then progresses to the written 2) biography, 3) recommendations by those deemed valued, and then on to joining 4) groups and participation in the online discussions, followed by 5) measurement of data analytics that are provided for the user. Each of the steps has a purpose, and is necessary for a complete profile to be viewed by a prospective employer or recruiter. The goals themselves do not need to be changed in each cycle, so after the first go around, there may only be four steps, and this is a continuous process of improvement.

Social Media Job Searching Model (PCEI)

Source: McCabe, 2015

The two constructs: The Social Media Job Search Cycle and the Social Media Job Search Model (BRGM and PCEI) above were designed to direct students to a constant cycle of self-promotion, outside recommendations, group participation and measurement of metrics. The second diagram adds the context and purpose to the activities. For example, in the section on biography, or bio, the purpose is to promote you as a brand. The well-branded candidate would stand out among peers as a top choice to be considered when employers are looking for those qualifications.

In the second phase, job seekers need recommendations from those they respect and who will say mostly positive things about job performance. This is not for friends to post their weekend plans or a recap of last month's parties. This is where prospective employers will learn more about candidates, but it is not enough. This is where you make connections with those people who can recommend you, and consider what you'd like them to say when making the request. A best practice is to offer a reciprocal recommendation, also benefitting you, because people will read what you wrote, to get a sample of your writing and writing style.

In the third part of the model, the focus is on joining groups. There are thousands of groups available and presently, you can join up to 53 of them at one time currently on Linkedin. If you do not find a group for a topic of interest, you can create your own group, and get started sharing insights with those who you think may be interested in the subject. Educating others is what happens when you post content in groups that is relevant to that subject. For example, in a Mobile Marketing group, you may ask a question about whether QR codes are valued to the millennial generation, and if so, what should the landing page look like. Those with interests in that topic will respond if the topic is compelling.

The fourth section on Measure finds relevance and context in how you inspire your audience. What content do you share or comment on? Are your posts meaningful or not? Do you bother to post or just make connections, and what group discussions inspire you to join? Are you inspirational in your group activities? Are you analyzing your data to see if you are relevant and inspiring potential employers?

In October, 2014, the author downloaded all of the Linkedin.com data that was on her profile. Then the author examined the contents and analyzed the findings. An example of a dashboard is shown in Appendix 3, from the author's personal profile over a 90 day period in 2014. During that time, the profile views were 233 and 15 of them came from people that the author may know, and 2 from people who work at Epsilon. During the period from Sept 28-Oct 4, 2014, there were 19 views and 59 actions. During that time, the author endorsed 39 people, added 19 connections and joined a group.

Appendix 4 indicates the Linkedin data files that were downloaded on Oct 23, 2014 by the author. This list shows file names, listed in alphabetical order, starting with photographs, an account status history, ad targeting, ads clicked, presentations, comments, connections, email addresses, endorsements, group comments, group likes, group posts, likes, login attempts, recommendations given and received, registration info, search queries, shares, and skills. The largest files were the two PPT presentations. At the time of this writing, your own personal files are free to download by anyone who uses Linkedin.com. These are also available for purchase, by firms who want to own your data, so be aware of what is being shared. Security and ethical considerations need to be part of this conversation, before you begin any social media activities. Should you wish to delete your Linkedin account, the website indicates that it will be removed at your request.

Concerns and student comments

This recruitment strategy is not necessarily good for every type of career or position. For example, some students who wish to join certain professions are guided away from social media entirely, as we have found with some government positions with high security clearance or if you are seeking a position in medical school, for example. Some graduate students recently commented to this author that they do not use Linkedin because they do not feel that it gives them any value and they consider it a waste of their time and energy. They were also concerned that unless they purchased a premium account, they would not be eligible for jobs, or use of certain tools on the platform.

Summary

The research considers the typical job searching cycle and ways in which social media can disrupt the recruitment process. The hypothesis suggests a review of current methods and a revised model for recruitment using social media. Two visual constructs: The Social Media Job Search Cycle and the Social Media Job Search Model (BRGM and PCEI) were introduced to direct students to a constant cycle of self-promotion, outside recommendations, group participation and measurement of metrics. The first model sets the basics and the second model adds context and purpose to the activities. Through research in business databases of peer reviewed articles and videos, this study reviews the literature and adds a model that college students can consider to use while branding themselves and advancing their careers. The researcher has gathered secondary content and then created a snapshot of her personal network profile on Linkedin.com, as an example of the tools available for potential

job candidates. The author hopes to help others understand how social media such as Linkedin.com leads to better jobs.

Evaluating the quality of profiles on Linkedin:

- If you don't have a profile, look at examples of successful individuals. If you have a profile, ask for improvements that will enhance it.
- Learn how students can start and grow your own groups using skills from your classes and professionals.
- Starting a group can be a good way to learn about a topic, and it can build your professional and scholarly reputation quickly.
- Learn how students can acquire and give recommendations
- You can build professional recommendations by simply asking people and telling them your intentions clearly. Nothing is more effective than a third party referral, and this is one of the key benefits of linkedin.com and other similar platforms.

In addition, you can download your own personal data for analysis. All it takes is your e-mail address and a password to get started. Social Media websites makes money by selling ads, job postings, research data, and memberships.

Conclusions/Recommendations

The research was exploratory in nature. The initial research revealed social media recruitment strategies and offered this model to explore for the purposes of future research studies. The "how" questions were answered by examining traditional job searches and in what ways social media offered strategies for obtaining jobs. After considering the new cycle and model, college students looking for jobs have additional recruitment tools and strategies that can be explored further.

Traditional methods of recruitment have been disrupted with dramatic changes in process and measured results. College students who wanted to advance in their careers should consider the social media model introduced of (PCEI) promote, connect, educate and inspire others through their cycle of Goal Setting, then (BRGM) biography, recommendations, groups they join, and measurement and analysis of data.

The author has presented strategies which will allow for a better understanding of how social media, such as Linkedin works, and how it can benefit students and faculty. Overall, the goal is to better understand social media recruitment strategies effectively and learn how to use tools described in this study to:

- Gain social media skills, interactive skills, and team-working tools;
- Improve job prospects
- Reinforce scholarly experiences, and
- Offer service to organizations where they volunteer

It is recommended for students to do the following: 1) develop improvements or start your social media profile, 2) learn how to contribute to groups and start your own group, and 3) acquire and give recommendations.

The author recommends further study on how college students and recent graduates rate different social media platforms for return on investment of time and energy, i.e., value, regarding job searching. This would be a quantitative survey of how many found positions for entry level jobs, mid-level career jobs, or high level positions, the amount of time spent searching employers, and whether paying for a premium membership was relevant in the job search.

AUTHOR INFORMATION

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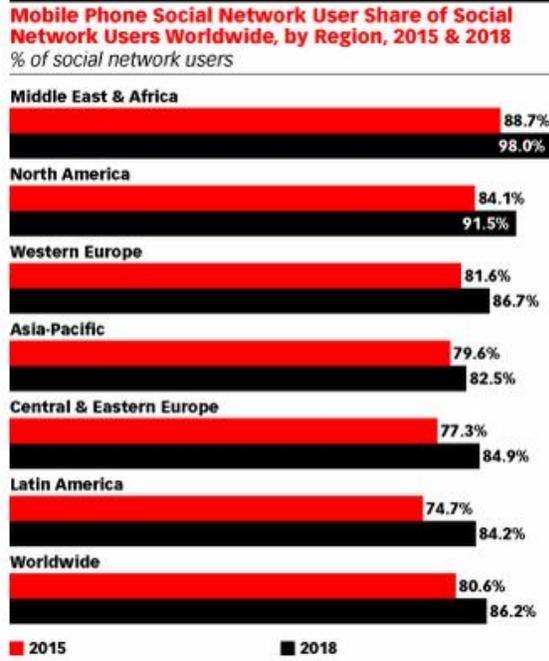
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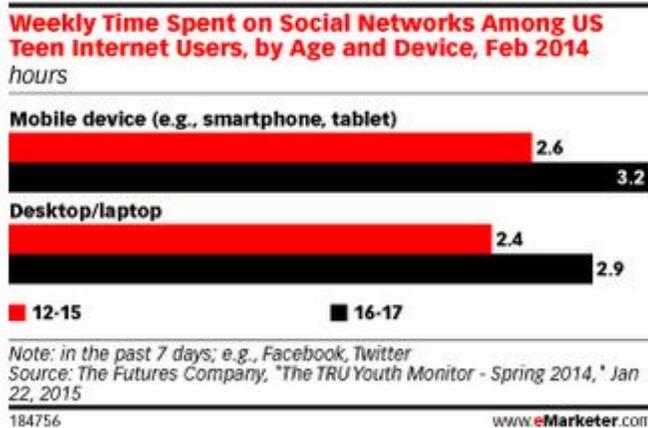Zapcar, S (2015) Linkedin Interview, Mary Beth McCabe, June 10, 2015.

Appendices

Appendix 1: Worldwide Social Network Users, eMarketer, 2015

Worldwide Social Network Users: Q1 2015 Complete Forecast
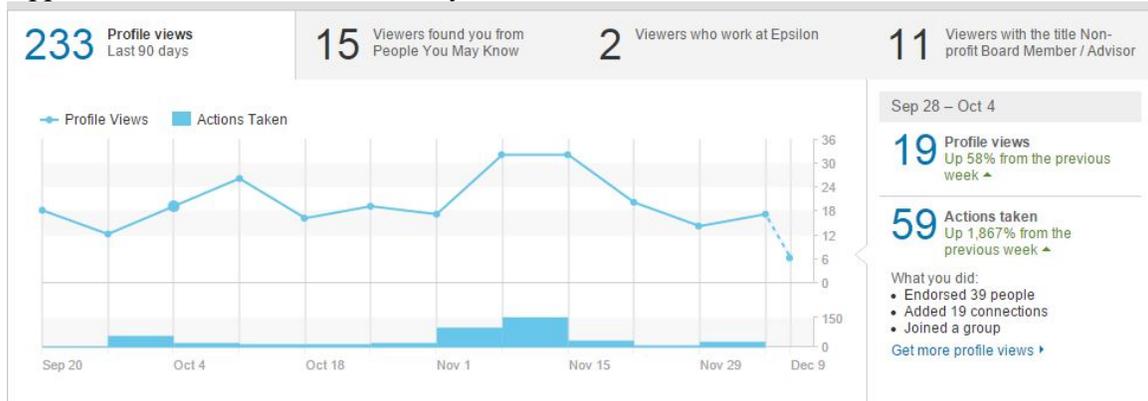
The worldwide social network audience is nearing the 2 billion mark. More than 27% of people worldwide will use a social network regularly in 2015. Out of this group, 80% will use a mobile phone to access these platforms.

Mobile Phone Social Network User Share of Social Network Users Worldwide, by Region, 2015 & 2018
% of social network users

Region	2015	2018
Middle East & Africa	88.7%	98.0%
North America	84.1%	91.5%
Western Europe	81.6%	86.7%
Asia-Pacific	79.6%	82.5%
Central & Eastern Europe	77.3%	84.9%
Latin America	74.7%	84.2%
Worldwide	80.6%	86.2%

■ 2015   ■ 2018

Appendix 2: Weekly Time Spent on Social Networks from.eMarketer, 2014

Weekly Time Spent on Social Networks Among US Teen Internet Users, by Age and Device, Feb 2014
hours

Device	12-15	16-17
Mobile device (e.g., smartphone, tablet)	2.6	3.2
Desktop/laptop	2.4	2.9

■ 12-15   ■ 16-17

Note: in the past 7 days; e.g., Facebook, Twitter
Source: The Futures Company, "The TRU Youth Monitor - Spring 2014," Jan 22, 2015

184756   www.eMarketer.com

Appendix 3: Profile views for 90 Days on Linkedin.com

Appendix 4: Data from Linkedin.com from profile: Mary Beth McCabe, accessed 10/23/2014

Name	Type	Size		Size	%	Date
1369287229.jpeg	JPEG image	174 KB	No	175 KB	1%	10/23/2014 11:41 PM
1447528932.jpeg	JPEG image	174 KB	No	175 KB	1%	10/23/2014 11:41 PM
1977789378.jpeg	JPEG image	316 KB	No	320 KB	2%	10/23/2014 11:41 PM
Account Status History.csv	Microsoft Excel Comma S...	1 KB	No	1 KB	27%	10/23/2014 11:41 PM
Ad Targeting.csv	Microsoft Excel Comma S...	2 KB	No	5 KB	69%	10/23/2014 11:41 PM
Ads Clicked.csv	Microsoft Excel Comma S...	1 KB	No	2 KB	61%	10/23/2014 11:41 PM
AMA Feb 27 Hispanic Marketr1.pptx	Microsoft PowerPoint Pre...	6,334 KB	No	7,197 KB	12%	10/23/2014 11:41 PM
Comments.csv	Microsoft Excel Comma S...	4 KB	No	15 KB	75%	10/23/2014 11:41 PM
Connections.csv	Microsoft Excel Comma S...	97 KB	No	419 KB	77%	10/23/2014 11:41 PM
Email Addresses.csv	Microsoft Excel Comma S...	1 KB	No	1 KB	66%	10/23/2014 11:41 PM
Endorsement Info.csv	Microsoft Excel Comma S...	19 KB	No	196 KB	91%	10/23/2014 11:41 PM
Group Comments.csv	Microsoft Excel Comma S...	19 KB	No	91 KB	80%	10/23/2014 11:41 PM
Group Likes.csv	Microsoft Excel Comma S...	1 KB	No	3 KB	68%	10/23/2014 11:41 PM
Group Posts.csv	Microsoft Excel Comma S...	57 KB	No	303 KB	82%	10/23/2014 11:41 PM
Likes.csv	Microsoft Excel Comma S...	9 KB	No	37 KB	78%	10/23/2014 11:41 PM
Login Attempts.csv	Microsoft Excel Comma S...	3 KB	No	33 KB	93%	10/23/2014 11:41 PM
MMSM Presentation Sept 24.2014....	Microsoft PowerPoint Pre...	3,642 KB	No	3,806 KB	5%	10/23/2014 11:41 PM
Mobile Applications.csv	Microsoft Excel Comma S...	1 KB	No	1 KB	45%	10/23/2014 11:41 PM
Pitchfest Flyer 3.pdf	Adobe Acrobat Document	706 KB	No	712 KB	1%	10/23/2014 11:41 PM
README.txt	Text Document	3 KB	No	8 KB	64%	10/23/2014 11:41 PM
Recommendations Given.csv	Microsoft Excel Comma S...	2 KB	No	6 KB	73%	10/23/2014 11:41 PM
Recommendations Received.csv	Microsoft Excel Comma S...	1 KB	No	3 KB	73%	10/23/2014 11:41 PM
Registration Info.csv	Microsoft Excel Comma S...	1 KB	No	1 KB	49%	10/23/2014 11:41 PM
Search Queries.csv	Microsoft Excel Comma S...	5 KB	No	23 KB	82%	10/23/2014 11:41 PM
Shares.csv	Microsoft Excel Comma S...	12 KB	No	62 KB	81%	10/23/2014 11:41 PM
Skills.csv	Microsoft Excel Comma S...	1 KB	No	2 KB	69%	10/23/2014 11:41 PM
Student Pitchfest Flyer final.pdf	Adobe Acrobat Document	706 KB	No	712 KB	1%	10/23/2014 11:41 PM