

# Social Media as a marketing tool for post-academic education

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*Basic social media marketing strategy for Professional  
Learning & Development*

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## Management Summary

This report will propose a basic strategy for Professional Learning & Development for using social media in their marketing activities. The first chapter presents the methodology that was used during this process, including the research questions that were used. These research questions were as follows:

- 1) What are previous findings in the area of social media marketing?
- 2) What are competitors doing in the area of social media marketing?
- 3) In what way do potential customers use social media?

Each of these research questions was divided into sub-questions and then answered throughout the report. In chapter 2 research question 1 was answered by performing a literature review. Some important conclusions of this chapter are:

- There are different types of social media platforms that can be used for different purposes with respect to marketing. For example blogs can be useful for reaching new influencers or direct marketing, while content communities are more useful for tapping customer creativity.
- Twitter and LinkedIn seem to be the two most suitable social networking sites given the target market of PLD.
- Mobile internet is becoming more and more popular and it may even become larger than the regular internet.

In chapter 3 an external analysis is done to get a better idea of the competitors' activities in the area of social media marketing. First, a competitor analysis is made and later a trend search is conducted. The competitor analysis concluded that Twitter and LinkedIn are the two most popular platforms with the competitors of PLD. The trend search showed some interesting trends, although they were not directly applicable to PLD's marketing activities.

The answer to the last research question is given by a survey. The design and methodology of this survey is given in chapter 4 and chapter 5 describes the findings of this survey. The design of the survey was based on conclusions of chapters 2 and 3. Striking was that LinkedIn was by far the most popular social media platform under the target market, it was used by almost 90% of the respondents. Also, realistically, around 40% of the target population could be convinced to actively participate in social media activities, which could be used as a general performance indication of the future social media marketing activities.

Finally, based on the conclusions of chapters 2, 3 and 5 a basic social media marketing strategy was drawn up. The three primary platforms in this strategy are LinkedIn, Twitter and the website. It is key that these three are built and used well and that they complement each other. Once these primary platforms are in place and are functioning well, secondary platforms such as blogs and RSS-feeds can be introduced to add more possibilities to the social media marketing strategy.

# 1 Introduction, Research Design & Methodology

## 1.1 Introduction

During the last few years, social media are becoming much more popular. For some people social media are a part of their life. Communication with friends, family, and business connections goes increasingly through social media channels. This shows in the rapid increase in the amount of social media site users. For instance, in April 2007 Facebook had around 20 million users, in April 2009 it grew to 200 million users (Facebook Wiki, 2011) and now (30 august 2011) has over 750 million active users (Facebook, 2011). Needless to say, a site with so many users is very interesting for marketers. Posting an ad visible to all Facebook users would mean reaching over 10% of the population of the earth. Also users make a profile when they join a social network site, so marketers can use this profile information to target their audience much better. But social media marketing goes further than posting ads on social media sites. It involves observing and participating with clients and giving them a platform to give their opinion.

## 1.2 Professional Learning & Development

The research for this report is done for the organization “Professional Learning & Development”, which will often be referred to as PLD in the remainder of the report. This organization is part of the University of Twente but offers several postgraduate educations on locations all over the Netherlands. These educations vary from 2 month masterclasses to 2 year masters, and are mostly aimed at professionals in the public sector. Furthermore, the target market of PLD has a highest completed education of at least a certain level (In the Netherlands, HBO or WO), and has a certain level of experience in a working field related to the subject of the education. Usually this comes down to a minimum of around three to five years, but there are exceptions. As a result, the primary target market of PLD is between the ages of 35 and 50, but again this is an indication, not a strict rule. Therefore, people can always sign up for an education, even when these specifications cannot (all) be met. However, it is not guaranteed that the enrollment will be approved by PLD. Not only do they need to be convinced that the level of difficulty of the education is not too high for the student, but they also want the student to be able to contribute to the content of the study by sharing his or her own experiences with the other students. This underlines the idea that PLD has that the quality of their educations does not only come from the materials and knowledge they provide, but also from the expertise the students bring with them (collaborative learning). An extra advantage for students is that they will meet other professionals in their working field and thus expand their network. Needless to say, social media can be an excellent tool to facilitate this advantage.

On the website of PLD ([www.professional-learning.nl](http://www.professional-learning.nl)) a lot of information can be found about the different educations PLD is offering. As stated before, these educations are all primarily focused on topics in the public sector. There are masterclasses which take 2-3 months, ‘leergangen’ which take approximately 1 year, and masters which take approximately 2 years. Furthermore there are ‘incompanies’ where theories are put in practice during a visit to a certain company. These incompany programs are put together in collaboration with companies in the public sector, mostly in the area of the university of Twente.

### **1.3 Research Goal**

As stated before, the research was commissioned by Professional Learning & Development (PLD). The motivation for this research was that they saw social media as an opportunity to expand their (more traditional) marketing activities, but because of a lack of experience and expertise with social media, they didn't know how this should be realized. For this reason, they decided to first research the opportunities of social media and then find out how to implement social media in a social media strategy. This means the ultimate goal of this research is to find out what should be a basic strategy for PLD to use social media as a tool for marketing objectives. The research should show what kinds of social media are used by the target market of PLD and how these people behave on these platforms. Based on this information it will also suggest ways for PLD to successfully reach potential clients and stay in touch with them via social media.

### **1.4 Research questions**

The main goal of the research is to find out how PLD should use social media as a marketing tool, and thus to come up with a basic marketing strategy specified on the area of social media. To meet this goal, the following research questions and sub-questions need to be answered.

- 1) *What are previous research findings in the area of social media marketing?*
  - a) *What are social media, what is a good definition?*
  - b) *How are people using social media?*
  - c) *How can social media be used as a marketing tool?*
  - d) *What is needed to support the social media strategy?*
  
- 2) *What are competitors of PLD doing in the area of social media marketing?*
  - a) *What social media platforms are popular with the competitors?*
  - b) *How are the competitors using these social media and for what purpose?*
  - c) *What are new trends on the horizon concerning social media marketing?*
  
- 3) *In what way do potential customers of PLD use social media?*
  - a) *What social media are popular with potential customers?*
  - b) *How do potential clients behave on these social media platforms? (For example, how active are they? how often do they perform certain activities?)*
  - c) *What are some preferences of (potential) customers? (For example, what information do they find useful? What social media channels or platforms do they like to use?)*

### **1.5 Methodology**

This section will describe the research process that is followed throughout this report. This process is guided by the previously mentioned research questions. Although social media marketing is a relatively new subject, the first step is to look at previous research findings in this field. This will hopefully provide a clearer image of what social media are and how they can be used. While doing this, research question 1 and its sub questions should be kept in mind to make sure no important information is skipped. Naturally, this first step is done by doing a literature review. This review is done by searching for scientific literature in the scientific databases Scopus and Google Scholar.

Also some things may be learned by looking at the external environment. After all, we do not have to invent the wheel again; if some information and knowledge is already there, why not use it. For this reason research question 2 should be answered, which will be done by conducting an environmental analysis with a strong focus on social media. More specifically, first a competitor analysis will be conducted to answer the first two sub questions of research question 2. To get a complete answer to the third and last sub question of research question 2, there should be a specific search for new trends in the area of social media marketing.

Because the target market of PLD (people between 35 and 50 years with a HBO or WO diploma) is specific and does not cover all people it is better to then test the findings of the first two research questions with a group of PLD students. Furthermore, before using information in a strategy it might be a good idea to verify it, especially when some of it is coming from competitors. For these reasons a survey is designed to test these findings and is held under 121 students of various PLD educations. This survey should answer research question 3 and all its sub questions. Also it is important to include the most important findings of the first two research questions in order to verify them. More detailed information is in chapter 4, which describes the methodology of the survey.

Finally, the results of this survey will be analyzed and used to development an advice for using social media in the marketing strategy. This strategy will be formed in the last chapter of this report, followed by some recommendations for further research.

### **1.6 Delineation of the research**

Because social media is still a very broad subject, it is a good idea to say something about the delineation of the research. While doing this, the research goal must be kept in mind because it has to be made sure this goal is met. In other words, the research should be delineated so that all the necessary information is there and nothing more. Once again, the research goal is: Writing a basic strategy for social media marketing. This means for the delineation that any information about social media that is not marketing related falls outside of the scope of this research. Also the target market of PLD has to be kept in mind. If for instance this target market does not use certain social media platforms, these platforms also can be left outside the scope of the research. However at this stage it is difficult to be concrete about what these subjects are that fall inside or outside of the research, because they will be identified doing the literature review (chapter 2) and the environmental analysis (chapter 3). Therefore we can only name criteria for which something falls inside the scope of the research. These criteria for delineation are: Social media that are marketing related and applicable to the target market.

## 2 Literature review

### 2.1 Introduction

This chapter aims at answering the first research question and its sub-questions. It will begin to get a general idea of what social media are and in what forms it exists, then it will look at what the marketing possibilities of social media are and what is needed to successfully support these marketing activities. Finally it will discuss a new trend that seems to be on the horizon: Mobile web 2.0.

### 2.2 Social media and web 2.0: A general idea

Social media is a term that has become very popular over the last few years. Its meaning is quite similar to the term web 2.0, which was introduced by Tim O'Reilly in 2005. This term was meant to characterize the developments in the internet that were happening at that time. Social Media are a collective for all different platforms on the Internet where users can contribute to the content of the site. In practice, these two terms describe the same phenomenon. Partly because there was no clear definition of the term web 2.0, there was a lot of criticism at the beginning. Many people thought web 2.0 was just a marketing term used by businesses to show their customers that they were ahead of their time. Nevertheless the term web 2.0 was widely adopted. A year and a half after the introduction of the term web 2.0, it had over 135 million citations on Google (O'Reilly, 2007). Tim O'Reilly, along with John Musser, gave the following definition to web 2.0.

*"Web 2.0 is a set of economic, social, and technology trends that collectively form the basis for the next generation of the Internet—a more mature, distinctive medium characterized by user participation, openness, and network effects."*(Musser & O'Reilly, 2006)

The terms web 2.0 and social media are used to describe the same phenomenon. A slight difference between the two is that web 2.0 is often used to describe the general evolution of the internet and social media represent the different available platforms on the internet through which this evolution is occurring. (Kaplan & Haenlein, 2010). The key change social media is causing is that a lot of content that used to be shared only by the web administrator is now also shared by users of the website. Large parts of the internet are now filled with user generated content (UGC). According to the Organization for Economic Co-operation and Development ([OECD, 2007](#)), UGC needs to fulfill three basic requirements in order to be considered as such: first, it needs to be published either on a publicly accessible website or on a social networking site accessible to a selected group of people; second, it needs to show a certain amount of creative effort; and finally, it needs to have been created outside of professional routines and practices."(Kaplan & Haenlein, 2010) This evolution of the internet with more and more web 2.0 applications offers a lot of advantages and possibilities. Perhaps the largest of these advantages and possibilities is demonstrated in the following citation.

*"Nobody knows everything, but everybody knows something, and what is known can be immediately shared or distributed through Web 2.0 social media applications."* (Thackeray, et al, 2008)



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When users get the possibility to contribute to the content of an application, this means that everybody can use their knowledge and expertise to do this. This greatly increases the total amount of contributors to the content of these applications because the users are by far the largest group. This new idea of user generated content brought a lot of changes to various applications on the internet. For example online encyclopedias were replaced by Wikipedia and mp3 downloading sites were replaced by mp3 sharing programs like Napster (O'Reilly, 2007).

“From a corporate perspective, firms must be aware that collaborative projects are trending toward becoming the main source of information for many consumers. As such, although not everything written on Wikipedia may actually be true, it is *believed* to be true by more and more Internet users.” (Kaplan & Haenlein, 2010). An additional phenomenon of user generated content is that customers nowadays have more and more trust in the opinions and views of other customers and less and less in those of considered experts (Parise & Guinan, 2008). One of the reasons for this is that these experts are sometimes considered not to be independent. This increase in trust in fellow customers again offers a possibility for social media as a marketing tool, because these social media give customers a chance to give their opinion and share their views about certain product, services or companies.

Because nowadays there are so many companies advertisement through all sorts of channels, there is simply too much information for the customer to remember. That's why, like the traditional idea of market share, companies are now also competing for mindshare (Wright, 2006). Mindshare is about how many people are aware of your product(s).

*“Think of it like market share, except instead of having a percentage of the market in terms of dollar value, you value mindshare on the percentage of people who know what it is you do.”(Wright, 2006)*

Traditional push-methods of marketing become increasingly ineffective, especially when companies try to use social media for this (Forrester, 2007). That's why it's important to find new, efficient ways of marketing using the new possibilities social media has to offer.

### **2.3 Different kinds of social media**

Most people immediately think of sites like Twitter or Facebook when they hear the term social media. In reality this concept is much broader and consists of much more different platforms. Constantinides (2010) distinguishes five different kinds of social media. These five are Weblogs, (Content) Communities, Social network sites (SNS), Forums and Content Aggregators. These five different platforms can each in a different way be a marketing tool for all kinds of businesses. Because there are many different social media applications, and because effective and successful social media engagement requires a lot of commitment and “being active”, it is very important to make a sensible selection in which of these applications to use (Kaplan & Haenlein, 2010). This goes particularly for SME's because they usually have a smaller budget and thus less time available for activities such as this. When choosing which social media to use, it is also possible to build your own platform. Although using existing platforms offers the advantage that it is already known to public and thus offers more publicity, it might be possible that the right platform simply doesn't exist (Kaplan & Haenlein, 2010).

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According to Constantinides (2010) marketing can be done actively and passively. In total he distinguishes five different marketing related tasks where social media can be a helpful marketing tool. These five tasks are listening in (passive), and PR & Direct Marketing, reaching new influencers, personalizing customers experience and tapping customer creativity (all active). Each of these five tasks can be done with the help of the five different social media platforms. This is displayed in the figure below.

Figure 1: Passive and Active ways for engaging the Social Media as Marketing tools (Constantinides, 2010)

<b>Web 2.0 Applications as Marketing Tools</b>					
	Passive	Active			
MARKETING OBJECTIVE	Listening In	PR and Direct Marketing	Reaching the New Influencers	Personalizing customer Experience	Tapping customer creativity
APPLICATION TYPE					
Web logs	XXX	XXX	XXX		
(Content) Communities	XXX	X		XXX	XXX
Social Networks	X	XX		XX	XX
Forums / Bulletin Boards	XXX	X	XXX		
Content Aggregators		XXX	X		

In this table XXX is very suitable, XX is moderately suitable, X is less suitable and blank is not suitable

### 2.3.1 Web logs

Web logs, often called blogs, are sites on the internet where the author (blogger) shares an opinion, a story, or some interesting information with the visitors of the site. This is usually done in text form but it can also be done in the form of video (vlog), photo (photoblog) or audio (podcast). The visitors of a blog can post a reaction on the initial post and on previous reactions by other visitors. Posts and reactions are usually displayed in reverse-chronological order (OECD, 2007).

Everyone who has the ambition can start their own blog. However, a blog has little use if it has no visitors. That's why in reality a lot of bloggers are important, well-known people, usually with expertise in a certain area. These people have the interest of a larger crowd so they are more likely to get a lot of visitors to their blog. Blogs are often very specialized and highly focused on one (or a few) particular topic(s), because they are usually managed by one person. Because of that, the target group of these blogs can be quite narrow, but for this particular group the blog is very interesting. However there are some popular blogging sites that have so many bloggers that they cover wide areas of expertise. Blog sites like The Huffington Post, TechCrunch, or Technorati have hundreds of different blogs covering topics around a variety of areas.

Although blogs have been around since the mid 1990's, marketing interest in blogs came much later (Corcoran et al, 2006). According to Corcoran et al, there are three ways blogs can be useful to businesses as a marketing tool. First, businesses can try to encourage third party bloggers to post a

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positive comment. For this it is of course necessary that this third party blogger is well-known and has a good reputation in the same industry as the company's product/services. To avoid the risk of negative PR, a company has to be fully open and transparent with this. Paying people to blog about your products or service can seem very negative to your customers which might result in a bad image of the company, especially when you keep these payments secret to the public and word gets out. Second, a company can start its own blog to promote their product(s) directly or indirectly. A challenge here is to make the blog so interesting that people keep coming back to it. This is hard because there are millions of blogs out there on the internet. To do this blogs need to have content that is rich, interesting, and constantly updated. The best way to achieve this is by constantly inviting high-profile employees, or leading personalities outside the company to write something in the company blog. Finally, there is the slightly controversial possibility of creating 'faux blogs'. These are fake blogs created by the company itself where it posts positive reactions of imaginary clients. This last option is sometimes critically discussed as it seems unethical.

Web logs can offer many advantages for organization, including reaching new influencers. According to Wright (2006) blogging is essential to the success of an organization, no matter what kind of business it is in. Some benefits blogs can have are (Corcoran et al, 2006), (Wright, 2006):

- Generate interest
- Drive action and sales
- Builds trust among your entire customer base
- Helps you become a thought leader in your industry, establish expertise
- Lets you share and gain knowledge, dialog with customers and employees
- Provides product feedback, dialog with customers
- Uncovers new growth opportunities and new markets, dialog with customers and employees

Looking back at the Constantinides' table, blogs can be useful for listening in to customers experiences passively, but also for PR and direct marketing and for reaching new influencers. The seven benefits suggested by Wright and Corcoran et al confirm this.

A new trend in the area of blogging is microblogging. The only real difference between the two is the size of a blog entry, which is much smaller with microblogging. Typically microblogs have a maximum number of characters allowed per blog entry. For example Twitter, by far the most well-known and the most used microblogging site in the world, has a maximum of 140 characters allowed per "Tweet". This "restriction" actually offers several benefits to users. First of all, it makes people get right to the point because there is no room for long stories. Also, much more people will agree to read a message when it doesn't take a lot of time. Finally, the short messages can be put together much easier in an overview that is much clearer for users. Because of these advantages a lot of companies use microblogs like Twitter these days. For example, over half of the fortune 50 companies in 2009 had a Twitter account at that time and 37% of those companies had multiple accounts (Case & King, 2011). Most companies (85%) used these accounts for news distribution rather than marketing or human resources. However there are some examples of Twitter being used as a marketing tool. For example, Dell posted discount codes on Twitter which generated extra revenue of approximately 1 million dollars. Also, companies like Kmart, Sears and Dell used Twitter to answer customer service questions (Case & King, 2011).

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Although blogs do offer some significant potential benefits, they are certainly not risk-free. Apart from the payment issue of bloggers discussed earlier, there is always the risk that people (either customers or employees) who are dissatisfied with the company can post complaints or negative reactions on the company blog. This can result in damaging the information and in bad publicity. (Kaplan & Haenlein, 2010)

### **2.3.2 (Content) Communities**

There are different forms of communities. First there are content communities which are sites explicitly meant for sharing content like videos, audio, or photos. Everybody who is a member of such a community can add content or react on content added by others. By far the most popular content community on the internet is YouTube. YouTube is a video community with over 2 billion viewed videos a day (YouTube, 2010). Apart from this video sharing community, there are many communities sharing other types of media like books (e.g. Bookcrossing), photos (e.g. Flickr) or PowerPoint presentations (e.g. Slideshare) (Kaplan & Haenlein, 2010). Particularly this last option might be interesting for Professional Learning & Development, because sharing PowerPoint presentations can be a very effective way for customers to get an idea of what the classes are about. Also these content communities provide an excellent medium for customers to give feedback to the company which may help to improve the services they are providing. This comes back in Constantinides' table where he rates content communities very suitable for improving customer experience and tapping customer creativity.

A different form of communities, perhaps less interesting for marketing post-academic education, are online gaming worlds. In these communities users can create a profile and a character and play the game with other characters. Well-known examples of these kinds of communities are World of Warcraft and Second Life. The main goal for these users is entertainment, and also the target market for these games differs significantly from the post academic education target market, so this form of communities is not interesting for further investigation.

A last form of communities is websites of unions where different members of organizations from the same industry come together. This may be technically not so much be a community and more of a regular website, but it certainly is an interesting option to investigate some of these "communities" in the industry PLD's classes are about for marketing possibilities. Examples of these communities are Aedes, Divosa and Binnenlands Bestuur.

According to Constantinides' table, communities mainly have three applications as a marketing tool. First, they are very suitable for listening in to the voice of the customer, for seeing what interests the customer. Second and third, they are also useful for personalizing customer experience and for tapping customer creativity. With respect to these last two options, it might be useful to first examine whether or not this application can benefit Professional Learning and Development.

### **2.3.3 Social network sites**

Most people when they hear the term social media immediately think of sites like Twitter, Facebook or Hyves. In fact these are all examples of social network sites (SNS). A definition of these social network sites is given by Boyd & Ellison:

*"Web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a*

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connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site.” (Boyd & Ellison, 2007)

Instead of the term social network site people sometimes use the term social networking sites. According to Boyd & Ellison it's best not to use the latter. The term networking implies continuously making new connections with new people. While this is very possible on these sites, it is not the primary practice on many of them (Boyd & Ellison, 2007). The lesson we learn from this is that social network sites are less suitable for laying new connections and more suitable for displaying your current network. Whilst it is still possible to make new connections via SNS, these connections are probably easier made using different tools. Again this comes back in the table from Constantinides (Table 1), where he rates social network sites not suitable to reach new influencers. For PR and direct marketing social network sites are moderately suitable because once a customer has a connection with the organization on an SNS it's easy to communicate with each other for both parties using this site.

According to a survey done in 2010 by Multiscope these are the most popular social media sites in the Netherlands:

Figure 2: Social media sites in the Netherlands

Social media in Nederland 2010						
		Bekendheid <sup>1</sup>	Profiel <sup>2</sup>	Gebruik <sup>3</sup>	Uren <sup>4</sup>	Toekomst <sup>5</sup>
1	Hyves	90%	60%	48%	13.912.000	-10%
2	Youtube	87%	22%	44%	14.453.000	14%
3	Twitter	76%	11%	9%	2.982.000	26%
4	Facebook	76%	28%	19%	6.276.000	12%
5	MySpace	50%	3%	2%	285.000	-10%
6	Linkedin	46%	23%	9%	1.222.000	33%
7	Picasa	39%	7%	4%	557.000	4%
8	Flickr	32%	3%	1%	211.000	15%
9	Netlog	14%	2%	0%	63.000	-24%
10	Google Buzz	12%	2%	0%	18.000	18%

Bron: Multiscope, 2010

1. Percentage of internet population knowing the website.
2. Percentage of internet population claiming to have a profile/membership on the website.
3. Percentage of internet population claiming to have used the website in the last month.
4. Number of active users of the website multiplied by their average usage intensity (hours a month).
5. Percentage of current users that expects to use the website more often or less often in the next year.

Out of this top ten social media sites five of them are social network sites. In order of usage these five are Hyves, Facebook, Twitter, LinkedIn and MySpace. Looking at the total hours of usage and the estimated growth rate in the future it can be concluded that MySpace is too small in comparison to the other four. The four remaining SNS's will be investigated a little further.

### Hyves

At the moment, Hyves is the largest social network site in Holland, with over 10.9 million accounts in January 2011 (Hyves, 2011). Hyves has a reputation of having relatively young users, but in fact the average age of Hyves users has come up to about 31 years. Like on all social network sites, users can make a profile on these sites. On these profiles they can indicate what their interests are, what their relationship status is and where they work or go to school. This is interesting information for marketers because they can use this information to learn more about common interests and to target certain groups. Although it is possible to share photos, videos, and audio via Hyves, most

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communication happens via posted messages on someone else's page (Krabbels). The main goal for Hyves users is entertainment and to keep in touch with friends.

### **Facebook**

After Hyves, Facebook is currently the second largest SNS in Holland, but expectations are that soon Facebook will be the largest. Where Hyves is a national site, Facebook is used all over the world. With over 750 million users in August 2011 and growing (Facebook, 2011), Facebook is the largest SNS in the world. The average age of Facebook users in Holland is 32 years (Inside Facebook, 2011). On Facebook people can share their job status, relationship status and personal interests which again is interesting information for marketers. Instead of messaging users often share in the form of a "status post" photos and videos with their connections. Their connections can all react on these posts. Like with Hyves, the main goal for Facebook users is entertainment and to keep in touch with friends.

### **Twitter**

Twitter is a little different from Hyves and Facebook. Just like Hyves and Facebook, users can make a profile and share some information about themselves. Communication is done via so called "Tweets". A Tweet is a short message (140 characters tops) in which people share what they are doing or what they're thinking about. Because of this concept of communication Twitter is often compared to blogging, and that's how Twittering has gained the nickname microblogging. In Holland Twitter is a bit small in comparison to Hyves and Facebook, but what is striking is that a lot of famous people and also a lot of companies have a Twitter profile. A reason for this is that Twitter uses followers instead of connections. If you have a Twitter account you can follow every other Twitter account you want without their permission. Obviously famous people potentially have a lot of followers so Twitter can be quite useful for them to communicate their message to all of them. This concept of followers instead of connections also suggests that Twitter is more like a microblog than an SNS, because most blogs are open to everyone without a required membership (connection). However Twitter does fulfill the three demands in the definition of an SNS by Boyd & Ellison and is therefore qualified as an SNS. Another difference between Twitter and Hyves and Facebook is that the users are more focused on sharing information about themselves and sharing their opinions and views instead of pure entertainment and keeping in touch with connections. The average Twitter user in 2010 was 39.1 years old (Twittermania, 2010).

### **LinkedIn**

Since March 2011, LinkedIn has over 100 million registered users all around the world (LinkedIn, 2011). Also LinkedIn is the fastest growing SNS in Holland and in many other countries. The most significant difference between LinkedIn and other popular social network sites is its business oriented character. Connections on LinkedIn are mostly colleagues, partners or other business associates instead of friends or family. This business oriented character forms the most important unique selling point of LinkedIn because it offers several career opportunities. People can share information about their current and past jobs on their profile. This way they accumulate a kind of online CV on their LinkedIn page. Also users can write recommendations for each other on LinkedIn or ask/answer questions. This can help users in building a reputation among their network (Vermeiren, 2009). Also companies often have a company page on LinkedIn for their employees and/or clients. Nowadays it's not uncommon for companies to recruit new employees via LinkedIn. As a result of this business oriented character, LinkedIn attracts a lot of well-educated professionals with ambition. The average LinkedIn user is 41 years of age, has 15 years of working experience and

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an income above average (LinkedIn, 2011). This is almost precisely the target group Professional Learning & Development is aiming at. Another valuable feature on LinkedIn is the second line network. This second line network consists of all the connections of your connections and is therefore almost always much bigger than a user's first line network. Other social network sites sort of have this feature as well, but not as extended as LinkedIn. Also because the primary goal for users of an SNS is not extending their network (Boyd & Ellison, 2007), this feature doesn't really have that much value on other sites. It does however extend the career opportunities on LinkedIn, because now also people from this second line network can see your "CV" on your profile and possibly things like recommendations and questions answered.

### **2.3.4 Forums**

Another form of social media are forums. Forums are a bit like blogs. The difference is that nobody is writing an initial post, but a forum is typically used for peers to start a discussion or help each other out answering questions. A forum can consist of several subforums with several topics with several threads. Each new discussion that is started is called a thread. In Holland, the biggest and most well-known forum is FOK, with over 320.000 users and over 92 million posts (FOK, 2011). On this forum there are discussions on all kinds of different topics. Also there are numerous forums that focus more on a specific area of expertise. For example De Consumentenbond has forums about several different products where users share and discuss about customer experience.

According Constantinides forums can be useful for listening in to the customers' voice and for reaching new influencers. Listening in to the customers' voice can be done by searching for forums with discussions about career development, post academic education, etcetera. By reading the discussions on these forums, PLD can gain information about likes and dislikes about certain educations. With this information they might improve their own educations or improve customer experience. On the same forums PLD can participate in discussions or start their own threads to increase brand awareness and to reach new influencers. It is important to do this on the right forums and the right threads to achieve the positioning and targeting PLD envisions.

### **2.3.5 Content aggregators**

Content aggregators are features that collect content from different internet sites and put it together in an overview for the user. There are two kinds of content aggregators. The first kind collects content on command of the user, who subscribes to different RSS (Rich Site Summary)-feeds. Many websites nowadays have RSS capability, which means RSS feeds are available. The advantage of such RSS-feeds is that it lowers the threshold for people to revisit a particular website, because they don't have to type in the address and because they can see when there is an update. For instance, RSS-feed can show when there is a new post or a new reaction on a certain blog someone is following. This message can trigger the user to revisit the site and check out the new post. Another advantage of this kind of content aggregators is that it requires almost no investments, time -and moneywise, to implement. This kind of content aggregators can be very helpful for PR and direct marketing (Constantinides, 2010).

The second kind of content aggregators is not put together by the user, but this is automatically done by some kind of program. This program collects data about the needs and interests of a person based on his or her internet history, meaning recent page visits or internet transactions. Based on this data the program suggests new sites or products the user "might be interested in". Well-known examples

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of sites using this kind of content aggregators are big online warehouses like Bol.com or Amazon.com. These sites keep track of the customers buying and browsing history on their site and based on this information they suggest related products to the customer. Also social network sites are used to gain intelligence about customer interests. Using this information companies can target a specific group of users of an SNS, for example via banners on these sites. This second kind of content aggregator is interesting for PR and direct marketing and especially for reaching new influencers. However this option may require a considerably large investment by the organization since these advertisements on social network sites aren't for free.

### **2.4 Triggering people to participate in social media**

All social media benefits are based on user participation. As was stated in the beginning of this chapter, the value of social media comes largely from the huge amount of contributors adding content (Thackeray et al, 2008). So to make these social media valuable it is key to make potential customers, current customers, alumni, teachers and employees of PLD participate as much as possible. According to Metcalfe's law, the value of a telecommunications network is proportional to the square of the number of connected users of the system (Gilder, 1993). Later, many argued that this law is incorrect because this growth rate is too fast. For example, Briscoe et al state that a more accurate formula for this growth rate should be  $n \log(n)$  (Briscoe et al, 2006). Still this suggests that the value of a network grows increasingly with the number of users. So it seems that the more participators, the better. Of course not everybody is suitable to participate; people have to have a certain connection to the organization or the industry to be able to have a valuable input.

A bigger network offers several advantages. Some immediate advantages people think of are increased brand awareness, more (potential) clients and richer content and thus more information about the customers' ideas. Another advantage people might not think of immediately is that people participating in a network feel more connected to the organization (Parise & Guinan, 2008). For potential clients this means a bigger chance they become clients and for teachers and employees this could stimulate a better performance.

In practice, it seems that the threshold for people to start participating in a company's social media programme can be quite high. That's why one should look for ways to help people step over this threshold and make them participate. People will only participate in social media if they can see they benefit from it themselves (Parise & Guinan, 2008). One of the ways Parise & Guinan suggest to make people participate is to reward people placing valuable posts on forums with points. For example, some points can be rewarded for answering a question or for starting an interesting discussion. Another way to achieve more participation is by letting appealing personalities blog on an organization blog, if necessary in exchange for money. In the previous section we saw this requires some caution, but it certainly can attract more participators. A very necessary precondition that has to be met is that the Web 2.0 software that is used has to be user friendly. The last thing one wants to do is scare of potential participators (and customers) because people don't know how to use the software. In this context, it might also be a good idea to offer workshops or symposia on the topic of social media usage to (potential) customers. Also considering the fact that PLD is offering several symposia and other classes as well already, this might not be that big of an investment. Such a workshop will help customers understand how to use these different kinds of social media and the



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benefits it may offer. Also it might be a good way to get the ball rolling on social media activity by potential customers, customers and teachers. Lastly such a workshop could be a crowd pleaser and a way to gain extra publicity and brand awareness. It could be good for the reputation of the organization as one that is ahead of its time compared to its competition (Parise & Guinan, 2008).

Triggering people to participate in different kinds of social media requires using these social media the right way. This means reaching the customers with the right mindset, so they get a good picture of you, who you are and what your intentions are. Kaplan & Haenlein (2010) call this "being social". According to them being social require five different points.

- **Be active:** Make sure you take the lead. You should make sure your content is always fresh and you engage in interactions and discussions with your customers. This means doing more than just responding to (negative) comments. You should be pro-active and try to engage as much as possible in open conversations with consumers. The key is to make people feel like they are both consumers and producers of information, because this is what social media users want.
- **Be interesting:** You need to give people a reason to start engaging in conversations with you. You should do this by finding out what their interested in and try to intrigue them with content about these subjects.
- **Be humble:** Before you start engaging in social media make sure you have the appropriate knowledge and understanding about it. If you don't really know what you're doing, chances are you're doing it wrong in which case social media use will do more harm than good.
- **Be unprofessional:** Make sure the content you're sharing isn't over-professional". It's better to blend in with the rest of the users than to try to stand above them. It's not that bad to make mistakes, because maybe you can even learn from them.
- **Be honest:** This point pretty much speaks for itself. Being honest is not only morally right, but also dishonesty usually gets out and can damage the organizations reputation.

### **2.5 Supporting the social media strategy**

When using different kinds of social media in the marketing strategy, "it is crucial to ensure that your social media activities are all aligned with each other." (Kaplan & Haenlein, 2010) This means that the different kinds of social media that are used are complementing and supporting each other, and certainly don't contradict each other. Furthermore, social media by itself are of course not enough for a good marketing strategy. According to Constantinides (2009), "web 2.0 applications should become part of the e-marketing strategy only when the "Web 1.0" and the rest of the marketing legacy are in impeccable state". "Synergy with the web 1.0 is vital". Customers orientate themselves not only online but also via the traditional channels, so it is very important for organizations to put effort into these traditional activities as well. The development and growth of social media has made this even more important because "web 2.0 enables customers to easily probe company quality or price claims, find alternatives and last but not least review products or services and report their own experiences to large numbers of peers (Constantinides, 2009)".

Figure 3: The four layers of (E-) Marketing strategy support



According to Constantinides' pyramid (figure 3), social media (level 4) need to be supported by the rest of the organization, starting with the website of the company (level 3). "The corporate website must be functional, efficient, trustworthy, customer-friendly and customer-oriented. The firm's online corporate presence must reflect and communicate the corporate positioning, quality, customer orientation and image (Constantinides, 2009)". Also the different social media the organization is using should be easily found back on the website to stimulate participation (Parise & Guinan, 2008). Level 2 consists of the marketing-oriented organization itself. The organization needs to support the web 2.0 as well as the other, more traditional marketing activities and needs to be able and be willing to assign resources (time and money) to it. The organization needs to be willing to relinquish some of the control, because users have to have the freedom to generate user generated content. Also, it is necessary to identify required organizational or other changes that are needed (Constantinides, 2009). Lastly the social media that are chosen need to fit with the products or services the organization is selling. The quality of these products or services is of course the basis of every marketing strategy.

## 2.6 Mobile web 2.0

According to Kaplan & Haenlein (2010) there is a "new trend on the horizon". After the evolving of regular Internet into web 2.0, the Internet on mobile phones is now also evolving. The traditional web 1.0 mobile Internet was quite a bit different from the web 1.0 Internet on computers. The web 1.0 mobile Internet used proprietary protocols (like WAP), much different from the internet on computers. Modern mobile phones have much more capabilities, which makes it possible to make Internet on mobile phones quite similar to Internet on PC's. Because of this, Internet on mobile phones is now getting much easier to use and, largely because the rapidly increasing amount of mobile phone applications, is offering more and more possibilities to users. Whereas in 2010 the

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total market for mobile web 2.0 evolutions was worth \$5.5 billion, it is expected to grow to \$22.5 billion in 2013 (Jupiter Research, 2010). This prediction states that mobile Internet is clearly an interesting marketing possibility. The mobile web 2.0 makes the use of social media and social networking sites in particular all the more popular. People don't have to wait until they get to a computer anymore to place a Tweet or check their friends on Facebook, they can simply do it on the way home. Also, especially in emerging countries, there are much more mobile phones than there are computers. For example, in India there are 10 times as much mobile phones as there are PC's. Because of these reasons, by 2020 mobile phones are believed to be the primary connection tool for Internet (Pew Research Center, 2010).

According to Pew Internet research in 2010 under a total of 2252 adults, the use of internet on mobile phones has increased significantly between 2009 and 2010. However, looking at the specific target group of 30-49 year olds, which is quite close to the target market of PLD (35-50 year olds), the most popular activities on mobile phones are mainly non-web 2.0 related activities. Some of these activities are taking pictures, sending or receiving text messages, recording videos and playing music. In these activities 30-49 year olds are quite close behind 18-29 year olds, but in more web 2.0 related activities, like posting photo's or video's online or using a status updating service, the difference is somewhat larger.

### **2.7 Conclusions**

This chapter forms the basis for the marketing strategy in the next chapter. These are the most important conclusions we can draw out of this chapter.

- Blogs can have major benefits to a company on a marketing point of view such as generate interest, drive action and sales, build trust among customers and provide a platform for a dialog with customers.
- Social network sites (SNSs) are mainly suitable for displaying and communicating with one's current network. For expanding this network there are different types of social media that are more suitable, like weblogs and forums. Also traditional, non-web 2.0 methods can be used to achieve this.
- Hyves and Facebook are less suitable SNSs, firstly because they don't fit with the target market of PLD and secondly because users of these sites mainly seek entertainment and therefore are in the wrong mindset.
- Because of the average age of users and the more serious characteristics of Twitter, it is a suitable medium for PLD to use in her internet marketing strategy. Also the concept of Twitter offers certain possibilities, because it's very suitable to share with the whole world what you are doing.
- The target market of LinkedIn fits almost perfectly with that of PLD. On top of that, LinkedIn users are very business-oriented. LinkedIn is a very appealing SNS for PLD to use in her PR and direct marketing strategy. Also, because of the second line network feature, there might be opportunities for PLD to increase brand awareness and reputation in the future. However this is only possible when a solid primary network has been build.
- Activity on forums can also increase brand awareness and reputation.

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- RSS can be very useful in lowering the threshold for people to revisit your site. It also can function as a reminder for customers. RSS is useful primarily for PR and direct marketing.
- It's important to make people see participating in the social media you offer is important for them as well. This can be done with reward systems, well-known and appealing bloggers or hosting symposia or workshops about the benefits and the use of social media. Such workshops can also help "getting the ball rolling" on social media activity and function as bait to attract new potential customers. Lastly it can increase the good reputation of PLD.
- "Web 2.0 applications should become part of the e-marketing strategy only when the "web 1.0" and the rest of the marketing legacy are in impeccable state. Synergy with the web 1.0 is vital". In other words it is essential that the organization has a good clear website.
- Mobile Internet is expected to grow greatly in the near future and eventually it may even become the most used Internet connecting tool. This makes it a very interesting medium for marketing activities.
- The target market of PLD, (35 to 50 year olds) is a little behind with social media activities on mobile phones in comparison to younger adults. However this doesn't mean that this medium shouldn't be used by PLD, because the mobile Internet market is expected to grow enormously in the near future.

### 3 Analysis of the external environment

#### 3.1 Introduction

This chapter will give an answer to research question 2 and its sub-questions. This is done by first conducting a competitor analysis, to answer the first two sub-questions, and then by doing a trend search, to answer research question 2c.

#### 3.2 Competitor analysis

This section will look at the social media activity of some of the national and international competitors of PLD. More precisely, it will look at competitors for two educations Professional Learning & Development are offering, namely the Master Public Management and the Master Risico Management. The goal of this chapter is not so much to see who the main competitors are but more to try and learn from some of them in the area of web 2.0 marketing. Because the educations PLD is offering often are quite different from each other, each education has its own direct competitors. For this reason, this chapter is divided in paragraphs describing these competitors per education.

##### 3.2.1 MPM

According to a benchmark made at the end of 2006, there are five main competitors for this education: Business University Nijenrode (Breukelen), NSOB (The Hague), TIAS (Eindhoven), EUR (Rotterdam) and AOG (Groningen). Although this benchmark was made some time ago, there hasn't been much change in the composition of competitors, according to marketing & sales manager Miriam Illiohan. Also, as I stated earlier, the primary focus of this chapter is on investigating the social media activities of these institutions, and not on assessing who are the biggest competitors. Therefore, even though the benchmark may be a little out-dated, it still will serve fine as a basis as to which competitors to investigate. Some basic information about these competitors is given in the table below.

Table 1: MPM Competitors

Organization	Nijenrode	NSOB	TIAS	EUR	AOG
<b>Education</b>	Public Governance MBA Program	Master of Public Management	Master in Public and Non-Profit Management	Master in International Public Management and Public Policy	Public Strategy Course
<b>Duration</b>	22 months	2 years	14 months	16 months	7 months
<b>Location of meetings</b>	Breukelen	The Hague	Tilburg/ Eindhoven	Rotterdam	Groningen/ Amersfoort
<b>Contact hours</b>	Mondays and Tuesday every other week	Every Friday	Wednesdays and Thursdays every other week	Every Friday	2 days a month
<b># of students</b>	± 35	Max. 25	Unknown	Unknown	Max. 20
<b>Language</b>	Dutch	Dutch	Dutch	Dutch	Dutch

### **3.2.1.1 Business University Nijenrode**

The education Nijenrode is offering that is competing with the MPM is called the Public Governance MBA Program. Looking at the website [www.nijenrode.nl](http://www.nijenrode.nl) we see that there is a lot of information on the home page. There is an advertisement banner, an events calendar, some headlines, a quick program finder and some other teasers on the website. Also there is contact information on the home page including links to social media platforms they are active on. The social media they are using are Twitter, YouTube, LinkedIn, Facebook and Hyves. Out of these five Twitter is the most used social media platform. On Twitter, Nijenrode posts tweets almost daily under a company account which has almost 700 followers. Also there are on average approximately 12 tweets a day with Nijenrode or Nyenrode in it. Looking at the LinkedIn site there is less visible activity, but what is striking is that one of the members has a blog and on this blog she has written a positive review about Nijenrode Business University. Of course it's not clear if this was done by request of Nijenrode, but it certainly is good publicity for them. Although the public for this blog isn't very big, all these people are potential customers because they fit perfectly into the target market. Also, as discussed in the previous chapter, opinions of peers weigh much heavier to potential customers than those of experts, so this review could have a big positive influence on readers. Furthermore, there is no company blog of any kind displayed on the site. The YouTube channel seems a little out of date, since all of the videos were uploaded from July to August 2009. As we saw in the previous chapter, this could have a negative influence on customers. The same goes for Hyves, where there is almost no activity.

### **3.2.1.2 NSOB**

NSOB stands for Nederlandse School voor Openbaar Bestuur. The education NSOB is offering that is competing with the MPM is called the Master of Public Management. The website is [www.NSOB.nl](http://www.NSOB.nl). On this website there is significantly less information available than on the previous one. On the home page there are four news items from over the last two months. Also there is an introduction message and a banner on top. On the internet site there are no referrals to social media. The company does however have a LinkedIn group-page, but it seems that this is primarily for employees. There is no Twitter account and NSOB is almost never used in a tweet. Presumably there is also no activity on blogs.

### **3.2.1.3 TIAS**

TIAS is an institution founded by business school Tilburg University and Technical University Eindhoven. The education TIAS is offering that is competing with the MPM is called the Master in Public and Non-Profit Management. The homepage of website [www.tiasnimbis.edu](http://www.tiasnimbis.edu) displays headlines, links to information about different topics and a banner with different areas of expertise they claim to offer programs in. There are no referrals to any social media they are using, but on all pages except the homepage they do offer to "share/bookmark" using all sorts of social media. There also is a LinkedIn company page where recent Tweets and blog posts are visible. These blog posts are not so much blog posts but they refer to updates on the website, usually about upcoming events. The tweets are of course from Twitter and they are quite frequent (at least once a day on average). This results in over 500 followers on Twitter. Also TIAS has multiple Facebook accounts. However there is very little activity on the main account. On two other accounts, meant for specific international educations from TIAS, there is approximately one post a week each. The only reaction these posts are getting is by people occasionally liking it.

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### 3.2.1.4 EUR

EUR is the Erasmus University Rotterdam. The education EUR is offering that is competing with the MPM is called the Master in International Public Management and Public Policy. Of course the EUR itself is a university primarily for fulltime students, just like the University of Twente. However, like the UT, the EUR has a separate department for post academic education. On the homepage of the EUR there is a link to this department's webpage. On the webpage of the post academic department there are links to online brochures, to videos of the Erasmus University and to some helpful aids for choosing a study. At the bottom of the page there is a link for users to share the site with others using various kinds of social media. Other than that there are no referrals to social media on this site. However, going back to the homepage of the EUR itself, there is a link to Twitter and also there is RSS capability. This Twitter page includes some Tweets about a blog from the chairwoman of College van Bestuur. On this blog there are approximately 2 posts a week but there are very few comments on them. On LinkedIn there are alumni group pages for a lot of studies from the EUR. This goes also for the Master in International Public Management and Public Policy, which has an alumni page with 88 members. Via this page people can stay in touch with each other and with the EUR.

### 3.2.1.5 AOG

AOG is the Academy for Management from the University of Groningen and Amersfoort. The education AOG is offering that is competing with the MPM is called the Public Strategy Course. The homepage of [www.aog.nl](http://www.aog.nl) is filled with an introduction about why to join and about the different studies they are offering. Also there are some news headlines, a link to online brochures and some information about the teachers. On the bottom of this page there are links to Twitter, LinkedIn and Facebook. On Twitter there are Tweets about upcoming lectures and workshops and about developments of new studies, visible to around 150 followers. There are usually a couple of tweets a day. On LinkedIn there is a general AOG School of Management group, also for people "interested in (Post) academic education". This group has over 800 members and is for students, teachers, alumni and other interested people. However, there is no particular group for the education in specific. As usually Facebook is the least actively used of all. About once every two week there are one or two items posted and there is almost never a reaction.

### 3.2.2 MRM

The Master Risk Management differs quite a lot from the MPM and thus has different education programs competing with it. In May 2009 PLD made a benchmark to map these competitors. Out of this benchmark two competitors will be examined: Master of Risk Management (Caledonian Business Faculty of Glasgow, Scotland) and Postgraduate Program MSc in Risk Management (University of East London, United Kingdom). Some basic Characteristics of these two educations are given in the table below.

Table 2: MRM Competitors

Organization	Caledonian Business Faculty	University of East London
Education	Master of Risk Management	Postgraduate Program MSc in Risk Management
Duration	1 year	1 year/ 2 years
Location of meetings	Glasgow	London
Contact hours	Fulltime	1 year fulltime/ 2 years part-time
Language	English	English

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### **3.2.2.1 Caledonian Business Faculty**

The Caledonian Business Faculty is part of the Glasgow Caledonian University in Scotland. This university has educations on undergraduate and postgraduate level. Via the homepage of the university [www.gcu.ac.uk](http://www.gcu.ac.uk) you can get directly linked to the postgraduate part of the site. On this page there is some welcoming information and headings about study choice, accommodation and facilities aimed at potential students. Also there is a study finder and some advertisements of different postgraduate studies. On this site, the only real form of social media is the RSS capability that is offered at the top. However, on the homepage of the university there are also referrals to Twitter and Facebook. On Twitter there are multiple tweets a day possible read by over a thousand followers. Topics of these tweets are (upcoming) events, but also information about enrollment and scholarships. Also occasionally there is a referral to the corporate blog. On this blog approximately once a week one or more new posts are added, mostly by one person. However there are very little reactions on these posts, probably because it is a little hard to find and the layout may be a little discouraging. Also not on the homepage, but on the business page there is a referral to LinkedIn and YouTube. These pages are particularly designed for the applied knowledge exchange and are probably less suitable for students.

### **3.2.2.2 University of East London**

The UEL also has a separate department for postgraduate educations. This department has a separate page which can be reached via the homepage of the UEL [www.uel.ac.uk](http://www.uel.ac.uk). Almost all the information on this postgraduate page is about applying for a study. First there is a message about how to apply, a link to finishing your application and information about tuition fees. At the bottom right there is a link to short courses and to information about different research centers, institutes and groups the UEL has. At the top there are links to UEL sports, news and the open day. There are no links to any kind of social media on the site. However, there is a Twitter account called UEL\_News. This name seems quite confusing, because although there are some tweets with news about the UEL, the account is primarily used to answer customer questions, most of them trying to apply for a study. One interesting thing about this way of using Twitter is that it sometimes provokes new applicants to post positive (re-)tweets, which is good publicity. As shown in the previous chapter, customers often value the opinion of fellow customers much higher than that of experts. On LinkedIn the UEL has an alumni group page with over 1300 members. Also there is a company page on LinkedIn for employees.

## **3.3 Trend search**

The main goal of this section is to identify possible new trends in the area of social media marketing. A good example of such a trend already came forward in the previous chapter, namely mobile social media. In this section, some other trends are identified and explained.

### **3.3.1 Cloud computing**

Cloud computing is a model that enables users to not only use but also configure online applications with minimal maintenance for the provider. The idea is that all users contribute not only to the content, but also to (some of) the creating and designing of the software. In other words, it is open source. "Cloud computing refers to both the applications delivered as services over the Internet and the hardware and systems software in the data centers that provide those services" (Armbrust et



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al,2010) . The goal of cloud computing is to make it easier and more effective to work on something with more people. In certain contexts it also could be used to tap customer creativity and to increase customer influence. A definition of cloud computing is given by Mell & Grance.

*“Cloud computing is a model for enabling ubiquitous, convenient, on-demand network access to a shared pool of configurable computing resources (e.g., networks, servers, storage, applications, and services) that can be rapidly provisioned and released with minimal management effort or service provider interaction.” (Mell & Grance, 2011)*

The size of these clouds can differ to private clouds to community and even public clouds. Also clouds can contain multiple other clouds, which makes them hybrid clouds. According to Mell & Grance, this model has to contain five characteristics to fit this definition of cloud computing:

- On-demand self service: A user should always be able to use and modify the software without interaction with a provider.
- Broad network access: The software should be accessible through all standard mechanisms, such as PCs, laptops and mobile phones.
- Resource pooling: The computing resources should be pooled, so that any user, no matter where from, has easy access to the software.
- Rapid elasticity: The capabilities of the software should be able to increase or decrease rapidly and on-demand.
- Measured service: Cloud systems should automatically control and optimize use of resources by adding some kind of measurement system.

Furthermore, Mell & Grance distinguish three different service models, namely Cloud software as service (SaaS), Cloud platform as service (PaaS) and Cloud Infrastructure as service (IaaS). The difference between the three lies in the possibilities for users to change different features of the software. With SaaS, the user only has the ability to change the content of the software and cannot configure the settings of the underlying infrastructure (although there might be a few exceptions. A good and well known example of this is Google docs, where users can simultaneously change the content from different locations, but have little control over the infrastructure of the software.

Where SaaS only provides the ability to change the content, PaaS also provides the possibility to add applications to the existing infrastructure of the software, using programming language and tools supported by the provider. The infrastructure itself however remains intact and is still under control of the provider.

Lastly, IaaS offers users the ability to manage fundamental computing resources such as storage and networks by adding or replacing software, such as operating systems. The underlying cloud infrastructure itself is still not managed by the user, but the user does have control over the operating systems. (Mell & Grance, 2011)

Armbrust et al argue with this distinction between the three cloud service models. They state there is not such a clear difference between the three and therefore all cloud computing models should be referred to as SaaS. Furthermore they found that different accepted definitions for PaaS and IaaS still differ quite a lot from each other. (Armbrust et al, 2010)

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In conclusion, cloud computing is an interesting new trend that can be used to tap customer creativity. Furthermore it could be used in group assignments for PLD students, which could improve the quality of the educations. However this falls outside of the scope of this research, because it does not directly serve the main goal, it is still worth recommending this option for future research.

### **3.3.2 Social TV**

More and more television programs start incorporating social media in their programming (TechCrunch, 2012). There are a lot of television programs that ask viewers to Twitter or join their Facebook page, sometimes very successfully. For instance, the popular television show 'The Voice of Holland' had over 100.000 followers and over 3000 tweets in February 2012 (Twitter, 2012). In general, television viewers like to watch programs together and share their feelings and opinions, sometimes via traditional social media. This lead to the idea of making applications specialized on creating a joint television watching experience (Baillie et al, 2008). These applications are called "Social TV" and form a new trend in the area of social media, which is believed to become much more popular soon (TechCrunch, 2012) (B2Bcontact). Some of these applications have already been developed, such as Joost, or MSN Messenger TV. These applications try to tie together television content and communications and include extensive communication features such as watching what "buddies" are watching, sending TV suggestions and voice communication (Metcalf et al, 2008). According to Metcalfe et al, television viewers desire a free from of communication to express themselves and reinforce their social bonds. A study of Baillie et al (2008) showed that neither the viewers' characterizations nor their behavior differed significantly between a remote audio chat and a face-to-face condition.

The question is however, what can non-television companies do to use the phenomenon of Social TV as a marketing opportunity. At this point there is little information about this subject. The only thing companies like PLD can do is start and participate in dialogues on social media to try and interest potential customers. More specifically, (micro) blogs are very suitable for this. For example interesting television programs can be recommended on Twitter or reviewed on a web log.

## **3.4 Conclusions**

- Popular items on the homepages of competitors are headlines, an introduction message and the different education programs that are offered. Furthermore, other items on homepages are:
  - Information about study choice
  - Advertisement banners
  - Events calendar
  - Information about developments in working fields corresponding with the offered educations
  - Links to online brochures
  - Information about Teachers
- Most competitors are most active on Twitter with tweets about news, upcoming events or lectures and sometimes links to a (company) blog.

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- Most competitors also use LinkedIn, but in most cases it seems it's more for their employees than for customers. There is usually less activity on LinkedIn, although in one case there was a customer who gave a positive review on her blog and placed a link on LinkedIn.
- Competitors use both group-pages and company-pages on LinkedIn. The group-pages are most used for alumni networks, and sometimes for current students. The company-pages are primarily for the employees.
- Some competitors have profiles on Hyves, Facebook or YouTube, but the activity on these sites is usually much lower. It seems as though that this doesn't really have a positive influence on potential customers. In some cases it might even have a negative influence as some of these profiles look outdated, sloppy and neglected.
- Most of the competitors don't have RSS capability.
- Cloud computing could help improve the quality of the educations.
- Television programs are a good topic to talk about on (micro) blogs to try and interest potential customers.

## 4 Customer social media activity (methodology)

### 4.1 Introduction

This chapter will describe the methodology used to answer the third research question and its sub-questions. By performing a survey more will be learned about the social media activity and behavior of PLD's target market. Another goal of this survey is to see if the conclusions drawn in the previous two chapters are right and also applicable for the specific target market.

### 4.2 Target population

Because of obvious reasons the target population is equal to the target market of PLD, which is: Professionals mainly from 35 to 50 years old. Furthermore, to apply for any PLD education people need a HBO or WO diploma, or something equivalent to this. Also, most educations offered by PLD are aimed at the public sector, so this is where most customers work. Some of these educations are very specific to one area of expertise. For instance, the education *Bedrijf en Bestuur van Waterschappen (BBW)* is about management of water boards (*waterschappen*) and the education *Management Woningcorporaties* is about management of public housing. The fact that these educations are so specific narrows down the target market for these educations to only professionals who have jobs inside these working fields. Because the social media marketing should try to reach potential customers for all PLD educations the survey must be held under potential customers of as much of these educations as possible. Furthermore, PLD has indicated that alumni should be included in the survey because they might also be included in the social media strategy. Therefore, the target population of the survey is (potential) customers for all PLD educations, mainly aged from 35 to 55 years old. To reach this target population, a sample group of 700 potential customers, students and alumni of 5 different educations was drawn out of the PLD CRM system. Each of these 700 respondents were emailed the survey, and 181 of them filled it in. However, out of these 181 returned surveys, 60 were incomplete, and therefore had to be discarded. As a result, 121 surveys were left to analyze.

### 4.3 Survey questions

The survey contains questions in various categories asked for various reasons which will be explained below per category. The full survey is in Appendix A (in Dutch).

- *General information:* To ensure the sample population is within the target population and is divers enough to be representative for all PLD educations, general information like age, PLD education and current job position is gathered.
- *Internet usage:* Secondly, some questions about both regular and mobile internet are asked to compare data gathered in previous research and in chapter 2 with data of the specific target population
- *Usage of other media:* Again, to be able to compare data of previous research with the target population data, some questions about media usage are asked. A second reason to ask these questions is that PLD has indicated that this information is interesting to them in general.

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- *Social media usage:* This section of questions is meant to form a sophisticated answer to research question 3 and its sub-questions. First, some questions are asked to determine the most popular social media platforms (3a), and then questions are asked to determine both the level of activity and behavior/popular activities (3b). Also some questions are asked about social media activity on mobile phones. This is because during the literature study in chapter 2 it came to light that mobile internet and mobile social media might become a big trend soon.
- *LinkedIn/Twitter:* As concluded in chapter 2 (and 3), LinkedIn and Twitter are the two social network sites that seem fit best to use for PLD. For this reason some more detailed information about these two SNSs is gathered.
- *Web logs/Forums/RSS Feeds:* Chapter 2 suggested that these forms of social media can be used as a marketing tool in various ways. Also, chapter 3 showed that some competitors use one or more of these social media platforms. This makes it interesting to find out some more about opinions and experiences of potential customers about this.
- *Website:* Finally, because chapter 2 suggested a social media strategy should be supported by a good website, some questions about the website of PLD are asked.

As mentioned earlier, the survey was sent out to 700 respondents. Before it was sent out it was tested and approved by five individual uninfluenced people.

## 5 Customer social media activity (findings)

### 5.1 Introduction

This chapter will give an answer to research question 3 and its sub-questions by using results from the survey described in the previous chapter. This chapter will be divided in different sections each describe outcomes of a different part of the survey described in section 4.3. The goal of this survey is to get a better idea of customer social media activity, so that eventually an effective social media marketing strategy can be drawn up based on this.

### 5.2 General information

At the start of the survey, some questions about general information are asked. This is done to determine if the target population is reached and to ensure that the survey is representative for the whole PLD target market.

Table 3: Sex (N=121)

	Frequency	Percent
Male	76	62.8
Female	45	37.2
Total	121	100.0

Figure 4: Frequency of age category (N=121)

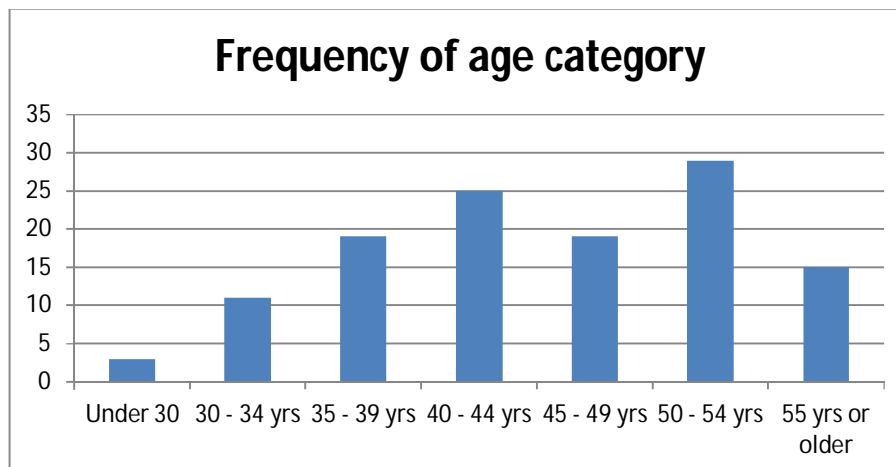


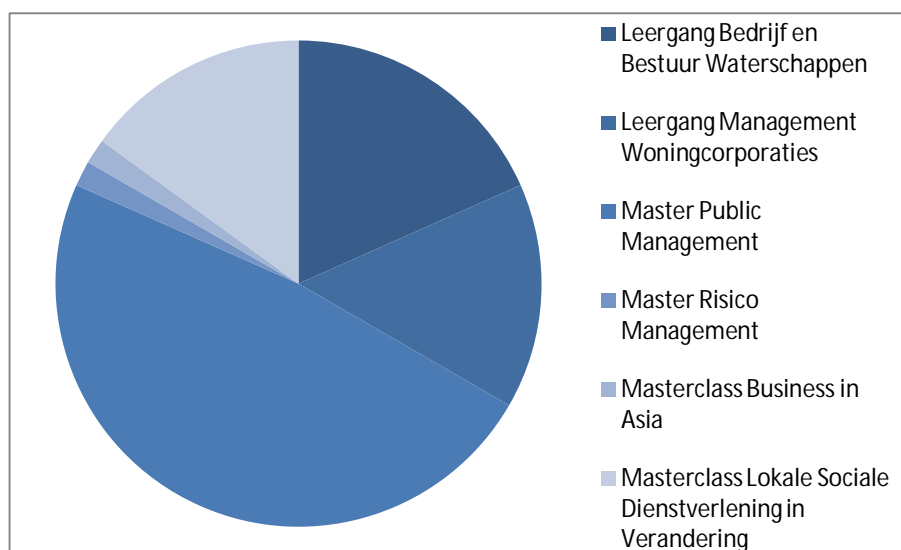
Table 3 shows there are more men (76) than women (45) who took part in the survey. This seems to be a danger for the representativeness of the survey but in fact it is quite close to the male/female ratio of PD students which is estimate to be between 2:1 and 3:1. Looking at figure 4 with the age frequencies, most people fall into the target category of 35 to 55 years old. The distribution seems to be a bit heavy into the direction of older categories, most likely because a lot of MPM alumni were contacted. Although it seems that this is within boundaries, it might be a limitation to the survey.

Finally, figure 5 shows the different educations a participator of the survey is related to in some way (Potential student, student or alumni). We see that LSDiV, BBW and Woningcorporaties are

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represented on average. The MPM is represented heavily with almost half, because a lot of MPM alumni were asked to participate in the survey. Although it seems that this education is represented way too much compared to other educations, it has to be bore in mind that MPM is by far the most popular education from PLD. Present MPM and MRM students were not contacted as requested by PLD because the already had been subjected to two other surveys in the recent past. This explains the low count of MRM participants, because where the MPM has been running for over 20 years and has plenty of alumni, the MRM is relatively new and has almost no alumni. Finally, the Masterclass Business in Asia is very new and has very little prospects, which explains the low amount of participators. So the population sample is representative for the target market of PLD with respect to the distribution of the different educations, with the exception that the MRM is represented to little. This might be a limitation to the survey.

Figure 5: Distribution of educations (N=121)



### 5.3 Internet usage

The following few statistics give a general idea of the usage of internet and mobile internet of the target market. This is done because it might bring up interesting findings like difference between the specific target market op PLD and internet usage numbers in general. From here on the age categories are put together into 3 categories (under 40 yrs old, 40-49 yrs old and 50 yrs and above). This is done because otherwise age groups are getting too small which makes them unreliable. Figure 6 shows per age categories the percentages of internet usage per day. As the figure shows there are no real significant relations between the amounts of time spent on the internet and the age categories. Figure 7 shows the same relation but this time for mobile internet usage per age category. Here there seems to be a (still somewhat vague) relation between age category and mobile internet usage. People in the highest age category have a bigger chance of not having internet on their mobile phones or not using it for more than 10 minutes a day than their younger peers. Another thing that is standing out a little in table 5 is the middle age category (40 - 49 yrs). It seems that people in this category often do not have internet on their mobile phone, but when they do they tend to use it more than both other age categories.

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Figure 6: Internet usage per age category (N=121)

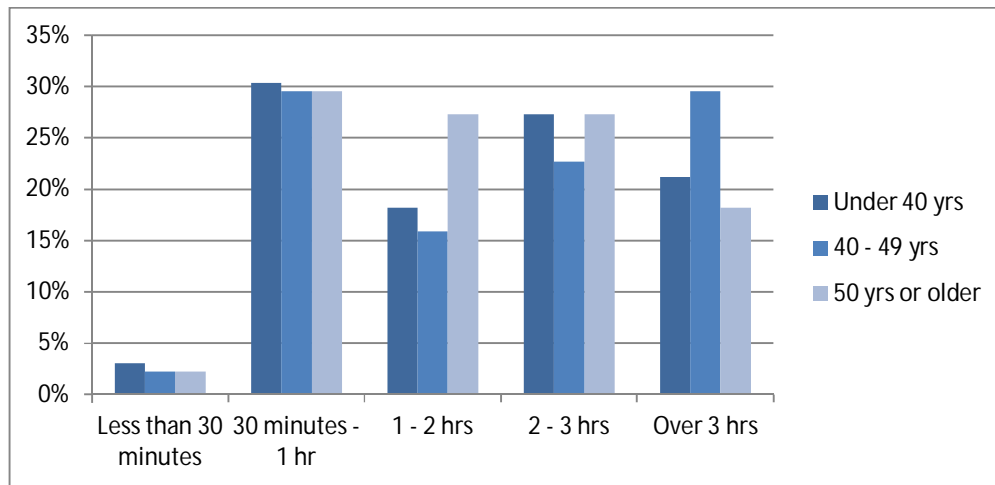
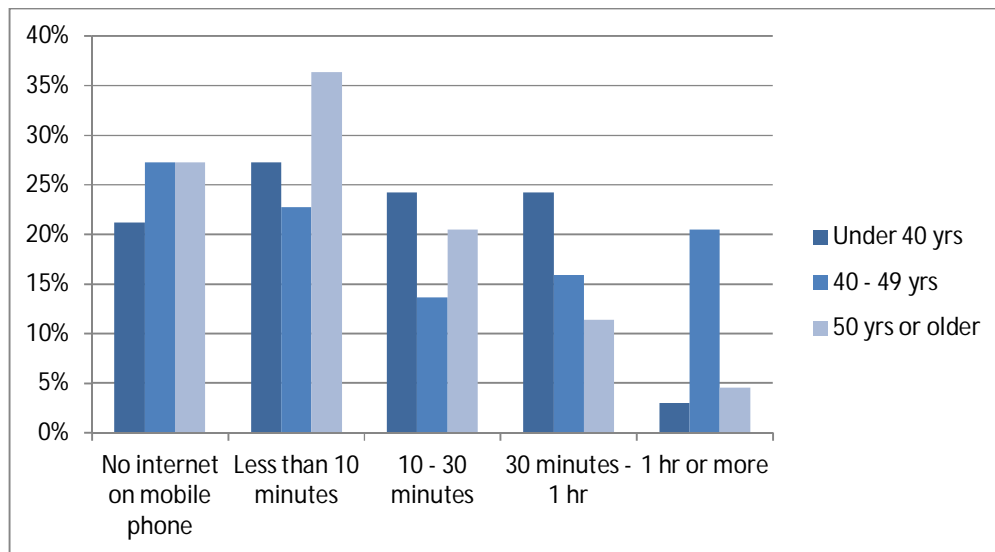


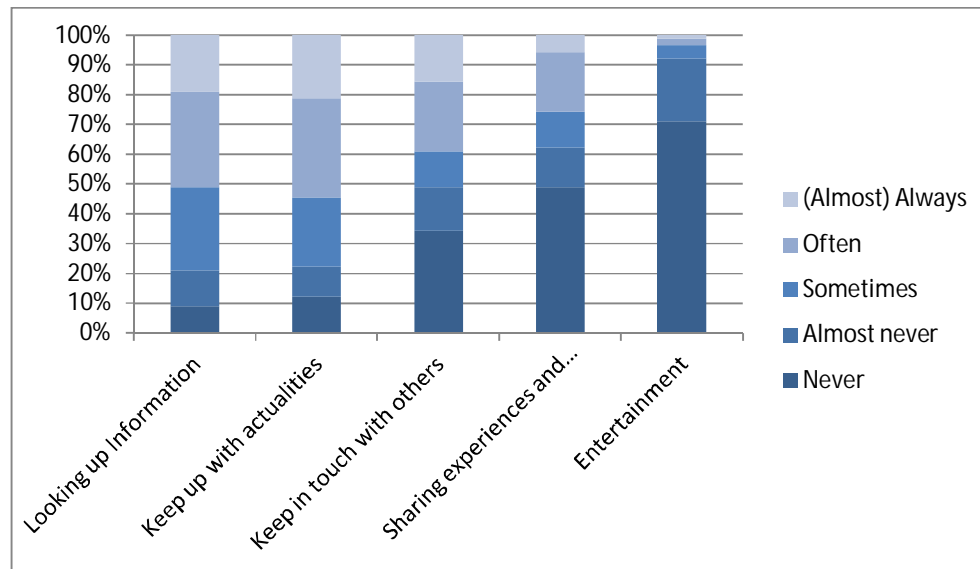
Figure 7: Mobile internet usage per age category (N=121)



Finally, figure 8 shows how often different activities are performed by respondents using mobile internet. Because only people who have internet on their mobile phones were asked this question N is not 121 but 90. This table shows that out of these five the two most passive activities are also the two most performed ones. Entertainment is by far the least carried out activity, probably because of the population is professional and adult and they have less interest in playing online games. Out of the remaining four sharing experiences and opinions is the least carried out activity, which proves that the conclusion in chapter 2 about passive activities being carried out by more people than active activities is also true for the PLD target market. Nevertheless almost 40% of the respondents states to share experiences and opinions using their mobile phones at least sometimes, which is still a considerably big portion of the market.



Figure 8: Activities performed using mobile internet (N=90)



### 5.4 Usage of other media

Because questions in this category were primarily asked for other purposes than this research, results of these questions are in Appendix B.

### 5.5 Social media usage

As stated in the previous chapter, this section was designed to give an answer to research question 3. First, sub-question 3a is answered by looking at figure 9, which shows the different social media sites respondents have an account on. Because 23 out of 121 respondents do not have an account on any social media website N is 98.

#### 5.5.1 Social media sites

The previous chapter stated that both LinkedIn and Twitter are probably the most interesting platforms for PLD. Again, the survey supports this conclusion because these two are the most popular social media sites to have an account on. Especially LinkedIn seems very popular with over 85% of respondents having an account. Also, as chapter 2 stated Facebook and Hyves are still considerably popular with respectively over 40% and over 30%.

## Social media as a marketing tool for post-academic education

Figure 9: Accounts on social media site in % of total (N= 98)

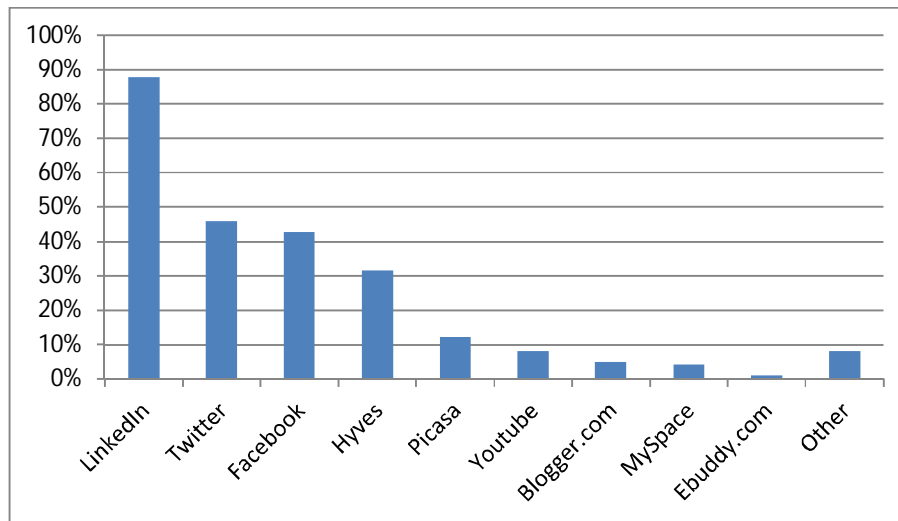


Figure 10: Social media site usage on mobile phones in % of total (N=47)

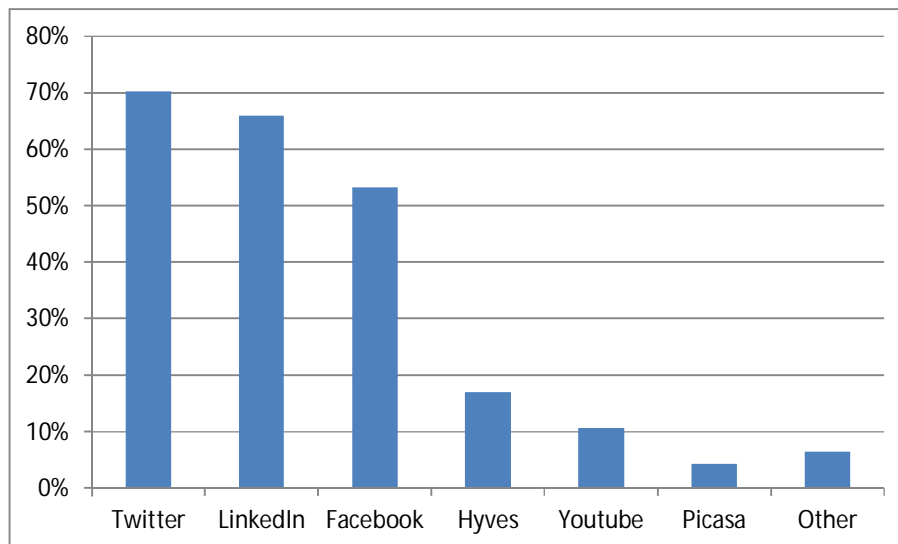


Figure 10 shows some interesting differences between social media usage on mobile internet and regular internet. The most striking is that LinkedIn has fewer users on mobile phones than Twitter, whereas on regular internet LinkedIn was way above all other sites. Also over half of mobile internet users use Facebook. One very interesting conclusion that can be drawn from figure 10 is that Twitter is very suitable to use in mobile internet marketing and LinkedIn is perhaps less suitable.

### 5.5.2 Level of activity

Since it is now known what social media platforms are used the most by the target population, the next step is to look at the levels of activity on these platforms. Therefore, average times logged in (figure 11), average time logged in (figure 12) and number of contacts (table 4) are displayed below. This information is only available for the most used social media indicated by the respondent. Therefore the sample sizes are smaller for these questions and only Facebook (N=17), LinkedIn (N=60) and Twitter (N=15) are considered to have a large enough sample size to be valuable.

## Social media as a marketing tool for post-academic education

Figure 11: Average times logged in in % of total (N=92)

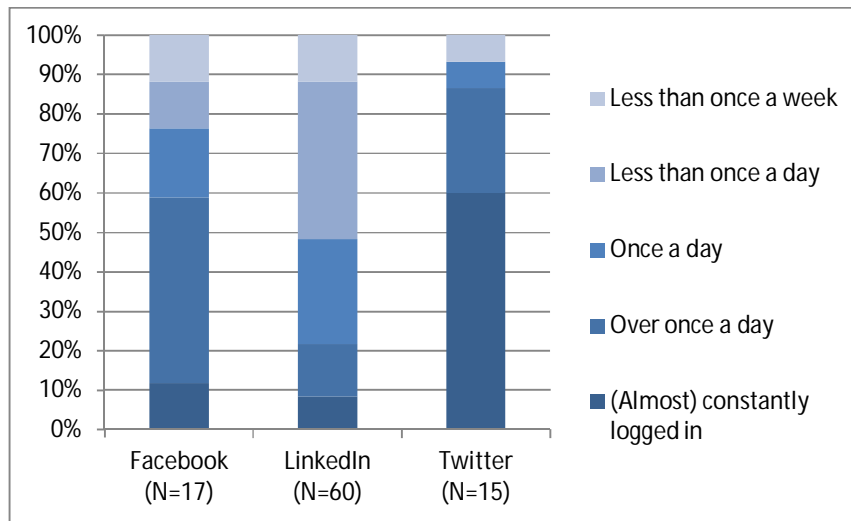


Figure 12: Average time logged in in one session (N=92)

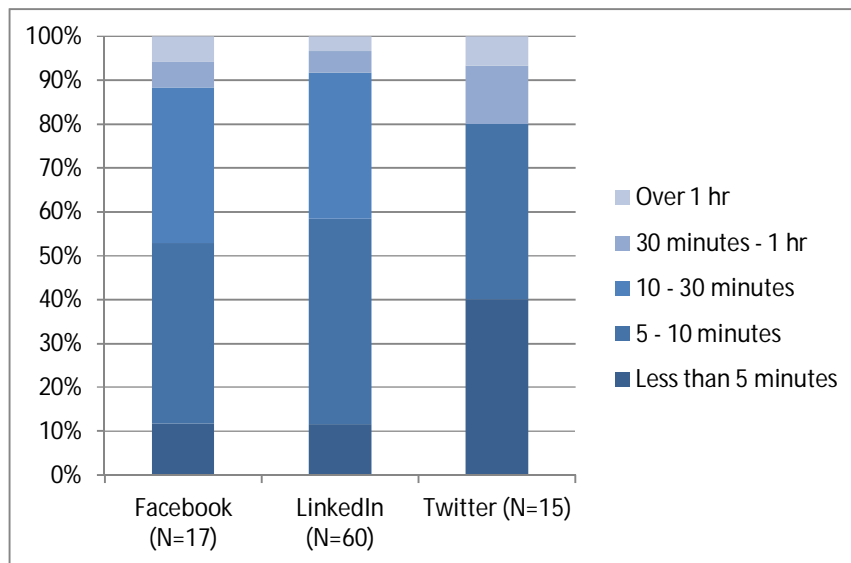


Table 4: Average # of contacts (N=92)

	Facebook (N=17)	LinkedIn (N=60)	Twitter (N=15)	Total (N=92)
Average # of contacts	88,1	210,9	168,3	178,7

These figures give an indication of the level of activity on the three most popular sites. Figures 11 and 12 show that Twitter behaves quite differently than the other two sites. On one hand people log in far more on Twitter compared to the other two but on the other hand a login session takes much less time. Average total activity will probably be about the same as on the other two SNS's because more logins and shorter online times cancel each other out, but it does prove that people use Twitter to read (and write) short, fast messages and are not looking to spend a lot of time online. LinkedIn

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seems to have slightly less average logins and also slightly less time per online session than Facebook. However the average number of connections on Facebook is less than half of that on LinkedIn. This number can also be considered as an indicator for the level of activity, because although it says nothing about time spent on the site, it does say something about involvement and commitment to the site. Given the data in figure 11 and 12 and table 4, it can be concluded that the overall level of activity is probably about the same between these three sites.

### 5.5.3 Nature of activities

Finally it is important to know how the target population behaves while they are actively online on social media sites. Chapter 2 explained there are activities that are more active and activities that are more passive. The next few figures show a variety of passive and active activities and the degree to which these activities are performed by the target population.

Figure 13: Passive and active activities carried out on social media sites (N=98)

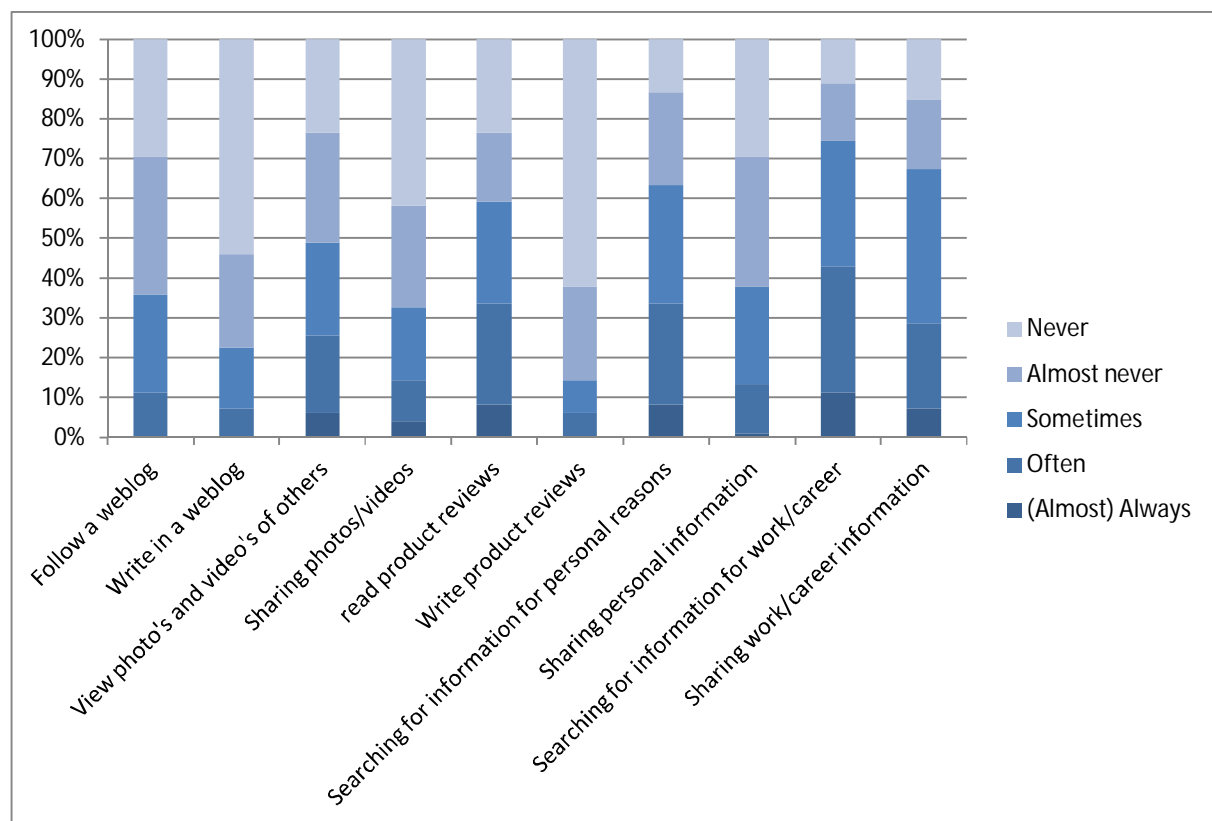


Figure 13 shows passive and active activities to illustrate the difference between active and passive usage of social media sites. Every passive activity is followed by a similar active one. In all cases the passive activities is carried out more than the active one. Nevertheless even active activities are carried out fairly often at least sometimes. Some more of these active and passive activities are displayed in figures 14 and 15. Figure 15 shows indeed that the average percentage of active activities carried out at least sometimes is just over 40%. This means that realistically, around 40% of the target population could be convinced to actively participate in social media activities.

## Social media as a marketing tool for post-academic education

Figure 14: Mainly passive activities on social media sites (N=98)

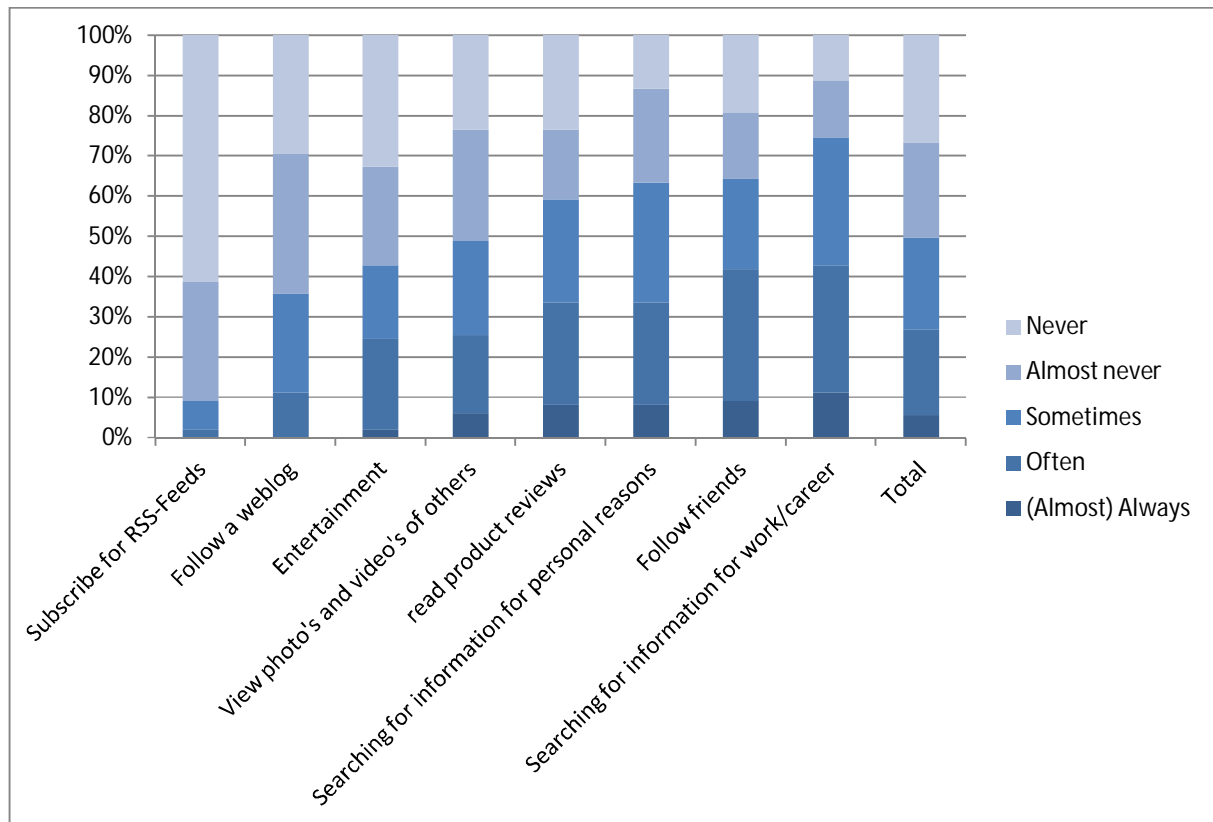
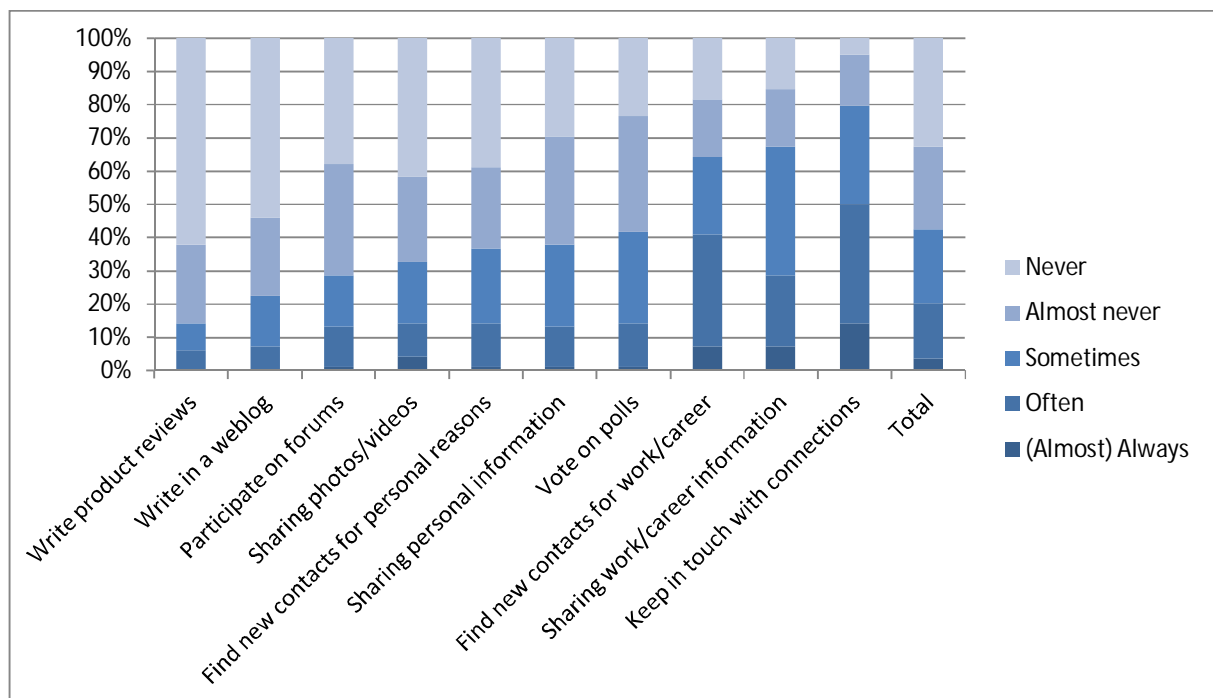


Figure 15: Mainly active activities on social media sites (N=98)



## 5.6 LinkedIn/Twitter

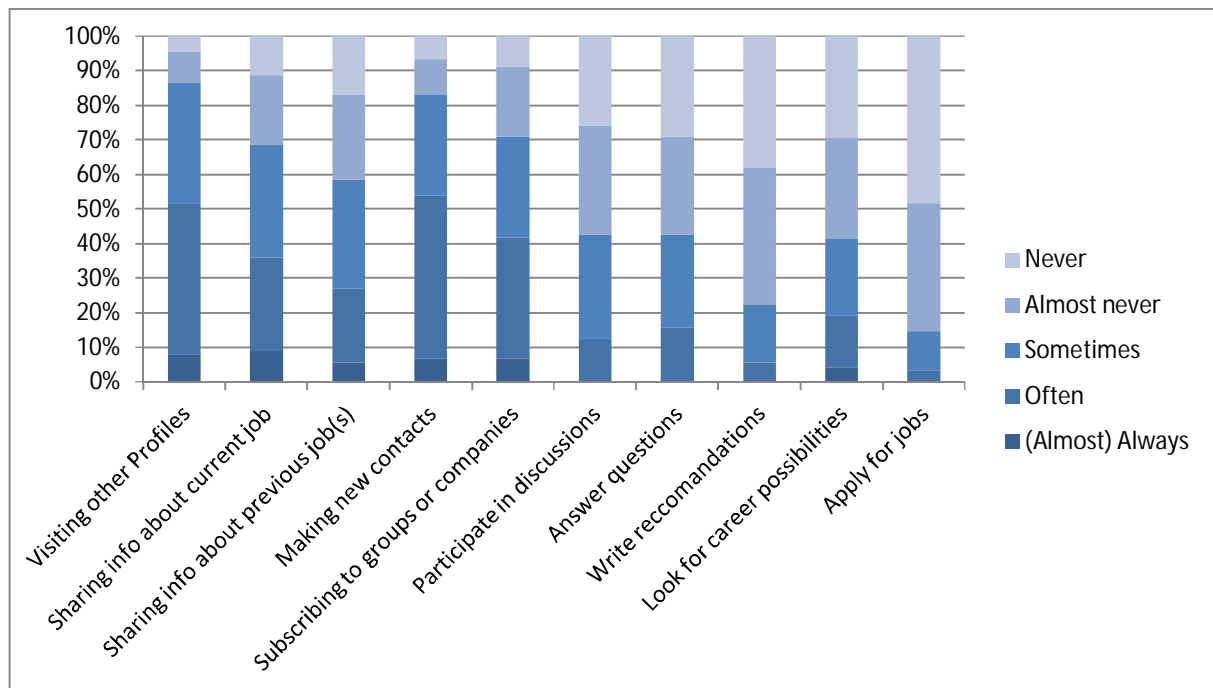
Chapters 2 and 3 gave a reason to investigate both LinkedIn and Twitter a bit further. Therefore this section aims to give a better insight in these two.

### 5.6.1 LinkedIn

Out of 121 respondents 89 have indicated to have a profile on LinkedIn. This means that for the following questions this is the sample size (N=89). First, to get a better idea of the commitment these respondents have with LinkedIn, they are asked whether or not they are connected to the organization they are currently active. Little over half of the respondents (48) said yes, 26 said no, because this organization does not have a LinkedIn page, 11 does not know if this organization has a LinkedIn page and 4 respondents aren't connected even though they know their organization does have a LinkedIn page. This shows a fairly high level of commitment, because over half is connected and another large part cannot be member but they do know that in their case this page does not exist.

Like in the previous section, it is interesting to know what activities are carried out on LinkedIn. Figure 16 shows some of the features LinkedIn has and how often they are used by the respondents. These activities are roughly sorted from passive to active.

Figure 16: Activities on LinkedIn (N=89)



The figure shows a relatively high percentage, even on some active activities such as participating in discussions and answering questions. This means that a relatively large part of the target population can be reached to participate actively in LinkedIn campaigns. When for instance some relevant discussions are started, again realistically around 40% can be convinced to participate.

Finally, people were asked if they were connected to the PLD group on LinkedIn. Out of 89 people 20 said yes, 14 said no, even though they know there is a PLD group page and no less than 55

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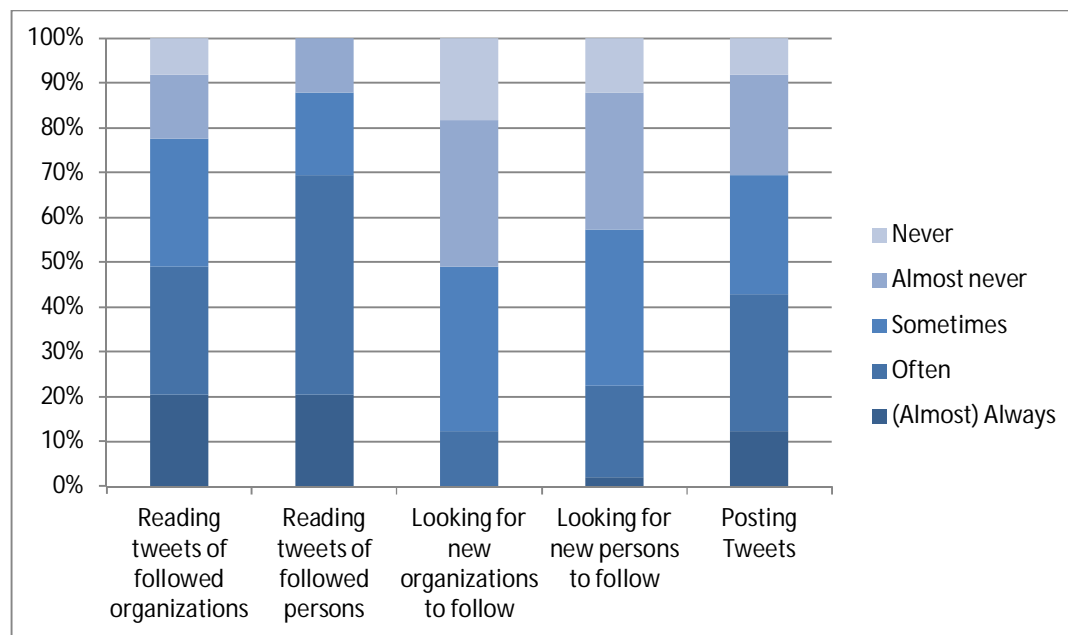
respondents are not aware of the fact that there is a PLD group page. This last number is quite high and needless to say there needs to be done something about that.

### 5.6.2 Twitter

As we saw in section 5.5, fewer people have accounts on Twitter than on LinkedIn. A total of 49 respondents claim to have an account on Twitter, so this will be the sample size of this section (N=49). First, the same question is asked as in section 5.6.1 to get an idea of the commitment to Twitter people have. Out of 49 respondents, 29 follow their own organization on Twitter also just over half), 11 say their organization has no Twitter account, 3 respondents do not know and 6 respondents do not follow their organization even though there is an organization Twitter profile. These figures are quite similar in proportion to those of LinkedIn so it can be said that Twitter users also have a relatively high level of commitment.

Just as for LinkedIn, it is interesting to look at some of the specific activities that can be carried out on Twitter. These activities are displayed in figure 17.

Figure 17: Activities on Twitter (N=49)



The figure shows that respondents rather follow persons than organizations. This means that reaching people through a contact person's Twitter may be more effective than through a company profile. Also the figure show that the chance of people reading tweets is very high once they follow either the organization or a contact person. Making someone a follower seems a little more difficult, but not insurmountable because almost half of the respondents look for new organizations to follow at least sometimes, and with persons this number is even higher. Lastly, almost 70% of the respondents are actively posting tweets at least sometimes.

## 5.7 Web logs/Forums/RSS feeds

This section aims to map the possibilities of some non-SNS social media platforms. Three of these platforms will be investigated, namely web logs (blogs), forums and RSS-feeds.

### 5.7.1 Web logs

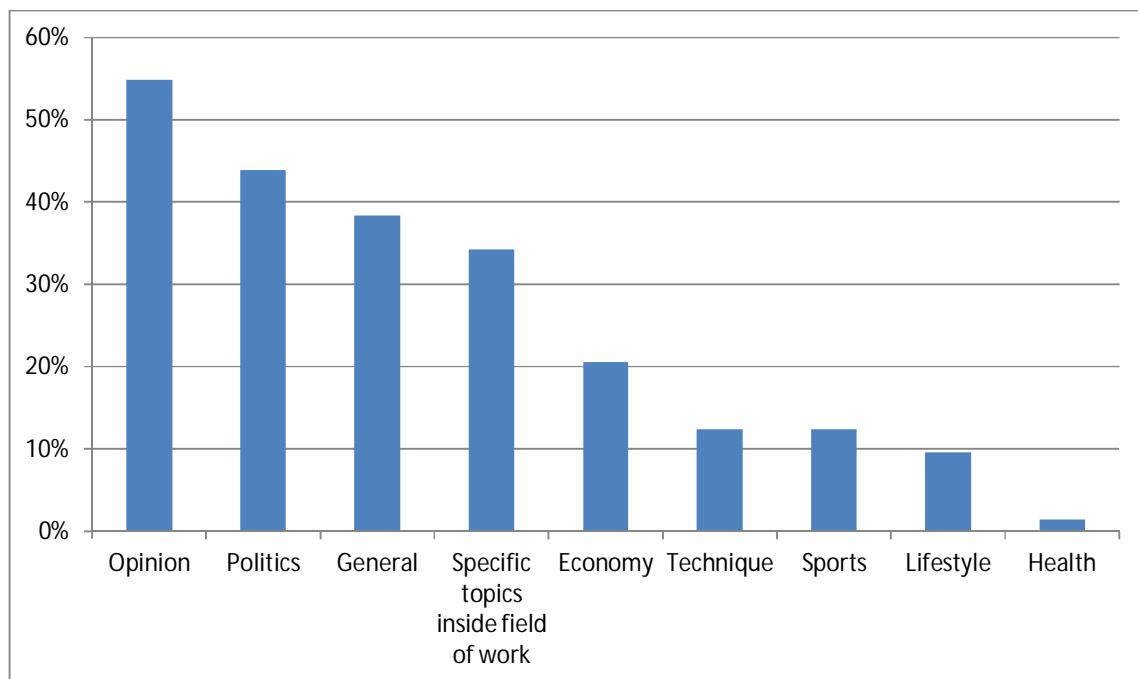
The first question in this section is quite obvious, 121 respondents were asked what their activities on blogs were. Out of these 121, 6 said they have one or more own blog(s), 8 respondents sometimes write in a collective or company blog, 11 respondents never write but sometimes respond to other blogs, 48 only read other blogs sometimes and also 48 respondents never visit any blogs. This means a relatively low percentage of respondents are actively participating in blogs, but around 60% of the target population can be reached with interesting blog posts. So the challenge in this is to keep the blog interesting with only a few active participants to be able to reach this goal of 60%. Frequency of visiting blogs of the remaining 73 respondents displayed in table 5.

Table 5: Average of blog visits frequency (N=73)

More than once a week	Once a week	Once a month	Less than once a week
10	27	15	21

Furthermore if blogs will be used in the PLD marketing strategy, it will be useful to know which subjects are found attractive and interesting by the respondents. These subjects are displayed in figure 18 below.

Figure 18: Blog topics found interesting by respondents as % of total (N=73)



This figure shows topics relatively close to the working fields of most respondents are found most interesting. Most respondents work in the public sector and therefore are very closely related to



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topics like opinion or politics. Unsurprisingly, topics like sports or lifestyle, which are a bit further away from their working fields, are found less interesting.

### **5.7.2 Forums**

The questions in this section are quite similar to those in section 5.7.1. Out of 121 respondents over half (65) indicate never to visit forums. 23 respondents visit forums less than once a month, 13 once a month, also 13 once a week and 7 more than once a week. These numbers indicate very little activity on forums, and also chapter 2 and 3 suggested forums are less attractive to use in social media strategy than other social media platforms. For these reasons forums will not be investigated further.

### **5.7.3 RSS-feeds**

Again the first question of the section is quite obvious. Only 12 out of 121 respondents indicate that they sometimes use RSS-feeds, but out of the remaining 109 respondents, 59 did not know what RSS-feeds are. For this reason it might be interesting to investigate this option a little further, also because as we saw in chapter 2, RSS-feeds are fairly easy to fit into the social media strategy and do not require a lot of time or money. The next question asked is whether or not respondents are interested in a PLD RSS-feed. 3 respondents said yes, 19 said yes, but only for my own education and the vast majority of 99 respondents said not to be interested.

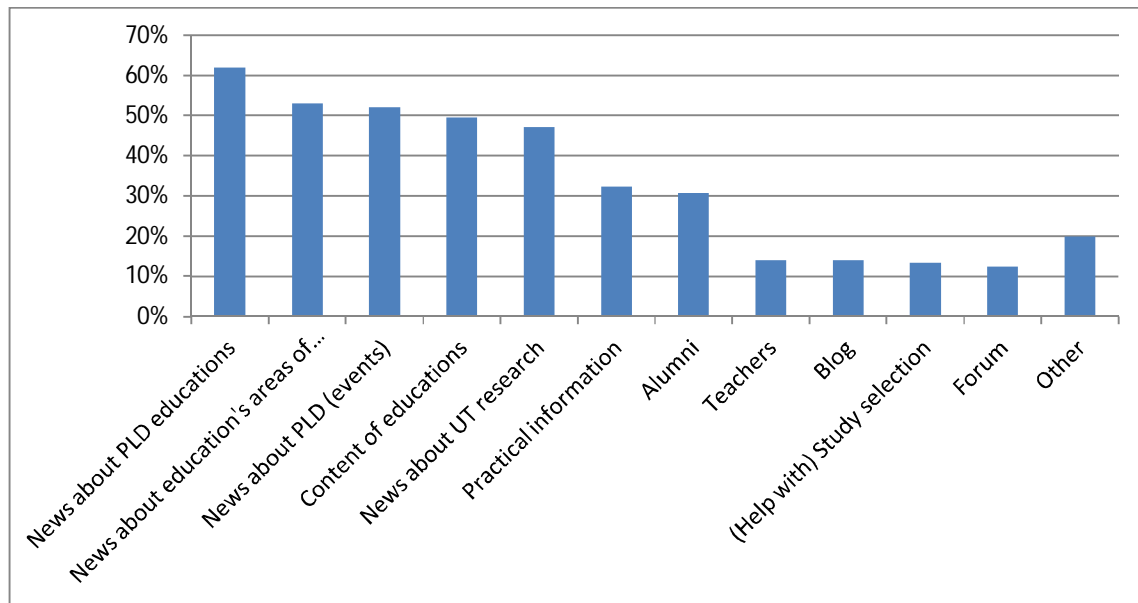
## **5.8 Website**

The final questions of the survey are about the website of PLD. The first question of this section brings up a very interesting insight. Out of 121 respondents, only 45 know the website of PLD. Furthermore, out of these 45, 9 respondents never visit the site, 31 visit the site less than once a month, 4 about once a month and 1 about once a week. These numbers seem shockingly low, so in order to make the social media strategy work, it might be a good idea to raise some awareness for the website itself.

However, when people are drawn to the website, this website has to fulfill the expectations of the public. One of the conditions the website has to meet is to have a good homepage that provides all the information visitors want. Figure 19 shows what information the target population finds the most important.

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Figure 19: Categories of information needed on the homepage in % of total (N=121)



We see that in general news about various subjects is found important, as is content of educations and practical information. Other topics like teachers, blog, study selection, or forum are found far less important.

Finally, the last question of the survey is not about the website but about the possibility to learn more about social media and the possible benefits it can have. Out of 121 respondents 39 have indicated they would like to learn more about this subject, 50 said already to be aware, 15 said not to find the subject interesting, 16 respondents said not to see the added value of it and 1 said no for another reason. This means almost one third of the target population would possibly participate in a seminar about the use of social media and the possible benefits, as suggested in chapter 2.

### 5.9 Conclusions

- Regular internet usage is used equally by all age categories, whereas mobile internet is used more by younger people than by older people.
- About 40% of all mobile internet users share opinions and experiences using mobile phones. This means they are somewhat active and perhaps willing to actively participate in social media on their mobile phones.
- The target population uses LinkedIn the most by far (almost 90%). Next are Twitter (+45%) and Facebook (+40%) (Figure 9).
- However, on mobile internet LinkedIn is used far less and Twitter is the most popular site with around 70% (Figure 10). This means Twitter is very suitable to use as mobile social media tool.
- People log in much more often to Twitter than to LinkedIn and or Facebook, but they also spend much less time for session.

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- Realistically, around 40% of the target population could be convinced to actively participate in social media activities. The same goes for actively participating in LinkedIn activities (discussions, answering questions, writing recommendation) in particular.
- The percentage of people reading your message at least some times on Twitter is very high (+75% using an organization account and +85% using a contact persons account). A bit more challenging is to make people follow you because people search for new organizations and persons to follow less often. However this is not an insurmountable task because these numbers are around 50%.
- If an interesting, up to date web log can be developed, a portion of 60% of the target population could be reached. The challenge in this is to keep it interesting, because a large part of this group is passive; they only read and almost never contribute to the content.
- Forums are less used by the target population. Less than half of all respondents visit forums at all, and a large part of the visitors do this only once in a while.
- Most people indicated they are not really waiting for PLD RSS-feeds (99 out of 121).
- A very large portion of the respondents did not know the website of PLD (76 out of 121).
- Figure 4 shows categories in which people find it necessary to find back information on the website. The most popular few categories could be used to place on the homepage to improve the quality of the site.
- Finally, almost one third of the target population is open to seminars about social media and the (personal) benefits they can have.

## 6 Conclusions and recommendations

### 6.1 Introduction

This chapter aims to provide a basic framework for a social media strategy for Professional Learning & Development, based on conclusions from chapters 2, 3 and 5. It starts by drawing some conclusions from the survey results in chapter 5 and later on a framework for a social media strategy will be given.

### 6.2 Conclusions

- The maximum percentage of all social media users that can be convinced to participate in social media activities is around 40%. This percentage can be used to measure the performance of social media activities in the future. The same percentage holds for all mobile social media users.
- LinkedIn and Twitter are the two most suitable SNSs for PLD because they are both the most used by the target market and their properties suit best with the target market. Furthermore these properties of Twitter and LinkedIn complete each other, which makes them very useful to use in the social media strategy.
- Twitter is very popular on mobile internet. This fact can be used by using Twitter when prospects are travelling, for instance during traffic peak hours, or just before or after lectures.
- A web log could potentially reach more than half of the target market. However, this web log needs to be up to date and interesting, which takes a lot of time and effort. Therefore, when opting for a web log, one has to make sure there can be put enough effort into it to avoid negative publicity.
- Although a vast majority of the respondents indicated that they are not really interested in RSS-feeds, it still might be considerable to use them because they cost very little time and money. They could be particularly interesting in combination with the iPads that are currently being distributed.
- In order for the social media strategy to work, more people should at least know the website. On the other hand, the social media can also raise awareness for the website; it works both ways.
- Some interesting items to post on the homepage are: News about PLD educations, events and areas of expertise, content of educations and news about UT research.
- Almost one third of the respondents are interested in seminars about social media. It is important to make people see participating in the social media you offer is important for them as well. One way to achieve this is by hosting symposia or workshops about the benefits and the use of social media. Such workshops can also help “getting the ball rolling” on social media activity and function as bait for attracting new potential customers. Lastly it can increase the good reputation of PLD.

## 6.3 Recommendations

Now, based on these conclusions, a basic strategy for using social media in the marketing activities can be drawn up. According to the research, Twitter and LinkedIn are not only the two most popular SNS's under the target population, but they are also the most fit. For this reason, the basis of the strategy will be formed by Twitter and LinkedIn. Also, because research showed that web 1.0 is also of great importance, we will pay some attention to the website of PLD. This basis can be expanded with some additional web 2.0 applications, such as a web log and RSS feeds. However these applications require a basic network to be in place in order to be valuable in the social media marketing strategy. Lastly the social media strategy must allow for accessibility on mobile devices.

### 6.3.1 Strategy basis

The basis of the social media marketing strategy will be formed by LinkedIn, Twitter and the website. Looking at LinkedIn, PLD already has a group page, with just over a 100 members and subgroups for three different educations. The LinkedIn page should be expanded by making subgroups for all the educations and by having as many students, alumni and possibly other prospects join both the general LinkedIn group and the right sub-group as possible. Research showed that the potential population for this LinkedIn group is very large. The main goal of this group is to publicly display the network of PLD, so that others can see who are participating in PLD educations. Therefore the groups should be open for anyone to view and to join with permission. A secondary goal on LinkedIn is to create some activity on these group pages in the form of discussions, recommendations or questions. Such activity can be appealing to others outside PLD but also it can be good for the participators, for example when they get a good recommendation from a classmate or teacher. Lastly, as research in chapter 2 showed, participation makes people feel more committed to the organization, which makes it more likely for them to finish their education, tell their friends about PLD or even start another education at PLD.

Where LinkedIn has displaying the network as a primary goal, Twitter should be more about telling the world about PLD. First, because there is no account on Twitter yet, a company account should be made. People should be made aware of this account so they will follow PLD on Twitter. Like LinkedIn, the value of Twitter is higher when more people are following. Twitter should be used to tell these followers about all kinds of relevant news about PLD. This could be news about the educations, new applicants, upcoming events like workshops, and other relevant news. Also it would be a good idea for PLD employees to occasionally post a tweet referring to PLD and/or one of these news items. This increases the chance that people read and remember these tweets, because tweets written by people are read more often and are seen as more credible than tweets coming from a company account. Secondly (re-)tweeting could generate some activity of PLD students or alumni, which would be the best publicity of all. An interesting result of the survey was that Twitter was very popular on mobile Internet. Because people use Twitter so often on mobile phones, it is most effective just before or after lectures or during traffic peak hours when a lot of prospects are on the commute. For a maximized effectiveness of Twitter it should be connected to LinkedIn, especially since the potential population for LinkedIn is much higher than for Twitter and there already is a LinkedIn account with over 100 members. By connecting the two PLD tweets can be displayed on the LinkedIn page, which both widens their reach and lowers the barrier for people to read them.

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The final part of the strategy basis is the web 1.0 used, meaning the website of PLD. First off, research showed that awareness for this site is fairly low. This means more should be done to make people aware of the site during other marketing activities like flyering or posting ads. A closer look at the content of the website shows that all the information found important by the target audience is there, but sometimes it is a little hard to find where. Also the used style is not very appealing and inviting for people. Even though the website of PLD has to be following the general style guidelines of the UT, some improvements should be made to the website to make it more inviting and “easier on the eye”. Some improvements could be made by looking at the websites of competitors. Lastly, to connect the web 1.0 to the web 2.0, it has to be made sure the website is referring to LinkedIn and Twitter, at least on the homepage but later on also possibly on a community page where the web log is found on as well.

### **6.3.2 Additional platforms**

As stated before, the basis of the social media strategy can be expanded by using additional social media platforms. The first option discussed will be a company web log. A blog can have several benefits, such as generating interest, increasing commitment among students and alumni, building an image, and getting feedback or tapping creativity from students and alumni. On this web log various people should post entries for others to read and to react on. These people could be teachers, alumni, students, but also people from outside PLD, as long as they have an interesting story. Generally, interesting television programs form an interesting topic for blogs. The web log should be updated with new entries about twice a month on average at least to keep it interesting. (Much) less entries will mean the web log is not interesting enough for participants and might even damage the image of PLD. This brings up the main reason a web log can only be used when the basis is in place and a solid network has been built, because the vast majority of blog visitors are passive and are not likely to write new blog entries themselves. It might be quite a challenge to keep the web log fresh with frequent new entries even with a larger network, so maybe people should be rewarded in some way for writing entries. Of course the costs of these rewards should not exceed the benefits.

The second and last additional web 2.0 platform that should be used is RSS-feeds. These feeds should collect interesting information like news on the website or Twitter activity and display it in a clear way. These RSS-feeds will lower the barrier for people to read PLD messages, because instead of having to visit a website they can instantly see it. Again it is important that the basis is in place first, because the feed should refer to up to date information, so there has to be some up to date information to refer to. These RSS-feeds are quite easy to make and once they are in place they hardly require any maintenance. A special reason these RSS-feeds are very interesting is that PLD is giving out iPads to new applicants. By installing RSS-feeds on these iPads these people automatically stay informed about PLD.

A last interesting option that came out of the literature study is to host seminars or workshops about social media (and their benefits). Further research showed that almost one third of the target population is open to participating in such workshops, which could have a lot of benefits. Firstly, it can make people more familiar with social media and with the benefits they can have, which can increase their level of activity. Secondly, during a workshop students can be asked to provide some content on the PLD social media which could help “getting the ball rolling”. Finally such a thing could attract new customers and build a reputation, particularly since social media is a “hot topic”.

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Although it seems that such a workshop/seminar requires a lot of time and money it still might be an option worth considering, especially since PLD is already hosting “actualiteitencolleges” (lectures about actualities) a couple times a year. Of course, when hosting such a workshop/seminar, it is imperative to set the right example, so all social media used should be entirely flawless.

### **6.3.3 Incorporating mobile social media into the strategy**

Because both the literature study and the survey showed that social media are more and more used on mobile devices, it would be a shame to not use this as an advantage. Of course the basis of the strategy outlined in this section is built around LinkedIn and Twitter, which are both already accessible on all capable mobile devices. However, this does not mean there is nothing that can be done to support the usage of these to SNS's on mobile devices. For instance, it could be helpful to think about the timing of your messages on these channels. During traffic peak hours a lot of prospects will be using the mobile devices, which means messages will have a higher success rate. This is especially the case for Twitter, since this platform is proven to be very popular on mobile devices. The last part of the basic strategy is the website, which is naturally accessible on mobile devices with internet capabilities. However this might seem less important, as the survey showed that mobile internet is used more for 'social' purposes rather than informative purposes (see figure 8).

Looking at the additional platforms proposed in this section, especially the RSS-feeds stand out. This is because PLD has opted to give out iPads to new enrollers for their master educations to both persuade them and to use for distributing course materials. Providing these iPads with RSS-feeds of for example the PLD tweets or news announcements on the website would drastically increase their success rate, because virtually all PLD master students will read them. Another, more general advantage of RSS-feeds is that they filter out the headlines of information and make it more compact. This comes out handy when using mobile devices because the screens are usually much smaller which discourages viewers to read large pieces of text.

Lastly, when thinking about social media one of the first things that comes to mind is developing applications (Apps). However, in the case of PLD it is questionable whether an App could really add value to the organization, at least from a marketing point of view. It might be that it could be adding value in the context of increasing the quality of service, or the educations itself. For example an App for collecting and sharing course materials might be helpful for students. Because this study focuses purely on the marketing perspective, there is no information in this report to either support or reject this hypothesis. Therefore it is an interesting area for future research. Some other areas for future research are proposed in the next section.

## **6.4 Recommendations for further research**

As stated, this is a basic strategic plan for PLD, which means there is plenty of research still to be done. Part of this research is measuring the effect of the new social media strategy suggested in this report. It is important to know which parts of the strategy are effective and which are not, and what is the experience of the customer participating in the PLD social media. To fit the social media even more to the needs and wishes of the customer, more information about customer behavior is required. This calls for a more in-depth analysis of the decision-making process of customers, to be

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able to answer questions such as: What causes a certain way of behavior of customer? Or: Where does the customer base his/her decisions on?

Finally, future research should always watch for new trends like mobile internet and Web 3.0 and look for particular marketing possibilities in those areas. An example of such trends is cloud computing. This is an interesting new trend that can be used to tap customer creativity. Furthermore it could be used in group assignments for PLD students, which could improve the quality of the educations.



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## Appendix A: Survey (in Dutch)

### Gebruik van sociale media

*In deze enquête worden u vragen gesteld over uw gebruik van internet en sociale media. De antwoorden zullen worden gebruikt voor een onderzoek naar sociale media in opdracht van de Universiteit Twente. De enquête wordt anoniem ingevuld.*

1) Wat is uw geslacht?

- Man
- Vrouw

2) Wat is uw leeftijd?

- Jonger dan 30 jaar
- 30 – 34 jaar
- 35 – 39 jaar
- 40 – 44 jaar
- 45 – 49 jaar
- 50 – 54 jaar
- 55 jaar of ouder

3) Welke opleiding volgt u/heeft u gevolgd/bent u geïnteresseerd in op dit moment?

- Master Public Management
- Master Risico Management
- Leergang Management Woningcorporaties
- Leergang Bedrijf en Bestuur Waterschappen
- Masterclass Business in Asia
- Lokale Sociale Dienstverlening in Verandering
- Anders, namelijk.....

4) Waar bent u op dit moment werkzaam? (Niet verplicht)

.....

5) Wat is uw hoogste voltooide opleiding?

- HBO
- WO
- Anders, namelijk.....

6) Hoe lang maakt u per dag gemiddeld gebruik van het internet (voor werk en privé)?

- Minder dan 30 minuten
- 30 minuten – 1 uur
- 1 – 2 uur

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- 2 – 3 uur
- Meer dan 3 uur

7) Heeft u internet op uw mobiele telefoon?

- Ja
- Nee (Ga door met vraag 10)

8) Hoe veel maakt u gemiddeld per dag gebruik van internet op uw mobiele telefoon?

- Minder dan 10 minuten
- 10 – 30 minuten
- 30 minuten – 1 uur
- 1 – 2 uur
- 2 – 3 uur
- Meer dan 3 uur

9) Voor welke van de onderstaande activiteiten maakt u gebruik van internet op uw mobiele telefoon?

	Nooit	Bijna nooit	Soms	Vaak	Altijd
Informatie zoeken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Op de hoogte blijven van actualiteiten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contacten onderhouden (bv via WhatsApp of Ping)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uzelf vermaken (bv met online spelletjes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uw eigen ideeën en ervaringen delen (bv via Twitter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10) Hoe vaak leest u de krant?

- (Bijna) Dagelijks
- Ongeveer 4 keer per week
- Ongeveer 2-3 keer per week
- Minder dan 2 keer per week
- Nooit (Ga verder met vraag 12)

11) Welke krant leest u het vaakst?

- NRC Handelsblad
- De Volkskrant
- Algemeen Dagblad
- De Telegraaf
- Trouw
- Het Parool
- Het Financieel Dagblad
- Spits
- Metro

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- De Pers
- TC Tubantia
- Anders, namelijk.....

12) Hoe lang luistert u gemiddeld per dag naar de radio?

- Nooit (Ga verder met vraag 14)
- Minder dan 30 minuten
- 30 minuten – 1 uur
- 1 – 2 uur
- 2 – 3 uur
- Meer dan 3 uur

13) Naar welke radiozender luistert u het meest?

- Radio 1
- Radio 2
- Radio 3 FM
- Radio 4
- Radio 538
- QMusic
- Veronica
- SkyRadio
- 100% NL
- Slam FM
- Anders namelijk.....
- Weet niet

*De volgende vragen gaan over sociale media sites. Sociale mediasites zijn sites op het internet waar mensen hun mening kunnen geven, ervaringen kunnen delen of ideeën kunnen uitwisselen en nieuwe contacten kunnen leggen. Hierbij moet u bijvoorbeeld denken aan sociale netwerksites als Twitter en Facebook, maar ook aan blogs, fora en online communities zoals Youtube.*

14) Heeft u **een profiel** op een of meerdere sociale media sites?

- Nee (ga verder met vraag 33)
- Ja, op een (ga verder met vraag 16)
- Ja, op meerdere

15) Op welke van de volgende sites **heeft u een profiel**? (Meerdere antwoorden mogelijk, geen e-mail sites)

- Twitter
- LinkedIn
- Facebook
- Hyves
- MySpace
- eBuddy.com

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- Youtube
- Blogger.com
- Picasa
- Flickr
- Fok
- Anders namelijk
  - .....
  - .....
  - .....

16) Hoe vaak voert u de onderstaande activiteiten uit op sociale media sites?

	Nooit	Bijna nooit	Soms	Vaak	Altijd
Informatie opzoeken voor werk/carrière	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informatie zoeken voor privéredenen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uzelf vermaken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foto's en/of video's van uzelf delen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uw ideeën en ervaringen delen via een eigen weblog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web logs van anderen volgen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uw ideeën en ervaringen delen op fora	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Productbeoordelingen schrijven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uw stem uitbrengen op peilingen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abonneren op RSS feeds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nieuwe contacten zoeken voor werk of carrière	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nieuwe contacten zoeken voor privéredenen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact onderhouden met bestaande connecties, afspraken maken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Op de hoogte blijven van vrienden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foto's en video's van anderen bekijken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Productbeoordelingen bekijken voordat u iets koopt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informatie toevoegen over uw werk, carrière	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informatie delen over uw hobby, sport of interesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17) Mijn gebruik van sociale media sites is ten opzichte van vorig jaar:

- Afgenomen
- Ongeveer gelijk gebleven
- Toegenomen

18) Welke sociale media site gebruikt u het meest? (1 antwoord mogelijk)

- Twitter
- LinkedIn
- Facebook
- Hyves
- MySpace
- eBuddy.com
- Anders namelijk.....

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19) Hoeveel contacten heeft u (ongeveer) op **deze sociale media site**?

- ..... Contacten
- Weet niet

20) Hoe vaak logt u in op **deze site**?

- Ik ben (bijna) constant ingelogd
- Meer dan 1 keer per dag
- 1 keer per dag
- 1 keer per week
- Minder dan 1 keer per week

21) Hoe lang bent u gemiddeld per keer ingelogd **en actief** op **deze site**?

- Minder dan 5 minuten
- 5 - 10 minuten
- 10 - 30 minuten
- 30 – 1 uur
- Meer dan 1 uur

22) Bezoekt u weleens sociale media sites met uw mobiele telefoon?

- Ja
- Nee (ga door met vraag 24)

23) Welke sociale media sites bezoekt u **via uw mobiele telefoon**?

- Twitter
- LinkedIn
- Facebook
- Hyves
- MySpace
- eBuddy.com
- Youtube
- Blogger.com
- Picasa
- Fok
- Anders namelijk
  - .....
  - .....
  - .....

24) Maakt u gebruik van LinkedIn?

- Ja
- Nee (ga verder met vraag 29)

25) Bent u bevriend met/lid van de organisatie waar u werkzaam bent op LinkedIn?

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- Ja
- Nee, maar deze organisatie heeft wel een LinkedIn pagina
- Nee, ik weet niet of deze organisatie een LinkedIn pagina heeft
- Nee, deze organisatie heeft geen LinkedIn pagina

26) Hoe vaak voert u de onderstaande activiteiten uit op LinkedIn?

	Nooit	Bijna nooit	Soms	Vaak	Altijd
Informatie delen over uw huidige werkzaamheden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informatie delen over uw vroegere werkzaamheden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bezoeken van profielen van anderen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nieuwe contacten leggen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lid worden van bepaalde groepen of bedrijven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participeren in discussies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beantwoorden van vragen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven van aanbevelingen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoeken naar nieuwe carrièremogelijkheden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solliciteren naar een nieuwe baan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27) Bent u lid van de LinkedIn group van uw postacademische opleiding bij Professional Learning & Development?

- Ja
- Nee, ik wist wel dat er een LinkedIn group is maar ik ben geen lid
- Nee, ik wist niet dat er een LinkedIn group is

28) Zou u graag op de hoogte gehouden willen worden van de opleidingen van Professional Learning & Development via LinkedIn?

- Nee
- Ja, maar alleen van mijn eigen opleiding/ de opleiding waarin ik geïnteresseerd ben
- Ja, zowel van mijn eigen opleiding als van andere opleidingen
- Ja, namelijk over de volgende onderwerpen.....

29) Maakt u gebruik van Twitter?

- Ja
- Nee (ga verder met vraag 33)

30) Volgt u de organisatie waar u werkzaam bent op Twitter?

- Ja
- Nee, maar deze organisatie heeft wel een Twitter profiel
- Nee, ik weet niet of deze organisatie een Twitter profiel heeft
- Nee, deze organisatie heeft geen Twitter profiel



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31) Hoe vaak voert u de onderstaande activiteiten uit op Twitter?

	Nooit	Bijna nooit	Soms	Vaak	Altijd
Tweets lezen van organisaties die u volgt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tweets lezen van personen die u volgt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoeken naar nieuwe organisaties om te volgen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoeken naar nieuwe personen om te volgen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zelf Tweets plaatsen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32) Zou u graag op de hoogte gehouden willen worden van de opleidingen van Professional Learning & Development via Twitter?

- Nee
- Ja, maar alleen van mijn eigen opleiding
- Ja, zowel van mijn eigen opleiding als van andere opleidingen
- Ja, namelijk over de volgende onderwerpen.....

33) Schrijft u wel eens in web logs (blogs)?

- Ja, ik beheer een of meerdere web logs
- Ja, ik schrijf wel eens in een gezamenlijk weblog
- Nee, maar ik reageer wel eens op web logs
- Nee, ik lees wel eens web logs maar ik reageer hier nooit op
- Nee, ik lees ook nooit web logs (ga verder met vraag 36)

34) Hoe vaak leest u web logs?

- Vaker dan 1 keer per week
- Ongeveer 1 keer per week
- Ongeveer 1 keer per maand
- Minder dan 1 keer per maand

35) Over welke onderwerpen gaan deze web logs?

- Opinie
- Politiek
- Economie
- Techniek
- Gezondheid
- Sport
- Lifestyle
- Algemeen
- Specifieke onderwerpen binnen mijn vakgebied, namelijk:
  - .....
  - .....
  - .....

36) Hoe vaak bezoekt u fora?



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42) Hoe vaak bezoekt u de site van Professional Learning & Development?

- Vaker dan 1 keer per week
- Ongeveer een keer per week
- Ongeveer 1 keer per maand
- Minder dan 1 keer per maand
- Nooit

43) Over welke onderwerpen vindt u het wenselijk om informatie terug te vinden op de website van PLD? (Gelieve de 4 beste antwoorden aan te kruisen)

- Nieuws over (evenementen van) Professional Learning & Development
- Nieuws over een van de opleidingen
- Nieuws over onderzoeken van de Universiteit Twente
- Nieuws over de vakgebieden van de opleidingen
- Docenten
- Praktische informatie over de opleidingen (Collegedata, locatie, prijzen etc.)
- De inhoud van verschillende opleidingen (bv. in de vorm van online brochures)
- Studiekeuze
- Alumni
- Blog
- Forum
- Anders, namelijk.....

44) Zou u meer willen weten over verschillende sociale media en de voordelen die ze voor u kunnen hebben?

- Ja
- Nee, ik vind het geen interessant onderwerp
- Nee, ik zie de toegevoegde waarde niet,
- Nee, ik en al voldoende op de hoogte daarvan
- Nee, want.....

*Dit is het einde van de enquête. Hartelijk dank voor het invullen. Voor vragen over het onderzoek kunt u altijd mailen naar [s0212547@student.utwente.nl](mailto:s0212547@student.utwente.nl)*

## Appendix B: Usage of other media

