

Recruitment and Generation Y: Web 2.0 the way to go?

Helen Verhoeven*, Neelofer Mashood** and Bal Chansarkar***

Technology is changing constantly and Web Technology is currently undergoing a move from version Web 1.0 to version Web 2.0. This change in technology opens up new opportunities for those companies recruiting generation Y employees. However, not much is known about jobseekers attitudes regarding the use of Web 2.0 technologies during the recruitment and selection process. This paper therefore investigates Web 2.0 in the recruitment process. It starts by exploring Web 2.0 and its tools. It then defines generation Y and delves into the potential use of Web 2.0 technology in the recruitment process. Next, it explores Web 2.0 use amongst generation Y and their views on Web 2.0 technology in the recruitment process. Based on these findings conclusions will be drawn with regards to the use of Web 2.0 technology in the recruitment and selection process of generation Y employees.

Field of research: HRM, Internet recruitment, Web 2.0, Generation Y

1.0 Introduction

Since the start of the World Wide Web, there have been several technological developments. Kolbitsch and Maurer note in this regard that “the Web has undergone changes (2006:168) and that it has grown “into a truly world-wide computer-based media network” (2006:187). As a result, terms such as “Enterprise 2.0”, which according to Martins et al. (2008) refers to the use of social software platforms within companies and their partners/customers, and Web 2.0 have become part of daily business vocabulary. Nagy and Begum (2007: 4) state that “Web 2.0 or social software represents the most recent of these developments” in the technology arena. technological developments are bound to have consequences for the way in which organizations operate, and are thus bound to change the way in which recruitment is practiced in organizations.

* Helen Verhoeven, Emirates Academy of Hospitality Management,
Helen.Verhoeven@emiratesacademy.edu

** Neelofer Mashood, Middlesex University Dubai
N.Mashood@mdx.ac

*** Bal Chansarkar, Middlesex University
B.Chansarkar@mdx.ac.uk

This paper explores the use of Web 2.0 in the recruitment and selection process of Generation Y employees. It starts by exploring Web 2.0 and its tools. It then defines generation Y and delves into the potential use of Web 2.0 technology in the recruitment process. After discussing the research methodology, the paper reports on Web 2.0 use amongst generation Y and their views on Web 2.0 technology in the recruitment process. Based on these findings conclusions will be drawn with regards to the use of Web 2.0 technology in the recruitment and selection process of generation Y employees.

2.0 Literature Review

In 2005, O'Reilly (2005:1) observed that "there's still a huge amount of disagreement about just what Web 2.0 means, with some decrying it as a meaningless marketing buzzword, and other accepting it as the new conventional wisdom". Two years later, Richards (2007:2) noted that even though "The term Web 2.0 emerged around two years ago and is yet to be defined in a scholarly sense". However, the lack of a clear definition might not be too big a problem, as Alexander (2006:33) suggests that "the label "Web 2.0" is far less important than the concepts, projects, and practices included in its scope". However, the scope of Web 2.0 seems wide; Alexander (2006:33) indicates that "the term is often applied to a heterogeneous mix of relatively familiar and also very emergent technologies" and that it is not about a "single new development". Alexanders' thoughts seem to be in line with those of (O'Reilly: 2005:2) who argues that "Web 2.0 doesn't have a hard boundary, but rather, a gravitational core".

In order to explore the concept Web 2.0 further, we need to go back development of the Internet. The World Wide Web has become one of the Internet's most used applications. "During the rapid growth of the Internet in the mid-1990s the main application of the Wold Wide Web (WWW), ..., was to provide users with information"(Richards 2007:2). However, the current transformation of the WWW allows "ordinary people to get involved in creating on-line content" (Richards, 2007:1) and have led to a situation in which "Both content and structure are defined by the individuals of the community" Kolbitsch and Maurer (2006:189). The use of these newer, emerging generation of technologies, which make this possible is often called Web 2.0 (CIPD 2008:11, Craven 2008:1). Oberhelman, 2007:5 states that "Web 2.0 refers generally to web tools that, rather than serve as a forum for authorities to impart information to a passive, receptive audience, actually invite site visitors to comment, collaborate, and edit information, creating a more distributed form of authority in which the boundaries between site creator and visitor are blurred".

Tools which are generally acknowledged to belong to Web 2.0 are: Blogs, Wikis, podcasting (CIPD 2008, Kolbitsch and Maurer 2006, Richards 2007), Social networking (CIPD 2008, Richards 2007) or peer-to-peer networking (CIPD), Really Simple Syndication (RSS feeds) (CIPD 2008, Richards 2007) and other mash-ups or aggregations of content from multiple sources (CIPD2008),file sharing (Kolbitsche and Maurer 2006, Richards 2007), message boards and chat rooms, file sharing, instant messenger (Richards, 2007) and other web services for online co-ordination (CIPD 2008: 11). What these tools have all in common is that they are

“community driven and gaining influence rapidly” (Kolbitsch and Maurer 2006:187). Table 1 provides a description of some of the most well-known Web 2.0 tools.

Table 1: Web 2.0 tools

Tool	Description
Blogs – * diaries or personal journals *filters	Diaries: “web pages that contain newsgroup-like articles in a chronological order with the newest article first” and “owners write down information important to them on a regular basis” (Kolbitsch and Maurer 2006:189) Filters: “collections of links to external web-sites that are supplemented with abstracts or brief comments on the contents of the corresponding page (Kolbitsch and Maurer 2006:190)
Wikis	“... self-organising web-sites, where anyone on the Internet can edit existing pages and add new documents any time they wish” (Kolbitsch and Maurer 2006:191)
Podcasts	“audio content that can be listened to on demand” ...”system that provides content resembling radio programmes” (Kolbitsch and Maurer 2006:199)
File sharing tools	Web based systems where files can be shared with other users with the opportunity to organize the information (Kolbitsch and Maurer, 2006).
Social networks	Community of like-minded individuals. (Kolbitsch and Maurer, 2006). Based on the “six degrees of separation” and a “genuine” social network of about 150 people (Kolbitsch and Maurer, 2006) “making new connections, the underlying assumption is that having a mutual acquaintance or being connected via a chain of acquaintances provides context for connecting” (Bonhard et al. 2007:2)
Second life	“a three-dimensional online environment where member (known as residents can do practically anything in a global virtual community” (Lewis 2007:4)
RSS feeds	“Really Simple Syndication (RSS) is a lightweight XML format designed for sharing headlines and other web content. It provides a simple way to quickly view rapidly changing content such as news headlines, blog entries or podcast” (Martin et al. 2008:19)

As the use of social networks is one of the often referred tools in Recruitment and Selection, this type of network will be explored slightly further: Beck (2008) distinguishes 3 types of online networks, namely private online networks (e.g. facebook, myspace and Friendster), business online network (e.g. linkedin, spoke and myconerners) and ‘second life’. Beck indicates that research suggest a significant use of the virtual world: it is anticipated that by 2011, 80% of all Internet users will be having avatars in the virtual world. However, “...as with new consumer electronic products, there are a few early adopters who like to experiment with new ways of working ...” (CIPD, 2008: 15). Generation Y might be among these early adopters.

Generation Y

Sayers (2007:3) based on work by (Zemke et al.2000) divides society in generation groups: “These generations have been broadly labeled Veteran (1922-1943), Baby Boomer (1943-1960), Generation X(1960-1980) and Generation Y:1980-2000. As can be seen in Table 2, the different generations are all shaped by the environment at the time.

Table 2: characteristics of the different generations

Veterans	Baby boomers	Generation X	Generation Y
Generation shaped by “conflict and the events of the Great Depression”	Generation influenced by “an extended period of economic prosperity, progressive social change and resulting optimism about the future”	Generation “impacted heavily by social and economic upheaval and thus less optimistic but more self-reliant than generations before”	“the most educated, connected, confident, and independent generation in recent history”

Source: Sayers (2007:8)

The different generations all have their own characteristics. For example, Sayers (2007:13) states that “Generations X and Y are generally more savvy about choosing brands or ‘names’” and that “Generation X employees (born 1960-1980) are renowned for thinking and planning one or two jobs ahead of their current employment” (Sayers, 2007:8). Other differences between the different generations “were diverse and ranged from the use of technology (for example, the amount of time spent composing and viewing personal emails) through to flexible working hours and individual freedoms in the workplace” (Sayers 2007:1). Generation Y has a need for career challenges, skills development and personal flexibility (Sayers 2007).

Cullen (2008:53) suggests that “Web 2.0 technologies are becoming increasingly ubiquitous among younger generations of IT users”. It is there not surprising that “Generation Y employees are more likely to be early users of Web 2.0 technologies as they were brought up in the digital world, and they are the most avid users of social networking sites” (CIPD 2008: 15). However, even though Web 2.0 “Reflects the ways of communicating that young people (the Netgeneration) use” (Martins et al. 2008:7) using it has its particular consequences as it “is creating a new set of expectations about accessing quality information for business, research and academic purposes” (Cullen 2008:53).

Potential use of Web 2.0 in the recruitment process of generation Y employees

Since Bartram (2000) and Capelli (2001) published their early work on the use of Internet in the Recruitment and selection process, research in this area has grown (See Galanaki 2002, Veger 2006, Verhoeven and Williams 2008, Williams and Verhoeven 2008). However, their research focuses mainly on the use of Web 1.0 rather than Web 2.0, while “Trends in e-recruitment may be influenced substantially

by the second generation of Internet-based communities and services known as Web 2.0" (Schramm, 2007:176). Nevertheless, Richards (2007: 7) states that "in terms of employees seeking out information on prospective employers, using Web 2.0 communication technology independent of traditional employment agencies, appears, as of yet, not to have stimulated much scholarly interest". Notable exceptions are found e.g. CIPD (2008) and Gallagher and O'Leary (2007).

Overview of available literature suggests that the use of Web 2.0 can be especially beneficial in reaching passive job seekers, branding, relationship building and during the selection process. This is comparable to most of Verhoeven and Williams' (2008) and Williams and Verhoeven's (2008) earlier findings on the use of Internet recruitment.

Furness (2008) suggests that " .. Web 2.0, ... offer far more innovative, targeted and creative ways of reaching active and passive jobseekers", a suggestion similar to Gallagher and O'Leary (2007:64) who state that the web has "the ability to reach passive as well as active customers, people who may not have been aware of a job, or even looking for a move".

The use of blogs and social networking sites, can be used to "establish their employer brands" (Schramm 2007:176) or to "build advocacy" (CIPD Podcast (2008). It gives companies the opportunity to "show the human side of the company" and to offer "insights into their daily activities that no other medium can so easily provide" (Richards 2007: 16). Potential jobseekers can use "Web 2.0-related communication to seek perfect information about employers and careers"(Richards, 2007:6). Fricko (2007) indicates that social online networks, such as LinkedIn, are increasingly used to recruit candidates in a cost-efficient manner.

Gallagher and O'Leary (2007) foresee that Web 2.0 can be used to connect with the passive job seeker which, according to them, can be done by building up a relationship over time, based on mutual interest and understanding. They suggest that "Web 2.0 has opened up recruitment by providing opportunities for two-way engagement, personal responses to individual needs, and by providing opportunities to develop relationships between employer and candidates" (Gallagher and O'Leary, 2007:74) and peer-to peer, which were formerly only enjoyed in exclusive top-end recruitment (Gallagher and O'Leary, 2007:62)

Fricko (2007) suggest that companies have found out the social aspects of second life and are using the virtual world to undertake job interviews. Fricko highlights IBM, who are actually having a recruitment center in Second Life. However, Web 2.0 can also be used to screen candidates. Schramm (2007:176) for example, indicates that Web 2.0 supports "the development of integrated technologies capable of culling multiple data sources and coming up with detailed supporting information on job-candidates—information such as that posted on social networking sites or blogs and possibly not appearing on resumes and not requested on standard application".

Thus, Web 2.0 with its "community-driven initiatives" (Kobitsch and Maurer 2006:188) can be seen "as a 'people centric web' that stimulates conversations, interpersonal networking, personalization and individualism, all of which are (or should be) at the

heart of the philosophy and practice of sophisticated human resources and people management” (Martins 2008:5).

However, even though the use of Web 2.0 can have benefits for the recruitment and selection process, it also presents challenges and its use comes with some warnings. For example, Mead (2008: 299) states that “The use of social networking sites for recruitment purposes have divided opinion”. Mead (2008: 299) suggests that “... a quick search of social networking sites can potentially reveal marital status, sexuality and age”. Searches can also be used to “verify expertise” (Kolbitsch and Maurer (2006). Mead (2008:299) indicates that “some say that this means that a search is inappropriate and raises issues of privacy as well as discrimination”. To solve “the tension between public and private knowledge” (Nagy and Begum 2007:4) “may prompt more job seekers and employers to conclude that they need to establish and manage their own online presence in the world of Web 2.0.” (Schramm 2007: 176), and might, as Furness (2008) highlights lead to individuals taking on a different personality on the web: a ‘web’ personality. Mead (2008) therefore suggests that all information found should be further verified.

As a result of Web 2.0 technology use, employer might feel the need to control their own web presence more and therefore start “observing and monitoring the activities of employees who have set up networks around work and employment issues” (Richards 2007), which again brings up issues of practicality and ethics.

Notwithstanding, Gallagher and O’leary (2007:63) cite research which suggests that the internet has the capacity “to fundamentally change recruitment into an experience based on collaboration, networking and online engagement”. With Facebook being one of the most popular social networking sites amongst school leavers and graduates (Furness 2008) and thus generation Y, Web 2.0 really opens up new opportunities to reach this generation. However, research by CIPD (2008:14) on the use of Web 2.0 in the recruitment and selection process notes that “Our research showed that most organizations have not fully embraced the needs of Generation Y employees or the opportunities afforded by Web 2.0 technologies”. (CIPD 2008: 15) and that “Most of the techniques used “are still closer to Web 1.0 than Web 2.0 in that they represent a one-way flow of information” (CIPD 2008: 14). Oberhelman (2007:6) suggests that “ ...just as we adapted to the early Web 1.0 back in the 1990s, so too must we learn to embrace the Web 2.0”

3.0 Research Methods

This study draws its data from a survey (questionnaire). The questionnaire contained mainly closed-ended questions and a few open-ended questions. The closed-ended questions are either of the list type or the scale type (Saunders et al. 2003).

The research used a convenience sample of business students of a university in Dubai. Students are part of Generation Y and, as they are in their final year, likely to be looking for a job and using the Internet in this process.

The original number of respondents was 36. However, nine of these students were not searching for a job, while another 3 students were not using the Internet in their job search. For this reason they were removed from the sample. The remaining

sample of 24 students had the following characteristics: The average age of respondents was: 21.04 years. Forty six per cent of respondents are male, 50 percent are female, while 4 percent of respondents did not indicate their gender. Nationalities represented in the sample are Argentinean, British, French Indian, Iranian, Malaysian, Pakistani and Ukrainian.

4. Discussion Of Findings

The research indicates that a quarter of respondents (25 percent) spend less than 7 hours online for non-study related activities. Only 8 percent of respondents spend between 7 and 14 hours a week online, while the remaining 66 percent of respondents spends over 15 hours a week on the Internet for non-study related activities. Over a quarter of all respondents (29 percent) actually indicate that they spend more than 21 hours a week online for non-study related activities, which means on average more than 3 hours every evening.

Thirty three (33 percent) of respondents indicated that they are a member of Facebook, while 63 percent of respondents indicates that they are members of more than one social networking site. Only 1 respondent stated that he/she does not have a membership of a social networking site.

The large numbers of hours spend online and the large membership of social networking sites, gives a first indication of the potential of Web 2.0 for recruitment and selection purposes.

When it comes to online social activities, it seems clear that the respondents are still more 'passive' than 'active' in their participation. Respondents are more likely to 'absorb' content than adding content online themselves. For example, whereas 35 percent of respondents frequently (often/very often) reads blogs, only 13 percent of respondents indicates to frequently write blogs. Where 38 percent of respondents indicate to sometimes read a blog, 29 percent of respondents indicates to write blogs with the same frequency. Seventeen percent of respondents indicate to sporadically read blogs, while 33 percent of respondents indicate that this is the case for writing blogs. Only 8 percent of respondents indicate that they do not read blogs, while 1 out of every 4 respondents (25 percent) indicates that they never write blogs.

A similar divide can be seen when it comes to user-generated video. Twenty nine percent of respondents indicate to never upload user-generated video, while another 42 percent of them indicate to sporadically undertake this activity. Only 8 and 17 percent of respondents indicates respectively to never or sporadically watch user-generated video. Thus, whereas 71 percent of respondents indicate to hardly (never/sporadically) upload user-generated video, only 25 percent indicate to hardly watch it. Thirteen percent of respondents indicate to sometimes upload videos compared with 29 percent which indicates to sometimes watch it. Seventeen percent of respondents indicate to upload video's often, while none of the respondents indicate to undertake this activity very often. However, 33 percent of respondents, meaning 1 out in 3, indicates to often watch video, whereas 13 percent, 1 out of 8, states that they very often watch user generated video.

Again, listening music (passive participation), generated higher uses levels amongst respondents than uploading music (active participation). Forty six percent of respondents indicated that they hardly (never/sporadically) upload music, while only 13 percent to hardly listen to user generated music. Respondents indicating that they sometimes listen to user generated music reached 38 percent, while sometimes uploading music generated 17 percent. Respectively 30 percent and 21 percent of respondents indicated that they respectively 'often', or 'very often' listened music, while uploading music gained 33 percent and 4 percent of respondents in the same categories.

Visiting social networking sites seems to be one of the most frequent activities respondents participate in. Respectively 42 percent of participants indicated to visit social network sites very often, while 21 percent indicated to do so often. Seventeen percent indicated to do so sometimes, while respectively 13 and 8 percent of respondents indicated to visit these sites sporadically or never.

The percentages for regularly participating in discussion forums are lower than those for visiting social networking sites. Fourteen percent of respondents indicates to participate in discussion forum very often, while 18 percent indicates to do so often. A similar percentage (18 percent) indicated to sometimes participate in discussion forum, while 14 percent indicated to sporadically be involved in this type of activities. Thirty six percent of respondents, meaning more than 1 out of every 3 respondents, indicated to never get involved in discussion forums.

Reading Wikis, again, was done more frequently by the participants than actually writing them, as can be seen in the table below:

Table 3: Use of Wikis

	Reading Wikis	Writing Wikis
Very often	25	8
Often	29	4
Sometimes	17	25
Sporadically	21	38
Never	8	25

The use of RSS is relatively low, with respectively 23 and 32 percent of respondents indicating that they never or sporadically use RSS. Thirty seven percent of respondents indicate to sometimes use RSS, while 9 percent often use RSS. None of the respondents uses RSS very often.

The use of tagging seems more common than the use of RSS with respectively 25 and 21 percent of respondents indicating that they use it either very often or often. Thirty eight percent, almost 2 out of every 5, indicates to sometimes tag, while 8 percent of respondents sporadically tags and another 8 percent never tags.

The use of avatars is low amongst the respondents with only 9 percent of respondents indicating that they have an avatar. Nine percent is still 71 percent off the expected avatar use by 2011, which means that the use of avatars needs to take a steep hike over the next two years.

The figures above, refer back to general use of the internet rather than the use of the Internet for job search purposes. Therefore, after questioning regular Internet use amongst respondents, they were then asked the extent to which they use a set of Internet tools in their job search. The outcomes are shown in table 4.

Table 4: Internet tools used in job search

	Very often	Often	Sometimes	Hardly ever	Never
Organisational website	21	29	38	13	
Mailing list	17	33	46		4
Online radio	4	8	29	38	21
Portals/job banks	4	13	42	17	25
Online recruitment agencies	25	25	25	21	4
Online newspaper	8	25	46	13	8
Follow links/banners	8	8	33	25	25
Personal website	8	4	4	29	54
Business networking sites	4	17	30	9	39
Social networking sites	46	17	21	8	8
Discussion forums	13	25	31	6	25
Online recruitment fairs	8	25	17	25	25
Free searches	17	42	29	8	4
Online auctions	4	9	9	39	39

As can be seen, organizational websites, mailing lists, social networking sites and free searcher are regularly (very often/often) used by the respondents in their job search. Discussion forums, online newspapers and online recruitment fairs are less frequently used in comparison with the former tools, but the extent of use is still considerable.

High use of the various tools under potential jobseekers and favorable perceptions on the tools and its characteristics, can confirm the potential of the use of Web 2.0 in the recruitment and selection process. Therefore, the respondents were asked to indicate their level of agreement with a number of statements. These statements reflected on issues and perceptions of Web 2.0 tools by employers and jobseekers.

The first statement was phrased “Social/business networks sites are a suitable tool to find a job”. As can be seen in table 4, the use of social networking sites for job searches, is relatively similar to the general use of social/business network sites.

Forty two percent of respondents use social network sites very often, 17 percent uses it often and 21 percent uses them sometimes. Eight percent of respondents use the tool hardly ever, while another 8 percent never uses it. The user levels for business networking sites are lower: only 4 percent of respondents indicate that they use them very often, while 17 percent indicates to use them often. Thirty percent of respondents indicate to use business networking sites sometimes. However, while 9 percent of respondents indicate that they hardly ever use this type of website a further 39 percent indicates that they never use them. This difference might be explained by the age of the respondents and the relatively small period of work experience they have. With regards to the statement regarding the suitability of the social/business networks sites, thirteen percent of respondents strongly agree, while 67 percent agrees. As 17 percent of respondents neither agree nor disagree, there is only a small percentage (4 percent) of respondents who disagree.

The next 2 statements referred again to the used of social and business networks and are respectively phrased as “employers use social network sites (e.g. Facebook) to find candidates” and “employers use business network sites (e.g. LinkedIn) to find candidates”. Even though the same percentage of respondents (13 percent) strongly agrees with both statements, a larger percent of respondents indicates agreement with the use of social networking sites (46 percent) rather than business networking sites (38 percent). A slighter smaller proportion of respondents (17 percent) disagree with the business networking statement in comparison with the social networking statement (21 percent).

Thus, the data suggests that social network sites are very regularly used. This user rate, combined with jobseekers’ belief that employers actually look at these types of websites, indicates that the social networking site has potential in the recruitment of generation Y.

The statement “employers use social/business network sites to check applicants’ backgrounds/history” received strong agreement from 13 percent of respondents and a further 21 percent of agreement. However, over half of all respondents (54 percent) neither agrees nor disagrees with the statement. Only 13 percent of respondents seem to think that employers do not use social/business network sites to check backgrounds/history.

Thus, business networking sites have lower user rates than social networking sites. However, the low level of disagreement with the business networking statements, implies that, once generation Y starts using business networking sites more, employers can use them to their advantage in the recruitment and selection process.

The statement “the internet provides the opportunity to build up a personal relationship with an organization” received 13 percent of strong agreement and 29 percent of agreement. However, half of all respondents (50 percent) did neither agree nor disagree and only 8 percent indicated disagreement. The finding on this statement is a bit disappointing, given that one of the perceived advantages of the use of Web 2.0 was the ability to build up personal relationships with potential

jobseekers. In order for Web 2.0 to succeed, the group of potential jobseekers who neither agreed nor disagreed need to be persuaded to the agree side.

Only a small percentage (4 percent) of respondents strongly agrees that “employee’s blogs give a realistic view of working for an organization”, while 25 percent agrees with the same statement. The majority of respondents neither agrees nor disagrees, while 13 percent indicated disagreement. Therefore, as almost 1 in 3 respondents believes employee’s blogs, employers need to try to control blogging by their own staff. The development of policies in this area is going to be of key importance.

The findings show that 13 percent of respondents very often participate in discussion forums, while 25 percent often participates. A large group of 31 percent participates sometimes. Six percent of respondents hardly ever participate in these forums, while 25 percent, one of every four respondents, never participates in discussion forums. Meanwhile, thirteen percent of respondents strongly agrees that “employers participate in online discussion groups to find candidates”, while 33 percent of respondents agrees with this idea. However, half of all respondents neither agrees nor disagrees with the statement, while only 4 percent disagrees. Thus, even though only a small group of respondents does not believe that employers participate in forums, there is still a large group of respondents which does not participate in the forums themselves. This might make the use of this tool less effective for employers.

The statement “I follow up on job links and job banner advertisements” received 4 percent of strong disagreement and 46 percent of disagreement from the respondents. Twenty nine percent of respondents neither agreed nor disagreed. However, 21 percent of respondents showed disagreement with the statement, of which a fifth (4 percent) actually strongly disagreed. This finding is in line with the user rates, which showed that 25 percent of respondents hardly ever follow up banners/links for job search purposes and another 25 percent never follows links/banners, making this tool less effective.

Respondents seem to be a bit more reluctant to share private information, in this case private pictures, with potential employers as respectively 13 and 17 percent of respondents indicated to either strongly disagree or disagree with the statement “I would not mind if potential employers saw my holiday pictures on the Internet”. A quarter of respondents (25 percent) neither agreed nor disagreed with the statement. However, 46 percent of respondents do not seem to mind that potential employers see their pictures as respectively 29 percent of respondents agree and 17 percent of respondents strongly agree with the statement.

Four percent of respondents strongly agree that “the internet makes it easy to find out information about employers”, while another 42 percent of respondents agrees with this statement. Thirty eight percent neither agrees nor disagrees. However, 13 percent of respondents disagree and another 4 percent strongly disagrees with the statement.

The statement “I would not mind being interviewed in the virtual world” received 8 percent of strong agreement and another 42 percent of agreement from the respondents. Twenty nine percent of respondents did neither agree nor disagree. However, 17 percent of respondents disagree and another 4 percent strongly

disagree, means that over 1 in every 5 respondents does mind being interviewed online. This could potentially influence the success of Web 2.0 in the recruitment and selection process.

Just under half of all respondents agree with the statement “my way I present myself on the web reflects how I am in real life”. Eight percent of respondents strongly agreed with the statement while 38 percent indicated agreement. A third of the respondents did neither agree nor disagree. Respectively 8 and 13 percent either disagreed or strongly disagreed with the statement. Thus again, just over 1 in every 5 potential applicants represents themselves differently, which once again could potentially danger the use of Web 2.0 in the recruitment and selection process.

5.0 Conclusion

Literature suggests that Web 2.0 technology can lead to changes in Internet recruitment and selection practices and that generation Y will be early adopters to Web 2.0 technology. The current study suggests that generation Y spends a generous number of hours a week online for non-study related activities. This is a characteristic of generation Y which employers can use to their advantage. However, when it comes to online social activities, the respondents are still more ‘passive’ rather than ‘active’ in their participation. They prefer to download/listen/read/watch rather than uploading text, music and video. For the moment, this means a reduced risk of, for example, negative blogging by current employees. However, it is likely that overtime, when Internet users become more ‘active’ in their participation, this risk becomes more apparent.

Within their job search activities, generation Y seem to frequently use organizational websites, mailing lists, social networking sites and free searches. This means that employers can take advantage of the possibilities for relationship building offered by mailing lists and can help building the employer brand by using their own organizational websites and social networking sites. However, in doing so they face 1 problem, currently only 41 percent of respondents seem to believe that the Internet provides the opportunity to build up these relationships. For Web 2.0 to be successful, and thus to use all the opportunities to be maximized, potential jobseekers need to be convinced that ‘relationship building’ in the recruitment and selection process is important.

Discussion forums, online newspapers and online recruitment fairs are less frequently used in comparison with the former tools, but the extent of use is still considerable. Especially discussion forums and online recruitment fairs offer opportunities to build up relationships with candidates, which are currently underused. If generation Y starts using business networking sites more then again this is a tool which could be used to employers’ advantage.

Thus, for time being, the findings provide a first indication that the use of Web 2.0 in the recruitment and selection amongst Generation Y has not yet led to the “fundamental change” of “recruitment into an experience based on collaboration, networking and online engagement” (Gallagher and O’Leary, 2007:63). However, given the user rates and the perceptions of the different tools, the capacity for this change seems existent.

References:

- Alexander, B. 2006, Web 2.0: A new Wave of Innovation for teaching and learning, EDUCAUSE, pp. 33-44, March/April available from <http://net.educause.edu/ir/library/pdf/ERM0621.pdf> accessed 30/12/2008
- Bartram, D. 2000, Internet recruitment and selection: Kissing frogs to find princes, *International Journal of selection and assessment*, vol.8, no.4, pp. 261-274
- Beck, C. 2008, Rekrutieren in sozialen Netzwerken – Zwischen Illusion und Wirklichkeit, Donnerstag 06 März 2008, CeBIT Forum HR, Fachhochschule Koblenz, available from http://www.haufe.de/Auftritte/ShopData/media/attachmentlibraries/rp/Personal/25_Beck_Christoph.pdf accessed on 21/12/1008
- Bonhard, P., Sasse, M.A. and Harries, C. 2007, "The devil you know knows best- how online recommendations an benefit from social networking", available from <http://hornbeam.cs.ucl.ac.uk/hcs/people/documents/Angela%20Publications/2007/britCHC-07-1.6.pdf> accessed 21/12/2008
- Cappelli, P. 2001, Making the most of on-line recruiting, *Harvard Business Review*, vol. 79, no.3, pp 139-146
- CIPD. 2008, Survey report September 2008, Innovation in the workplace: How are organizations responding to Generation Y employees and Web 2.0 technologies, CIPD Podcast. 2008, Social networking, recruitment and HR – episode 22, CIPD, NRCACHEHINT=Guest&view=transcript&cssversion=printable accessed 21/12/2008
- Craven, J. 2008, Web accessibility: what we have achieved and challenges ahead, World library and information congress: 74th IFLA general conference and council 10-14 August 2008, Quebec, Canada, available from <http://www.ifla.org/IV/ifla74/papers/086-Craven-en.pdf> accessed 21/12/2008
- Cullen, J. 2008, Professionalizing knowledge sharing and communications, *Business Information Review*, vol. 25. no.1, pp. 53-57
- Furness, V. 2008, The new frontier, *Personnel Today*, January
- Galanaki, E. 2002, The decision to recruit online: a descriptive study, *Career development international*, vol. 7, no. 4, pp. 243-251
- Gallagher, N. and O'Leary, D. 2007, Recruitment 2020, How recruitment is changing and why it matters, Demos, London, available from <http://www.demos.co.uk/files/Recruitment%202020%20-%20web.pdf> , accessed 30/12/2008
- Fricko, A. 2007, Digital communities – soziale, wirtschaftliche und kulturelle Auswirkungen in einer zunehmend virtuellen Gesellschaft, *e-beratundsjournal.net*, 3 Jahrgang, Heft 2, Artikel 7, September
- Kolbitsch, J. and Maurer, H. 2006, The transformation of the Web: How emerging communities shape the information we consume, *Journal of Universal Computer Science*, vol. 12, no. 2, pp. 187-213
- Lewis, A. 2007, Online Social Networking: It's all just geek to me., *Australian Counselling Association Journal*, vol.7, no.4, summer 2007
- Martin, G., Reddington, M. and Kneafsey, M.B. 2008, Web 2.0 and HR: a discussion paper, CIPD, available from <http://cipd.co.uk/NR/rdonlyres/98069864-4E82-494D-A9C8-1FC4FDB6D23C/0/web20andhumanresources.pdf> accessed 21/12/2008

Mead, L. 2008, Legal and regulatory updates: Web 2.0 – The key legal questions, *Journal of Direct, Data and Digital Marketing Practice*, vol. 9, no. 3, pp. 298-303

Nagy, J. and Bigum, C. 2007, Bounded and unbounded knowledge: teaching and learning in a Web 2 world, *Turkish Online Journal of Distance Education – TOJDE*, July 2007, vol. 8, no.3., Article 5

Oberhelman, D.D. 2007, Coming to terms with Web 2.0., *Reference Reviews*, vol. 21, no. 7, pp 5 - 6

Richards, J. 2007, Workers are doing it for themselves: Examining creative employee application of Web 2.0 communication technology, Paper presented at the Work, Employment and Society (WES) 2007, 12-14 September 2007, University of Aberdeen, Aberdeen Scotland, accessed at <http://www.scribd.com/doc/6873217/JRichardsWES2007> on 23/12/2008

Saunders, M.N.K., Lewis, P. and Thornhill, A. 2003, *Research methods for business students* (3rd edn). FT Prentice Hall, Harlow

Sayers, R. 2007, The Right Staff from X to Y: Generational change and professional development in future academic libraries, available from www.lib.cuhk.edu.hk/conference/aldp2007/programme/aldp2007_full_paper/RichardSayers.pdf, accessed on 21/12/2008

Schramm, J. 2007, Internet connections, *HRMagazine*, vol.52, no. 9, pp. 176

Verhoeven, H. and Williams, S. 2008, Advantages and disadvantages of Internet recruitment: a UK study inot Employers' perceptions, *International Review of Business Research Papers*, vol. 4, no.1 pp. 364-373

Williams, S. and Verhoeven H. 2008, 'We-find-you' or You-find-us'? Internet recruitment and selection in the United Kingdom, *International Review of Business Research papers*, vol.4, no.1, pp.374-384

Zemke, R., Raines, C. and Filipczak, B. 2000, *Generations at work: managing the clash of Veterans, Boomers, Xers, and Nexters in your workplace*, New York: Amacom