

**ASSOCIATION OF BUSINESS
INFORMATION SYSTEMS**

2019 REFEREED PROCEEDINGS

**FEDERATION OF
BUSINESS DISCIPLINES**

**March 2019
Houston, Texas**

ASSOCIATION OF BUSINESS INFORMATION SYSTEMS

2019 Refereed Proceedings

Houston, Texas

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CONGRATULATIONS!

**Recipients of the ABIS 2019 Federation of Business Disciplines
Distinguished Paper Award**

Moving Toward Better Equipped Students in Excel

Lori Soule, Nicholls State University
Sherry Rodrigue, Nicholls State University
Betty Kleen, Nicholls State University

CONGRATULATIONS!

Recipient of the 2019 FBD Outstanding Educator Award

Degan Kettles, Brigham Young University



ABIS 2018 Program Overview

Thursday March 14, 2019

7:30 a.m. – 10:00 a.m.	8:00 a.m. – ABIS & ABC – SWUS Joint Breakfast
	8:30 a.m. - ABC-SWUS & ABIS Joint Session - Best Paper Presentations
10:30 a.m. – 11:45 a.m.	Session: Impacts of Social Media
11:45 a.m. – 1:30 p.m.	Lunch on your own *Executive Board Meeting - Boardroom C
1:30 p.m. – 3:00 p.m.	Session: Information Literacy Skills
3:30 p.m. – 5:00 p.m.	Session: Information Systems and Business
5:30 p.m. – 7:00 p.m.	FBD Presidential Welcome Reception

Friday March 15, 2019

7:30 a.m. – 8:30 a.m.	ABIS & ABC – SWUS Joint Breakfast
8:30 a.m. – 10:00 a.m.	ABIS Business Meeting * All Members Welcome *
10:30 a.m. – 12:00 p.m.	Session: Improving the IS Curriculum I
12:00 p.m. – 1:30 p.m.	Lunch on your own
1:30 p.m. – 3:00 p.m.	Session: Improving the IS Curriculum II
3:30 p.m. – 5:00 p.m.	Roundtable Discussion of IS Topics

ASSOCIATION OF BUSINESS INFORMATION SYSTEMS

March 14, 2019
(Thursday)

7:30 a.m. – 8:30 a.m.

Window Box

ABC – SWUS and ABIS Joint Breakfast

All ABC-SWUS and ABIS presenters and members are invited to enjoy a delicious breakfast

ABC-SWUS or ABIS Association Name Badge REQUIRED for Attendance at Breakfast

8:30 a.m. – 10:00 a.m.

Window Box

SESSION A ABC-SWUS and ABIS Joint Session

Co-Session Chairs/Association Vice Presidents and Conference Chairs:

Carol S. Wright, Stephen F. Austin State University

Shane Schartz, Fort Hays State University

ABC-SWUS Best Paper: *Just Get to the Point: Persuasive Strategies for the iGeneration*

Traci Austin, Sam Houston State University

Lindsay Camille Clark, Sam Houston State University

Lucia S. Sigmar, Sam Houston State University

ABIS Best Paper: *Moving Toward Better Equipped Students in Excel*

Lori Soule, Nicholls State University

Sherry Rodrigue, Nicholls State University

Betty Kleen, Nicholls State University

10:00 a.m. – 10:30 a.m.

Exhibit Hall – Market Place

FBD Coffee Break

Please make plans to visit the exhibits for information on the latest books and newest educational technologies. Let our exhibitors know how much we appreciate their presence and continued support!

Great Door Prize Drawings take place at **10:15 a.m.** in the Exhibit Area. Must be present to win.

ASSOCIATION OF BUSINESS INFORMATION SYSTEMS

March 14, 2019
(Thursday)

10:30 a.m. – 11:45 a.m.

Arboretum 4

SESSION B **Impacts of Social Media**

Session Chair: **Ashley Hall**

Generation Z and Social Media—An Inventory of Use

Julie C. McDonald, Northwestern State University
Margaret S. Kilcoyne, Northwestern State University
Begona Perez-Mira, Northwestern State University
Sarah Wright, Northwestern State University
**Guest Presenters from ABC*

Not Your Kid's Twitter: Business and Education Style

Carol S. Wright, Stephen F. Austin State University
Laurie S. Rogers, Stephen F. Austin State University
Amanda Smith, Stephen F. Austin State University

Social Media: To Hire or to Fire?

Marcel M. Robles, Eastern Kentucky University
Lauren Butterfield, Eastern Kentucky University

#CustomerService: An Investigation of How Companies Use Social Media for Customer Service

Ashley Hall, Stephen F. Austin State University

11:45 a.m. – 1:30 p.m.

Lunch on your own...

ABIS Executive Board Meeting and Luncheon *By Invitation Only*

Boardroom C

1:30 p.m. – 3:00 p.m.

Arboretum 4

SESSION C **Information Literacy Skills**

Session Chair: **Sherry Rodrigue**

The GMetrix Exam: A Comparison of Predictors of Success for the Microsoft Office Specialist in Excel Certification Exam

Lily Pharris, Northwestern State University
Mary Beth Tarver, Northwestern State University
Curtis Penrod, Northwestern State University

Doing Business with Bruner: Scaffolding for Success in Evidence-Driven Business Communication

Traci Austin, Sam Houston State University
Lindsay Clark, Sam Houston State University
Lucia S. Sigmar, Sam Houston State University

ASSOCIATION OF BUSINESS INFORMATION SYSTEMS

March 14, 2019
(Thursday)

3:00 p.m. – 3:30 p.m.

Exhibit Hall – Market Place

FBD Coffee Break

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Great Door Prize Drawings take place at **3:15 p.m.** in the Exhibit Area. *Must be present to win.*

3:30 p.m. – 5:00 p.m.

Arboretum 4

SESSION D Information Systems and Business Implications

Session Chair: Degan Kettles

Digital Disruption: Implications for Business and Education

Robert B. Mitchell, University of Arkansas at Little Rock

Understanding the IT Job Market: Identifying Causes of Underserved States

Olamide Olasupo, University of Arkansas at Little Rock

Richard W. Woolridge, University of Arkansas at Little Rock

Job Readiness: LinkedIn

Sandra H. Bevill, Arkansas State University

Karen McDaniel, Arkansas State University

H. Steve Leslie, Arkansas State University

Interactive and Innovative Decision-Making Communication Framework

Carolyn Ashe, University of Houston - Downtown

5:30 p.m. – 7:00 p.m.

Exhibit Hall – Market Place

FBD Presidential Welcome Reception

Everyone is invited to attend this FBD conference-wide social event. Visit with long-time friends and make new ones as you enjoy light appetizers and live music. A Cash Bar is available and a limited number of drink tickets will also be distributed. Stop by to relax and wind down from the day's conference activities before heading out to other association and cultural events, dinner, or historic sites.

Enjoy your evening in Houston!

ASSOCIATION OF BUSINESS INFORMATION SYSTEMS

March 15, 2019
(Friday)

7:30 a.m. – 8:30 a.m.

Arboretum 5

ABIS and ABC – SWUS Joint Breakfast

All ABIS and ABC-SWUS presenters and members are invited to enjoy a delicious breakfast

ABIS or ABC-SWUS Association Name Badge REQUIRED for Attendance at Breakfast

8:30 a.m. – 10:00 a.m. ABIS Business Meeting

Arboretum 4

SESSION A ABIS Business Meeting

*** All Members Welcome ***

Session Chair/ ABIS President: Degan Kettles

All members are invited to join us for our annual business meeting.

The meeting agenda includes:

Election of Officers and Executive Board positions

Discussion of topics related to our Journal of Research in Business Information Systems (JRBIS)

Information and discussion on next year's conference

General discussion on topics introduced by general membership

10:00 a.m. - 10:30 a.m.

Exhibit Hall – Market Place

FBD Coffee Break

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considered for the low submission fee of \$40.*

ASSOCIATION OF BUSINESS INFORMATION SYSTEMS

March 15, 2019
(Friday)

10:30 a.m. – 12:00 p.m.

Arboretum 4

SESSION F Improving the IS Curriculum I

Session Chair: Shane Schartz

A Simulation, Game, and Real-World Experience in One. ERPSIM, What It Is and How It Works

Shane Schartz, Fort Hays State University

Misty Schartz, Fort Hays State University

Undergraduate Management Information Systems Classes: A Continuing Study to Investigate Student Perspectives

Kimberly Merritt, Oklahoma Christian University

K. David Smith, Cameron University

Developing Reality-based Mobile Phone Skills in the Classroom

Chynette Nealy, University of Houston Downtown

12:00 p.m. – 1:30 p.m.

Lunch on your own...

Don't forget to stay connected with ABIS between conferences!

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<http://www.abis-fbd.org/>

Contact us at: ABIS.FBD@gmail.com



ASSOCIATION OF BUSINESS INFORMATION SYSTEMS

March 15, 2019
(Friday)

1:30 p.m. – 3:00 p.m.

Arboretum 4

SESSION G Improving the IS Curriculum II

Session Chair: Carla J. Barber

Experiential Learning Through Solving Campus Problems

Jeff Hill, University of Central Arkansas

Carla J. Barber, University of Central Arkansas Using

Conferencing Software Zoom to Enhance Face-to-Face and Online Classes

Marsha Bayless, Stephen F. Austin State University

Manuel Guerrero, Stephen F. Austin State University

Collaborating Across Business Classes for Success through Experiential Learning

S. Ann Wilson, Stephen F. Austin State University

Marlene Kahla, Stephen F. Austin State University

3:00 p.m. - 3:30 p.m.

Exhibit Hall – Market Place

FBD Coffee Break

Please make plans to visit the exhibits for information on the latest books and newest educational technologies. Let our exhibitors know how much we appreciate their presence and continued support!

Great Door Prize Drawings take place at **3:15 p.m.** in the Exhibit Area. *Must be present to win.*

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FBD Journal at <https://www.fbdonline.org/journal/>



*All FBD conference participants are eligible to have their work
considered for the low submission fee of \$40.*

March 15, 2019
(Friday)

3:30 p.m. – 5:00 p.m.

Arboretum 4

SESSION H Round Table Discussion of IS Topics

This is a special session for members to discuss current information systems topics in a round table format. Members are encouraged to attend and gain insight into current issues regarding information systems, and to share their expertise with the group.

Topics include: Business/Data Analytics Programs, Online Teaching, Increasing Enrollments, and Research Methods.

Topic Facilitator: Shane Schartz



Make plans to join us in San Antonio for our 2020 conference.



47th Annual Conference
March 11-14, 2020
Hyatt Regency San Antonio
San Antonio, Texas

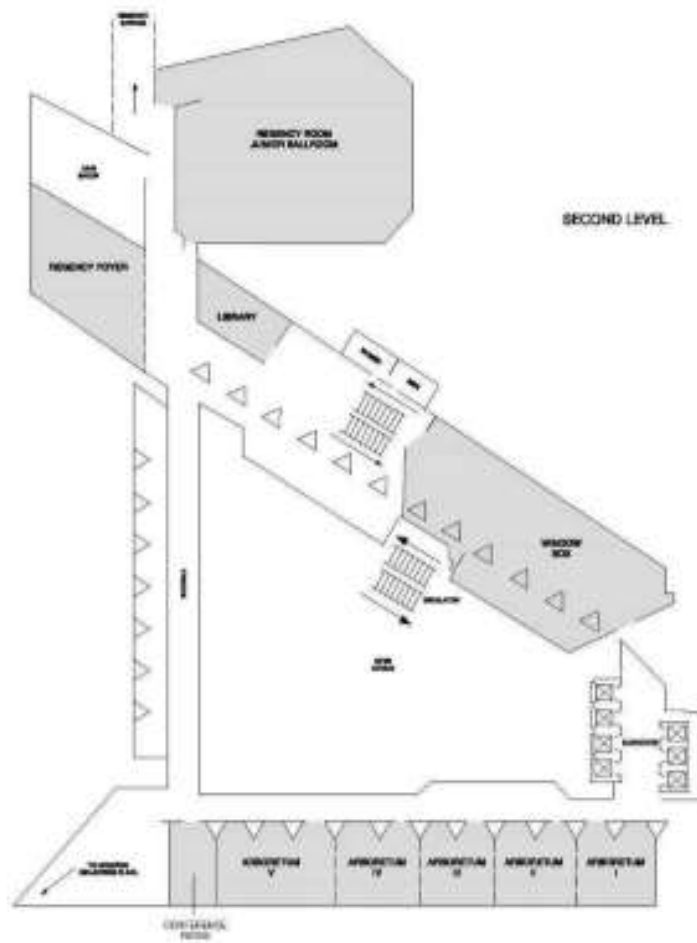


Hyatt Regency Houston

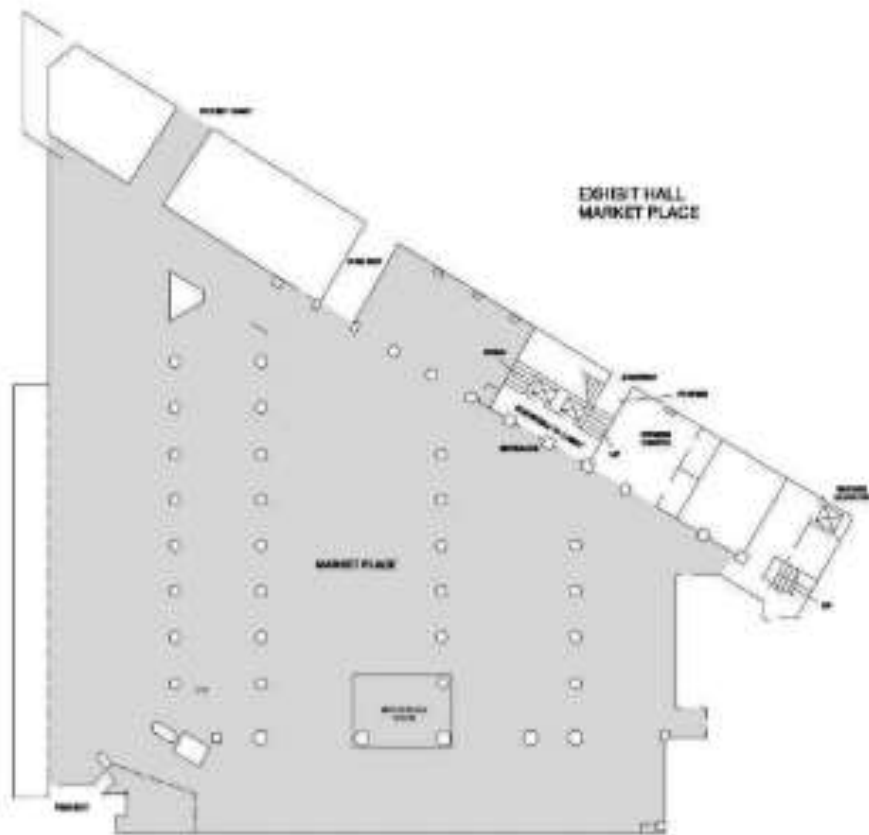
DIRECTIONS

From George Bush Intercontinental Airport (IAH) (Hwy. 290): Take Highway 290 west to I-45 South. Exit at Midtown (44th). Take Midtown to Midem. Turn right. Proceed from Midem to Folk. Turn right. Cross Southwest Freeway and enter Grand Entrance on left.

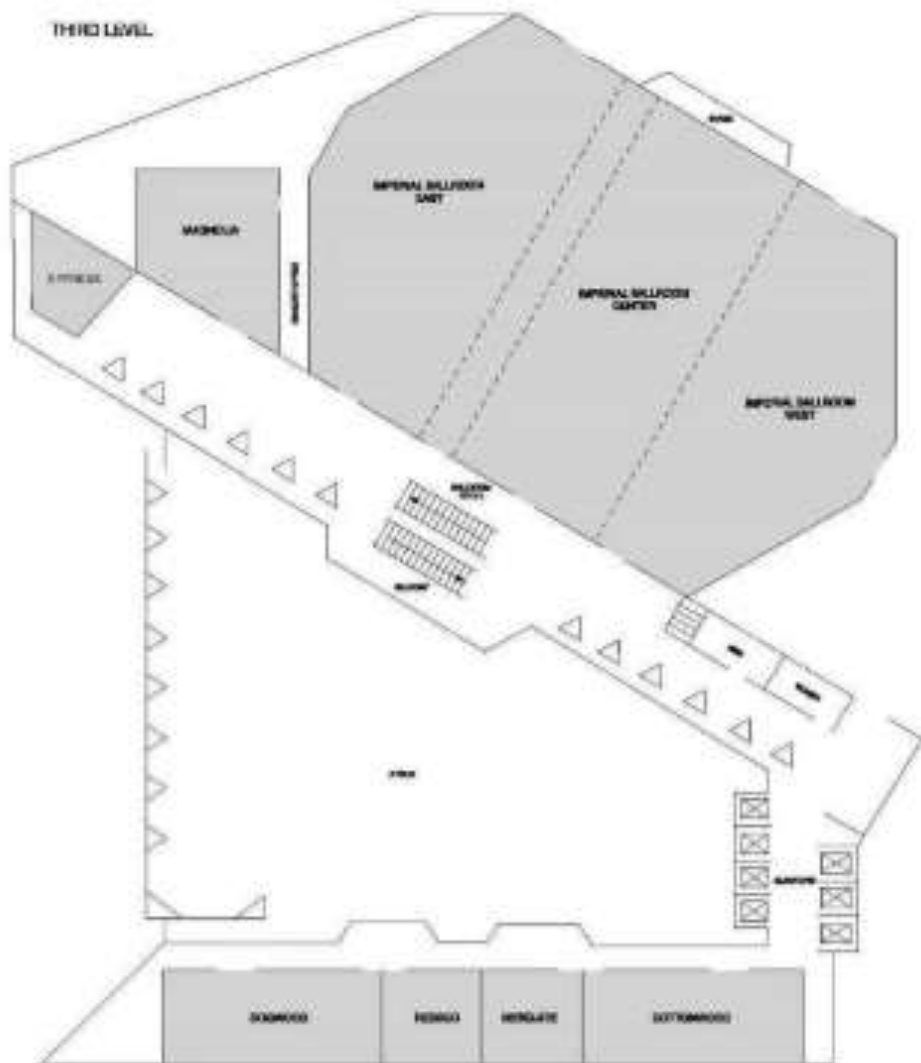
From Hobby Airport (IAH) (Hwy. 290): Take I-45 North. Follow downtown I-10 to right. Exit at Folk. Drive 23 city blocks to Southwest. Proceed from Folk to Folk. Turn left. Head southeast on right.



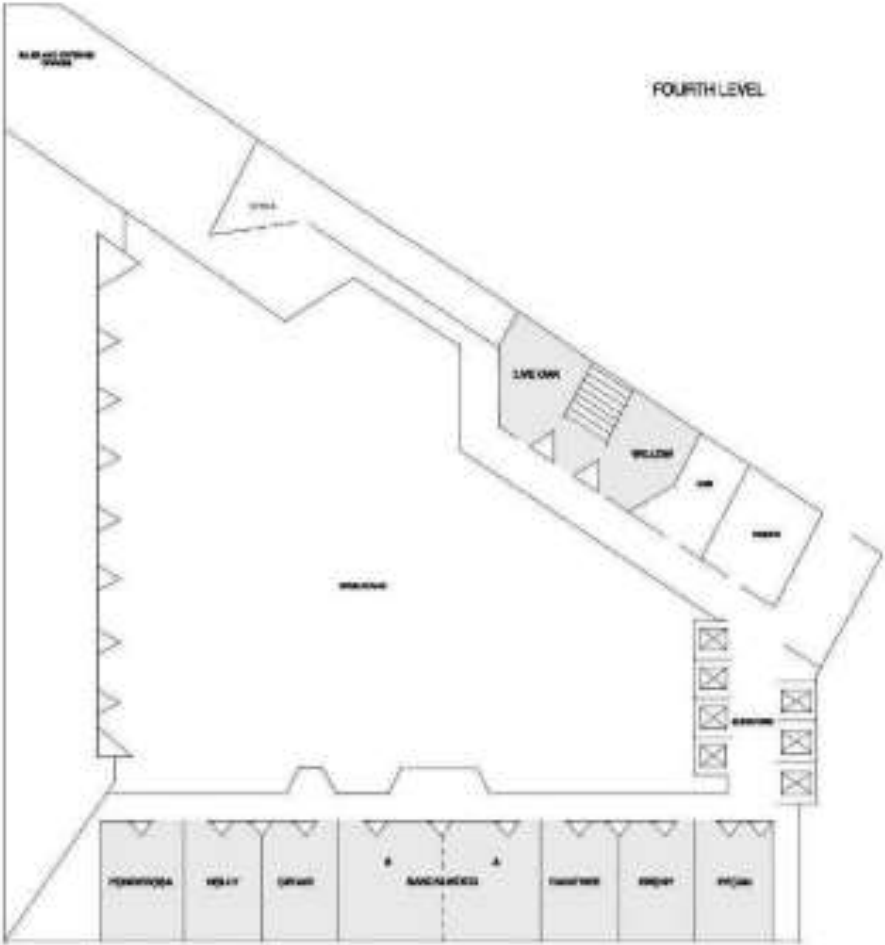
Hyatt Regency Houston



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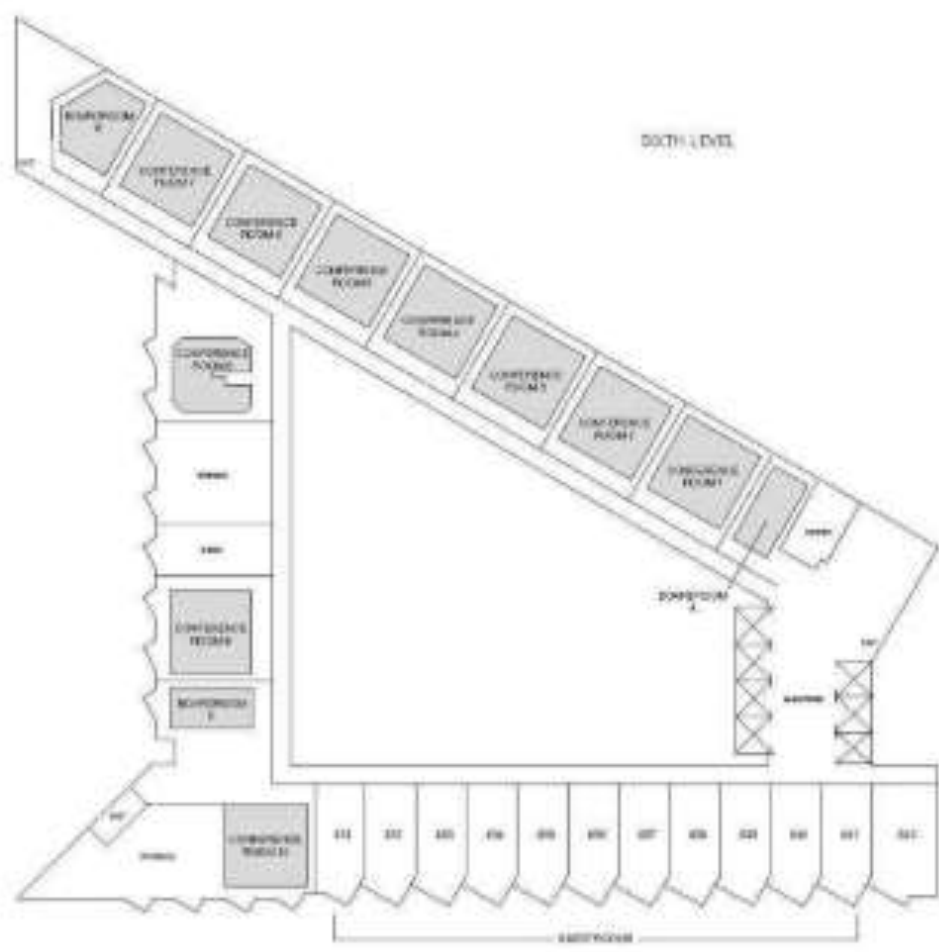


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MOVING TOWARD BETTER EQUIPPED STUDENTS IN EXCEL

Lori Soule, Nicholls State University
 Sherry Rodrigue, Nicholls State University
 Betty Kleen, Nicholls State University

ABSTRACT

In this paper the authors describe changes to a software tools course over a three-semester timeline. The changes emphasize a scaffolding methodology of instruction and a revisiting of Excel chapters a second time during the term to enhance student understanding and confidence in ability to use Excel effectively in higher-level courses in a college of business curriculum. The authors also share analysis of a student feedback survey conducted in the spring of 2018. Overall, the scaffolding methodology is contributing to students' confidence in their Excel skillset.

Key Words: teaching methodology, scaffolding, productivity software

INTRODUCTION

Teaching software productivity tools has attracted much attention over the decades since the emergence of the initial word processing and spreadsheet productivity software in the early 1980s. Teachers at the K-12 level of education as well as post-secondary college and university faculty continue to explore effective teaching and learning methodologies for these courses. While some universities may now consider it the student's responsibility to do some remedial preparation in office productivity software instead of offering for-credit course work within a student's curriculum, software productivity courses of various structures exist in many colleges and universities across the country.

An effective curriculum results when faculty work together, giving each other feedback about what students are learning (or not learning) in lower-level courses. When instructors of upper-level courses as well as business advisory groups give feedback that students lack sufficient Excel skills, the challenges continue for those teaching the software tools courses.

PURPOSE AND METHODOLOGY

This paper provides an overview of how one public university in the south has revised its basic software tools course required of business majors during their freshman year. While the course content has been revised to provide more focus on Microsoft Excel and Access, the methodology has also been revised to more specifically adopt a scaffolding methodology. The paper explains the rationale for the changes, as well as the content and structure for each of three consecutive semesters.

A survey designed by the instructor and approved by the University's Human Subjects Institutional Review Board solicited self-reported feedback from students to assess the value of the scaffolding methodology which included a "revisiting" of Excel chapters multiple times.

Specific questions in the survey asked student opinions to gather the following concerning the chapter "revisits."

- Are students confident in their ability to transform related data into a table?

- Are students confident they could set up a PivotTable?
- Are students confident they could set up an IF function?
- Are students confident they could set up a PMT function?
- Are students confident they could set up the VLOOKUP function?
- Are students confident they can use Absolute Cell References and Relative Cell References correctly?
- Do students perceive their knowledge increased each time they visited the chapters?

REVIEW OF THE LITERATURE

As defined in a lesson by Study.com, in the field of education, scaffolding refers to the process in which teachers model or demonstrate how to solve a problem, and then step back, offering support as needed. Firestone (2018) reports this concept was first introduced in the 1960s by Jerome Burner. Others suggest that the concept of scaffolding was introduced by Lev Vygotsky in his 1978 work titled *Mind in Society*. Vygotsky never used the term “scaffolding,” but in his work he described the developmental levels of learning that he termed the “actual developmental level” and the “potential developmental level.” He then went on to discuss what he called the “zone of proximal development,” which he defined as the “distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (Vygotsky, 1978).

The research of Vygotsky and Burner has been studied and applied in several aspects of child development and education. Throughout, the concepts remain the same:

scaffolding is the support provided by a teacher, peer, or some other resource, that enables students to move within their zone of proximal development. Scaffolding allows them to perform tasks that they could not perform individually (Miao, et al, 2012). Fisher and Frey (2010) also cite Wood, Bruner, and Ross’s further exploration of the concept of scaffolding in *The Role of Tutoring in Problem Solving*, explaining that scaffolding “enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts.” This will require the adult or teacher to control elements of the task that are initially beyond the child or student’s capability. This allows the child or student to concentrate on and complete the elements that are within his/her range of competence. Thus, the goal of scaffolding in education is to provide temporary support for students to learn and perform tasks that they initially cannot perform independently, and to help students gain competency, using a higher level of cognitive thinking, which will allow them to perform those tasks without assistance in the future (Miao, et al, 2012).

Scaffolding should not be confused with differentiation. Differentiation refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment. In differentiation, different groups of students may receive different lessons or assignments, based off their skill level or needs. Scaffolding does not create different lessons or assignments but does allow teachers to provide individuals the support or help needed to complete the same task. One of the main objectives of scaffolding is to reduce the frustration and intimidation students may feel when attempting a difficult task without the assistance,

direction, or understanding they need to complete it (The Glossary of Education Reform, 2015).

The concept of scaffolding is often considered an essential element in effective teaching. While implemented through a variety of instructional techniques, the goal remains the same, providing instruction to allow students to progress towards a stronger understanding and, ultimately, a greater independence in the learning process (The Glossary of Education Reform, 2015). When presenting a new or more difficult task, teachers should provide more assistance and guidance in the beginning, and then gradually decrease the support as the student's work progresses. This shifts the responsibility of the learning process solely from the teacher and then requires the student to assume more responsibility (Larkin, 2002).

The level of scaffolding needed depends on the scope and complexity of the task and the level of knowledge the student brings to the classroom. The more complex the task, the more scaffolding that may be needed. The teacher develops the "support system" and then removes one layer at a time until the student has the skills necessary to complete the entire task. The design of the scaffolding may also vary; while typically scaffolding takes place between teacher and an individual student, it can also be successful for an entire class (Northern Illinois University, 2015). Determining the knowledge that each student brings to the classroom may also be a challenge. The level of scaffolding needed may not be able to be truly determined until once a class has begun. Teachers in a K-12 system may have more information on the knowledge and skillset of incoming students than that of university faculty.

University students come from a variety of backgrounds and education systems. However, with level of knowledge expected upon entrance into a university and the depth and breadth of information covered before graduation, the implementation of the scaffolding concept into a variety of courses could benefit the student, both in success and in overall learning. Scaffolding can also help to bridge the gap between what students have already learned and what they are expected to learn at the next level of their education (The Glossary of Education Reform, 2015).

The implementation of scaffolding in higher education is less documented than in that of K-12, where various projects and lesson plans can readily be found. In addition, those who teach in higher education typically do not have a teaching or educational background. Faculty are generally experts in their fields of knowledge, and their ideas for learning experiences may not facilitate the desired outcome of their students. When students do not perform well, they experience a great deal of frustration for what they consider high stakes assignments (Caruana, 2012).

The implementation of scaffolding into a course does take both time and design consideration. Having a strong knowledge of the subject matter and reviewing where former students had difficulty will help faculty determine the need for scaffolding (Northern Illinois University, 2015). Caruana (2012) suggests that faculty identify all major assignments and assessments, and then create a scaffold for each. This may also help faculty determine if the desired outcomes are being met or if the material is no longer relevant.

The guidelines for scaffolding in a classroom generally follow the same

structure. The Faculty Development Center at Northern Illinois University (2015) suggests the following: first the instructor does it, second the class does it, third the group does it, and fourth the individual does it. This allows the students several attempts at the task before they must demonstrate that they can successfully complete it on their own. Larkin (2002) recommends that the teacher first consider curriculum goals and students' needs for a selected task. Then the instructor should establish a shared goal with the students; this fosters motivation and students become invested in the process. The teacher then diagnoses the individual student's needs and provides tailored assistance. Then by asking questions, offering praise and giving feedback, the teacher can monitor progress while creating an environment where students feel free to take risks and become less dependent.

In addition to these approaches, Alber (2014) recommends tapping into the students' prior knowledge or ideas on the material. This allows them to connect it to their own lives. Then the instructor could give students time to talk about and process the information. Scaffolding a lesson may slow down the teaching process, but Alber suggests that the end product may be of greater quality and that students have a better overall learning experience.

One of the primary benefits of scaffolding in education is that it engages the students. They are no longer passive listeners, but active participants in their learning. The individualized instruction can help ease students' frustration and motivate them to want to learn. However, the individualized instruction can certainly be very time consuming for the teacher (Van Der Stuyf, 2002). In a university setting, with large class sizes, this may be almost impossible.

Based on the review of prior research related to a scaffolding methodology and its potential to increase student confidence and success, the instructor of several sections of the OIS 200 course (a software tools course within the authors' college of business) applied the use of this methodology in recent semesters, as described in the main body of this manuscript. While some would suggest that several textbooks related to learning productivity software packages offer a scaffolding approach already, the instructor in OIS 200 added a "revisiting" approach to scaffolding the learning.

SCAFFOLDING IN THE OIS 200 COURSE

In spring 2017, one of the authors was approached by the academic department head to revamp the current computer literacy course for the College of Business. The instructor had been teaching computer literacy and software tools for over 20 years. One thing observed over all those years is the students' lack of knowledge and confidence when working in Excel. This same observation is one commonly expressed by other business faculty in the college who teach more advanced business courses that require students to use Excel.

Fall 2017 Course Content and Structure

Taking both the instructor's personal observations and other faculty comments as input, the instructor re-structured the computer literacy course, OIS 200, Computers in the Office. Since students needed more Excel skills, plus an introduction in Access was necessary within the course, the Microsoft Word component was dropped from the course beginning in

fall 2017. Pearson's *Exploring Series* was the chosen textbook. Instead of covering four chapters each in Word, Excel, and Access, Word was dropped and eight chapters in Excel were covered instead. By increasing the number of Excel chapters covered, students were now having assignments containing PivotTables, PivotCharts, What-If Analysis, and Statistical functions. Table 1 (found at the end of this paper) displays the resulting class content for fall 2017. All assignments for the week were due on Friday night.

At the end of Week 4 and at the end of the course, students independently completed a capstone project, covering chapters 1-4. These assignments served as the midterm and final, respectively.

Once the course was complete, the instructor reflected upon the ease at which some of the students completed the assignments during the "re-visit." For the upcoming semester, the instructor decided to forgo some of the upper chapters in Excel and concentrate on having the students complete the course with a firm understanding of the Excel basics.

Spring 2018 Course Content and Structure

After seeing the results from revisiting the first four chapters of Excel, the instructor altered the course again. The instructor modified the course content to cover the first five chapters, which took the students through Excel basics and PivotTables. The Access chapters would remain the same. Table 2 (found at the end of this paper) reflects the course content for spring 2018. All assignments for the week were due on Friday night.

Using a scaffolding methodology, during each visit of the chapters the instructor used a different approach. For the first time through the chapters (Excel 1 through 5 and Access 1 through 4), the instructor worked through the grader project assignments with the students. She explained concepts and provided examples for the students. During the second visit of the Excel 1 through 5 chapters, the instructor modified the instruction sheets for the grader project by including hints and values expected from formulas and functions. For the third trip through the same chapters, the instructor only facilitated and answered questions when the students were "stumped." Upon completion of the course, the students were surveyed to confirm what the instructor was seeing in terms of the students' improved Excel knowledge.

Fall 2018 Course Content and Structure

Seeing the improved student performance, the instructor further modified the course for fall 2018. Prior to beginning a new chapter, students must watch an Audio PowerPoint presentation on the chapter and complete a simulation training exercise. This addition to the course causes students to be exposed to the concepts prior to coming to class. They may not have fully grasped the concept, but the exposure is designed to help the student.

A short presentation of a function without using Excel has also been added. For example, using the VLOOKUP function, the students were presented with a list of names and shirt sizes. Using an accompanying table, the students would determine the price of the shirt. The instructor had the students tell what steps they took to come up with the answer. After verbally working through the

steps, VLOOKUP in Excel was used to demonstrate the same pattern of thinking to the students. Figure 1 shows the example used in class.

Name	Shirt Size	Cost
Joe	L	
Jerry	XL	
Sue	M	
Hugh	L	

Shirt Size	Cost
S	\$9.00
M	\$9.00
L	\$10.50
XL	\$12.00
XXL	\$14.00

Figure 1. VLOOKUP Example

Throughout the fall 2018 course the overall chapter presentation remained the same as spring 2018, but the content assignments were changed along with additional deadlines; the audio presentation was also required. Table 3 (found at the end of this paper) depicts the course layout.

Plans for Future Semesters

In addition to continuing to use a scaffolding approach for the OIS 200 Computers in the Office course, an honors section for OIS 200 has been proposed for spring 2019.

Additional Excel content would be added to the honors course. Upon completion of the course, students should be able to sit for the Microsoft Office Specialist exam and possibly the Microsoft Office Specialist Expert exam in Excel.

STUDENT FEEDBACK SURVEY

Near the end of the spring 2018 semester, the instructor designed a survey to gather student feedback about the course structure and self-reported level of confidence. The survey (see Appendix A) was approved by the university's Human Subjects Institutional Review Board. The survey, which was created using Qualtrics, consisted of seven seven-point Likert scale questions having the choices of strongly disagree, disagree, somewhat disagree, neither agree nor disagree, somewhat agree, agree, and strongly agree for answers. For two of the questions, the students had to pick which function—IF, PMT, or VLOOKUP—was the hardest to understand and which was the easiest. The survey concluded with three open-ended questions and four demographic questions.

The instructor administered the survey to her three sections of OIS 200. Upon completion of the Capstone assignment that served as the final exam, the students were encouraged to log into Moodle and access the survey via the link at the top of the Moodle section. Statistical analysis was performed on the captured data using IBM SPSS Statistics 24 software.

Demographics

A total of 89 students were enrolled in the sections. Of these 89 students, 49 students completed the survey, resulting in a response rate of 55%. Gender, age, classification, and college served as independent variables for the study. Of the 49 students responding to gender type, 32.7% were male and 67.3% were female. Data for classification were collected using the traditional freshman, sophomore, junior, and senior choices. Due to the small

numbers of sophomores, juniors, and seniors, the data were collapsed into non-freshmen. This resulted in 55.1% being reported as freshmen and 44.9% reported as non-freshmen. Data for the student's college were collected using Arts & Sciences (A&S), Business Administration (CBA), Education (COE), and Nursing/Allied Health/Culinary (NAH) as the choices. Due to the small numbers representing the non-business colleges, the data were collapsed into Non-CBA students. This resulted in 51% CBA students and 49% Non-CBA students. The students were asked to self-report their level of Excel knowledge at the start of the semester. Of the 49 survey respondents, 34.7% reported no experience, 49% reported some experience, and 16.3% reported to be an experienced user. Figures 2 through 5 depict the demographics of this group of participants.

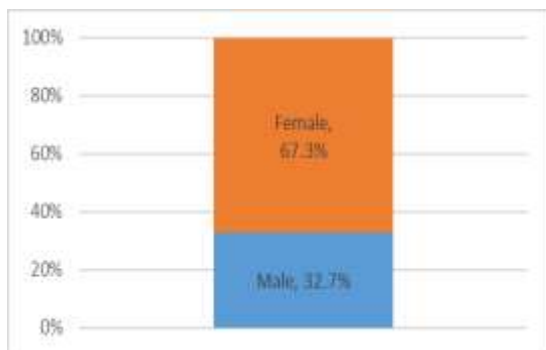


Figure 2. Gender

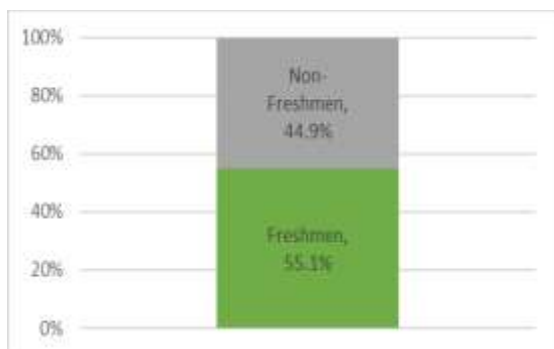


Figure 3. Classification



Figure 4. College

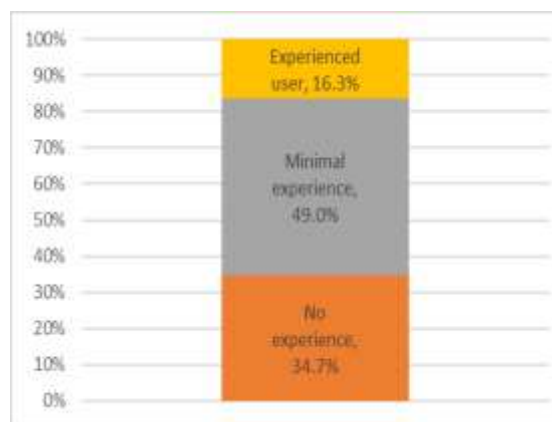


Figure 5. Experience Level

Students' Opinions

The mean and standard deviation for each of the dependent variables were computed. These dependent variables related to the students' opinions of re-visiting five Excel chapters and whether their level of knowledge changed.

The dependent variable "Now believe that they could transform related data into a table with minimal difficulties" had the highest mean ($M = 6.56$, $SD = .769$) while the dependent variable with the lowest mean was "Now understand how to setup the PMT function" ($M = 4.92$, $SD = 1.455$). The complete list of dependent variables means and standard deviations is displayed in Table 4 (found at the end of this paper).

T-tests and Analysis of Variance

Mean responses were analyzed for differences among distinct groups of students. Independent samples t-tests and analysis of variance statistical procedures were carried out to determine if any statistically significant differences exist. Statistically significant differences of means identified are summarized in Table 5 (found at the end of this paper).

Gender. Relating to the seven analyzed questions on the survey, the authors formulated hypotheses (H1-H7) about the differences in the mean of the dependent variables by **gender**. As presented in Table 5, one hypothesis in this group was found to be statistically significant. For the statement, “*By revisiting Excel chapters 1 through 5, I now believe that I could transform related data into a table with minimal difficulties,*” male students had a mean of 6.31 while female students had a mean of 6.69. The hypothesis of equal means was rejected ($p < .001$).

College. The authors also formulated hypotheses, again tested using independent samples t-test, about the differences in the mean of the different dependent variables by **college**. As presented in Table 5, one hypothesis in this grouping was found to be statistically significant. For the statement, “*By revisiting Excel chapters 1 through 5, I now understand how to setup the VLOOKUP function,*” non-CBA students had a mean of 5.42 while CBA students had a mean of 5.56. The hypothesis of equal means was rejected ($p < .004$).

Classification. The authors also formulated hypotheses, again tested using independent

samples t-test, about the differences in the mean of the different dependent variables by **classification**. As presented in Table 5, two hypotheses in this grouping were found to be statistically significant. For the statement, “*By revisiting Excel chapters 1 through 5, I believe overall my knowledge of Excel increased each time we visited the chapters,*” freshmen students had a mean of 6.74 while non-freshmen students had a mean of 5.95. The hypothesis of equal means was rejected ($p < .011$). For the statement, “*By revisiting Excel chapters 1 through 5, I now believe that I could setup a PivotTable with minimal difficulties,*” freshmen students had a mean of 6.67 while non-freshmen students had a mean of 6.23. The hypothesis of equal means was rejected ($p < .029$).

Self-reported experience level. The authors established seven ANOVA tests, where the Likert-type statements were the factors and **self-reported experience level** was the variable. As presented in Table 5, only one of the hypotheses related to **self-reported experience level** questions was found to be statistically significant. For the statement, “*By revisiting Excel chapters 1 through 5, I now believe that I could transform related data into a table with minimal difficulties,*” there was a statistically significant difference between groups as determined by one-way ANOVA ($F(2,45) = 3.620, p = .035$). Because of unequal group sizes, Fisher’s LSD post hoc test was used to determine the nature of the difference between the **self-reported experience level** of students; this analysis revealed that there was a statistically significant difference between the mean of the minimal experience students ($M = 6.79, SD = .509$) and the mean of the experienced user students ($M = 6.00,$

$SD = .756, p = .011$). There were no other statistically significant differences between the other **self-reported experience level** means.

Students' Comments about Course

While the instructor perceived the re-visiting of the chapters was working effectively, students' open comments were also solicited during the survey. As part of the survey the students were asked, "What did you like best about the course?" The answers provided below reflect the students' written comments (edited here for grammar, punctuation, and spelling).

- I liked that we went over the chapters more than once. I feel this helped me fully understand how to work Excel and Access.
- I liked that we continued to relook at the information.
- That the first time we covered all the chapters we did it together step by step.
- Revisiting the chapters.
- I like the fact that my instructor guided us through the grader projects.
- The availability and willingness of my instructor to help students-- including pausing the lesson in class to help students who are behind or don't understand the material being taught.

Overall the self-reported student confidence in their Excel skills and written comments about the structure of the course confirm the value of the scaffolding approach to the OIS 200, Computers in the Office, course.

CONCLUSIONS AND IMPLICATIONS

This paper has described a three-semester revision of the OIS 200 Computers in the Office course within the college of business at the authors' university. While some might say the value of such a course at the university level is no longer relevant since students learn these skills prior to enrollment, the authors recognize the need for the course continues at their university. Over the several decades since the emergence of office productivity software for microcomputers, much has been written about teaching such a course.

The authors' academic department challenged a key instructor to revise the course to more effectively prepare students to use Access database and Excel spreadsheets in their upper-level courses within their business majors. Based on the research related to scaffolding of instruction, both at the K-12 and post-secondary levels of education, the instructor incorporated scaffolding into the methodology and structure of the course.

As noted in the findings of self-reported knowledge of Excel prior to the course, the students at the authors' university were NOT already knowledgeable concerning Excel. Slightly more than one-third reported no prior knowledge, and another one-half reported only minimal knowledge. Thus, these students would in all likelihood not have been able to perform the tasks individually on first attempt. A key benefit of scaffolding, as noted by Miao, et al (2012), is that the methodology provides instructor guidance that helps the students move from fully guided to a level of independent task completion and

understanding. The OIS 200 instructor structured the course to provide Access database instruction following several chapters working with Excel. Then, following the Access chapters, the class revisited Excel chapters and worked with less help from the instructor and finally independently. This coincides with the observations of Larkin (2002), who noted that scaffolding gradually decreases instructor support as students progress, requiring the student to assume more responsibility.

Survey findings show mean scores of 6.2 up to 6.56 (based on a seven-point Likert scale) concerning students' confidence in knowing when to use Absolute Cell Reference instead of Relative Cell Reference, belief that their overall knowledge of Excel increased each time they worked through the chapters, confidence in setting up a PivotTable with minimal difficulties, and confidence that they could transform related data into a table with minimal difficulties. Statistical tests found female respondents more confident than male respondents in transforming related data, CBA students more confident in understanding VLOOKUP function than students from other colleges, freshmen students with higher levels of agreement that their knowledge increased each time through the materials when compared to non-freshmen students, and minimally experienced Excel course entrants more confident in their ability to transform data into an Excel spreadsheet than Experienced users (interpreted by the authors as significant growth in their confidence).

Based on open comments from the survey, students recognized the value of revisiting chapters to help cement their understanding

in working with Excel and increasing their confidence in their ability to do so. They recognized the value of step-by-step instructor guidance and later revisits to the tasks while completing on their own. Thus, overall survey results agree with Alber (2014) who reports that scaffolding leads to overall greater quality end product and a better student learning experience.

In future semesters the instructor will share the scaffolding methodology with other instructors of the course and encourage adoption of the methodology. Feedback from business faculty who teacher higher-level courses within the college of business will also be solicited to determine whether they perceive a higher level of competence and confidence in students as they continue their work with Excel.

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Week Number	Office Component	Material Covered	Assignments
1	Excel	Introduction to Excel	Simulation Training, Simulation Exam, Mid-level Grader Projects 1 and 2
2	Excel	Formulas and Functions	Simulation Training, Simulation Exam, Mid-level Grader Projects 1 and 2
3	Excel	Charts	Simulation Training, Simulation Exam, Mid-level Grader Projects 1 and 2
4	Excel	Datasets and Tables	Simulation Training, Simulation Exam, Mid-level Grader Projects 1 and 2
5	Access	Introduction to Access	Simulation Training, Simulation Exam, Capstone Grader Projects
6	Access	Tables and Queries in Relational Databases	Simulation Training, Simulation Exam, Capstone Grader Projects
7	Access	Using Queries to Make Decisions	Simulation Training, Simulation Exam, Capstone Grader Projects
8	Access	Creating and Using Professional Forms and Reports	Simulation Training, Simulation Exam, Capstone Grader Projects
9	Excel	Subtotals, PivotTables, and PivotCharts	Simulation Training, Simulation Exam, Capstone Grader Projects
10	Excel	What-If Analysis	Simulation Training, Simulation Exam, Capstone Grader Projects
11	Excel	Specialized Functions	Simulation Training, Simulation Exam, Capstone Grader Projects
12	Excel	Statistical Functions	Simulation Training, Simulation Exam, Capstone Grader Projects
13	Excel	Re-visit Week 1 using additional assignments	Capstone Grader Projects for chapter 1
14	Excel	Re-visit Week 2 using additional assignments	Capstone Grader Projects for chapter 2
15	Excel	Re-visit Week 3 using additional assignments	Capstone Grader Projects for chapter 3
16	Excel	Re-visit Week 4 using additional assignments	Capstone Grader Projects for chapter 4

Week Number	Office Component	Material Covered	Assignments
1	Excel	Introduction to Excel	Simulation Training, Simulation Exam, Mid-level Grader Projects 1 and 2
2	Excel	Formulas and Functions	Simulation Training, Simulation Exam, Mid-level Grader Projects 1 and 2
3	Excel	Charts	Simulation Training, Simulation Exam, Mid-level Grader Projects 1 and 2
4	Excel	Datasets and Tables	Simulation Training, Simulation Exam, Mid-level Grader Projects 1 and 2
5	Excel	Capstone covering chapters 1 through 4	(Capstone project served as exam)
6	Access	Introduction to Access	Simulation Training, Simulation Exam, Capstone Grader Projects
7	Access	Tables and Queries in Relational Databases	Simulation Training, Simulation Exam, Capstone Grader Projects
8	Access	Using Queries to Make Decisions	Simulation Training, Simulation Exam, Capstone Grader Projects
9	Access	Creating and Using Professional Forms and Reports	Simulation Training, Simulation Exam, Capstone Grader Projects
10	Excel	Subtotals, PivotTables, and PivotCharts	Simulation Training, Simulation Exam, Mid-level Grader Projects 1 and 2
11	Excel	Re-visit Weeks 1 and 2 using additional assignments	Capstone Homework Grader Projects for chapters 1 and 2
12	Excel	Re-visit Weeks 3, 4, and 5 using additional assignments	Capstone Homework Grader Projects for chapters 3, 4, and 5
13	Excel	Re-visit Weeks 1 and 2 using additional assignments	Capstone Assessment Grader Projects for chapters 1 and 2
14	Excel	Re-visit Weeks 3, 4, and 5 using additional assignments	Capstone Assessment Grader Projects for chapters 3, 4, and 5
15	Excel	Capstone covering chapters 1 through 4	(Capstone project served as final exam)

Week Number	Office Component	Material Covered	Assignments	Day Due
1	Excel	Introduction to Excel	Audio PowerPoint presentation, Simulation Training	Sunday night
			Mid-level Grader Projects 1 and 2	Friday night
2	Excel	Formulas and Functions	Audio PowerPoint presentation, Simulation Training	Sunday night
			Mid-level Grader Projects 1 and 2	Friday night
3	Excel	Charts	Audio PowerPoint presentation, Simulation Training	Sunday night
			Mid-level Grader Projects 1 and 2	Friday night
4	Excel	Datasets and Tables	Audio PowerPoint presentation, Simulation Training	Sunday night
			Mid-level Grader Projects 1 and 2	Friday night
5	Excel	Capstone covering Excel chapters 1 through 4		In-class assignment
6	Access	Introduction to Access	Simulation Training, Simulation Exam, Capstone Grader Projects	Friday night
7	Access	Tables and Queries in Relational Databases	Simulation Training, Simulation Exam, Capstone Grader Projects	Friday night
8	Access	Using Queries to Make Decisions	Simulation Training, Simulation Exam, Capstone Grader Projects	Friday night
9	Access	Creating and Using Professional Forms and Reports	Simulation Training, Simulation Exam, Capstone Grader Projects	Friday night
10	Excel	Subtotals, PivotTables, and PivotCharts	Audio PowerPoint presentation, Simulation Training	Sunday night
			Mid-level Grader Projects 1 and 2	Friday night
11	Excel	Re-visit Weeks 1 and 2 using additional assignments	Simulation Exam, Capstone Homework Grader Projects for chapters 1 and 2	Friday night
12	Excel	Re-visit Weeks 3, 4, and 5 using additional assignments	Simulation Exam, Capstone Homework Grader Projects for chapters 3, 4, and 5	Friday night
13	Excel	Re-visit Weeks 1 and 2 using additional assignments	Capstone Assessment Grader Projects for chapters 1 and 2	Friday night
14	Excel	Re-visit Weeks 3, 4, and 5 using additional assignments	Capstone Assessment Grader Projects for chapters 3, 4, and 5	Friday night
15	Excel	Capstone covering Excel chapters 1 through 4		In-class assignment

Dependent Variable	Mean	StdDev
Now believe that they could transform related data into a table with minimal difficulties (Q7)	6.56	.769
Now believe that they could setup a PivotTable with minimal difficulties (Q6)	6.47	.892
Believe their overall knowledge of Excel increased each time we worked through the chapters (Q1)	6.39	.885
Now understand when to use Absolute Cell References instead of Relative Cell References (Q5)	6.20	1.190
Now understand how to setup the VLOOKUP function (Q4)	5.49	1.583
Now understand how to setup an IF function (Q2)	5.46	1.237
Now understand how to setup the PMT function (Q3)	4.92	1.455

Survey Item	Test & Sig. Level	Findings
Differences in Mean Responses by: Gender		
Now believe that they could transform related data into a table with minimal difficulties (Q7)	$t_{22.183} = -1.428$, $p < .001$	Male mean = 6.31 Female mean = 6.69
Differences in Mean Responses by: College		
Now understand how to setup the VLOOKUP function (Q4)	$t_{36.102} = -.311$, $p < .004$	Non-CBA students mean = 5.42 CBA students mean = 5.56
Differences in Mean Responses by: Classification		
Believe their overall knowledge of Excel increased each time we worked through the chapters (Q1)	$t_{29.531} = 3.212$, $p < .011$	Freshmen mean = 6.74 Non-freshmen mean = 5.95
Now believe that they could setup a PivotTable with minimal difficulties (Q6)	$t_{31.405} = 1.658$, $p < .029$	Freshmen mean = 6.67 Non-freshmen mean = 6.23
Differences in Mean Responses by: Self-reported Experience Level		
Now believe that they could transform related data into a table with minimal difficulties (Q7)	ANOVA-0.035 Fisher's LSD- 0.011	Minimal experience mean = 6.79 Experienced user mean = 6.00

Appendix A

OIS 200 Survey of Excel Experience

Please circle the best answer for questions 1 – 7.

1. By revisiting Excel chapters 1 through 5, I believe overall my knowledge of Excel increased **each** time we visited the chapters.

Strongly disagree	Disagree	Somewhat disagree
Neither agree nor disagree	Somewhat agree	Agree Strongly agree

2. By revisiting Excel chapters 1 through 5, I now understand how to setup an **IF** function.

Strongly disagree	Disagree	Somewhat disagree
Neither agree nor disagree	Somewhat agree	Agree Strongly agree

3. By revisiting Excel chapters 1 through 5, I now understand how to setup the **PMT** function.

Strongly disagree	Disagree	Somewhat disagree
Neither agree nor disagree	Somewhat agree	Agree Strongly agree

4. By revisiting Excel chapters 1 through 5, I now understand how to setup the **VLOOKUP** function.

Strongly disagree	Disagree	Somewhat disagree
Neither agree nor disagree	Somewhat agree	Agree Strongly agree

5. By revisiting Excel chapters 1 through 5, I now understand when to use **Absolute Cell References** instead of **Relative Cell References**.

Strongly disagree	Disagree	Somewhat disagree
Neither agree nor disagree	Somewhat agree	Agree Strongly agree

6. By revisiting Excel chapters 1 through 5, I now believe that I could setup a PivotTable with minimal difficulties.

Strongly disagree	Disagree	Somewhat disagree
Neither agree nor disagree	Somewhat agree	Agree Strongly agree

7. By revisiting Excel chapters 1 through 5, I now believe that I could transform related data into a table with minimal difficulties.

Strongly disagree	Disagree	Somewhat disagree
Neither agree nor disagree	Somewhat agree	Agree Strongly agree

8. Looking at some of the Excel functions we covered this semester, which was the **hardest** to understand how to setup:

IF
PMT
VLOOKUP

9. Looking at some of the Excel functions we covered this semester, which was the **easiest** to understand how to setup:

IF
PMT
VLOOKUP

10. If you could change or add something to the course, what would it be?

11. 11. What did you like best about the course?

12. 12. What did you like least about the course?

Demographics

Please circle the correct answer for questions 13 – 16.

13. **Gender**

Male Female

14. **Classification**

Freshman Sophomore Junior Senior

15. **College**

Arts & Sciences Business Education Nursing/Allied Health/Culinary

16. **Level of Excel at the start of the semester**

No experience Minimal experience Experienced Expert

SOCIAL MEDIA: TO HIRE OR TO FIRE?

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ABSTRACT

This study discusses the literature, statistics, and primary data collection regarding the impact of social media on the hiring/firing process. There are two different views on this topic: 1) social media is a benefit for companies and helps them choose the best candidate, and 2) an employee should not be judged by what he or she posts online whether it be from last night or from a decade ago. This paper addresses the research from both perspectives.

Additionally, the results from the survey data explore how bias can have an effect on people; even if they are aware of their biases, they will still use social media as a tool in the hiring process.

INTRODUCTION

Technology has evolved rapidly over the past 20 years, especially in the form of social media. Social media are “forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content” (Merriam-Webster, 2018). Most Americans can probably name at least one form of social media, whether it be Facebook, Twitter, YouTube, etc.

With the increased number of people expressing themselves on the internet for all of the world to see, it is no surprise that many employers are screening new employees via their social media accounts. CareerBuilder conducted a survey asking businesses that use their site whether they

screen potential applicants by going to their social media pages. Of those surveyed, 70% of companies used social media to screen their prospective hires (Salm, 2017). This percentage is up 10% from last year, indicating that this number will probably continue to increase. Hiring managers are using social media to their advantage to screen applicants so that they select the right candidate for the job.

LITERATURE REVIEW

Brown and Vaughn (2011) reviewed the positives and negatives of using social media as a tool in the hiring process. Research suggests that an individual’s post and “likes” online are very indicative of their actual behavior (Brown & Vaughn, 2011). However, one cannot only base opinions of others on what they do or do not post online. Further, there is the legality issue of whether hiring or not hiring a person based upon online pre-screening is discrimination. An employer might say that he/she was not going to hire an individual because of the lack of credentials, education, or experience.

Sometimes, however, employers can be noted for not hiring someone for discrimination purposes. Trindade (2015) perfectly described the struggles that hiring managers and human resource managers have to go through when using social media, “*Using social media to uncover information may unwittingly uncover sensitive and federally protected information like religion, race, age, or disability that could leave organizations vulnerable to claims of discrimination.*” *There is that gray zone*

where a company cannot ask individuals their marital status, their sexual orientation, or their religious beliefs. They can, however, look at that individual's page; and it could possibly sway their opinion.

First, the positives of using social media in the hiring process are addressed. Black, Stone, and Johnson stated many reasons why hiring managers want to use social media to help narrow down the pool of applicants. "Organizations are increasingly using social networking [sites] (SNS) in the hiring process because they want to maximize dependable role behavior, ensure applicants are trustworthy, and avoid negligent hiring lawsuits." Companies want to make sure that they are hiring the best person for the job. Even though they have an individual's résumé, and they can conduct many interviews to make sure they are hiring the right person, the process is not always enough. On their résumé, people try to make themselves look like one of the best employees that the company will ever have. They dress professionally and tailor their answers in interviews to make themselves look like the perfect candidate. Companies do not want to hire an individual that looks good on paper, but posts things on social media that the company might find unprofessional and against the company's values. Also, the companies do not want to get into trouble for not completely vetting an individual in case something bad comes up in the future. Businesses want to find the best candidate while also keeping their company away from negative publicity. They have to weigh the positives with the negatives.

In an article published in the *Cornell HR Review*, the author looked at the pros and cons of a company using social media as a tool to help choose the best candidate (O'Shea, 2012). The author mostly

addressed the legality of using an employee's social media presence as a way to judge him or her. Privacy and consent were the main topics discussed. If an employee posts something on the public domain and does not utilize various privacy settings, an employer is more than welcome to look them up online (O'Shea, 2012). The employer could even ask employees on their employment application if it is okay with them to look them up online (Trindade, 2015). The problem arises when an individual's bias come out (O'Shea, 2012).

METHODS AND PROCEDURES

To look at the biases that could occur with the hiring process, a survey was created and posted on both Facebook and Twitter. Twenty-one people completed the survey. The survey asked ten questions to determine if bias could affect their decision making; and also if knowing about their potential biases, they would still use social media as a hiring tool. The survey questions and graphs depicting the responses are shown in Appendix A. The questions included if they ever have had a social media account, the certain social media platforms they have used, if they have ever hired someone, if they have ever looked up another individual, how likely they would use social media as a tool for hiring, and demographics (i.e., age range, ethnicity, yearly income, political affiliation).

Finally, the most substantive question of the survey asked respondents to pretend they were hiring managers looking at the online profiles of prospective hires. Eight different images were displayed that included 1) a gay couple getting married, 2) a #blacklivesmatter post, 3) a Muslim woman, 4) a Trump supporter, 5) a xenophobic post, 6) a drunk woman, 7) a man holding a big

gun and flipping off the camera, and 8) a sonogram.

DATA FINDINGS AND ANALYSIS

Of the eight pictures, three different types of responses were noted and are grouped together. The group that earned between 0% and 10% were the sonogram picture and the Muslim woman. Even though 0% of the people who participated in the survey felt any bias towards the sonogram, that does not mean it could not be a problem. According to an article published in the *Guardian*, 40% of managers avoid hiring young women so that they do not have to deal with maternity leave (Association, 2014). That is why during an interview an interviewer cannot ask the applicant's marital status or parental status. However, because of social media, employers do not need to ask; they can just look at the applicant's baby's pictures online. Unfortunately, some managers still have the mentality that young women should be married and have children while their husband works. However, today, a majority of households survive on two paychecks, and yet women are still paid less than men and are less likely to find work.

The next set of pictures was in the 10-50% range. The posts in this category were the "Black Lives Matter" tweet and the Trump supporter. Both controversial issues. The people who chose the "Black Lives Matter" tweet tended to lean towards Democrat; whereas, the man wearing the "Make America Great Again" hat leaned more Republican. These two questions were the only two that, based on the data, had a political party bias.

The last group was >50%, which included the xenophobic tweet, the man with the gun, and the drunk woman. The post with the most bias was the drunk woman.

Interestingly, both the author of the xenophobic tweet and the person holding the gun were men. Therefore, it might be reason to show gender bias concerning professionalism, based on the way the picture was taken? However, many different factors may affect why the people in this survey had more bias towards these three posts.

CONCLUSION

The use of social media has skyrocketed in the last decade. The total percentage of the U.S. population who uses social media went from just 10% in 2008 to 80% in 2017 (Statista, 2018). This increase in users has also seen the rise in companies using the information that individuals post to determine if they want to hire them. There are both positive and negative aspects to this practice. However, this practice is not going away any time soon, most likely not until legal practices change in regards to hiring based upon social media.

RECOMMENDATIONS

The conclusions from the data analysis dictate that those individuals looking for employment should assess their social media pages. If they do not want their future boss to look at what they are posting online to everyone, they need to either update their profiles to be more professional or update their security settings.

IMPLICATIONS FOR FUTURE RESEARCH

It would be noteworthy to see whether the percentages for each picture would be the same if the gender of the drunk person was changed to male. Gender should be addressed to determine if gender is a factor. Would the picture of the individual who was

intoxicated in a cauldron have been the most biased-inducing post if the individual was a man? Or what if the person holding the gun was not a shirtless man, but a scantily clad woman? Perhaps, future study should examine the hiring decision based upon gender of the pictures and the interviewee or the interviewer.

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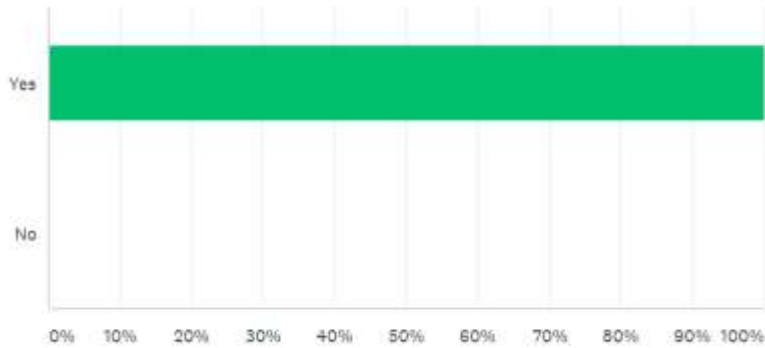
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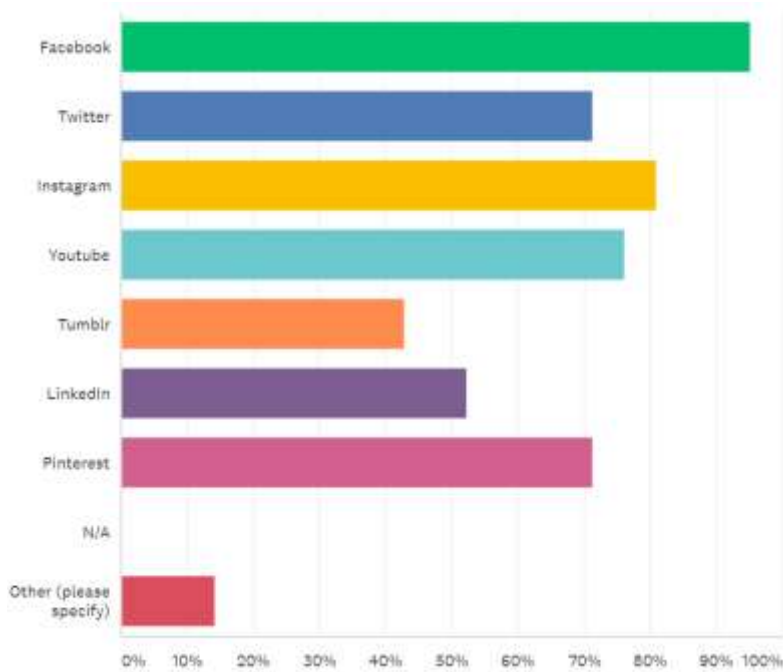
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APPENDIX A

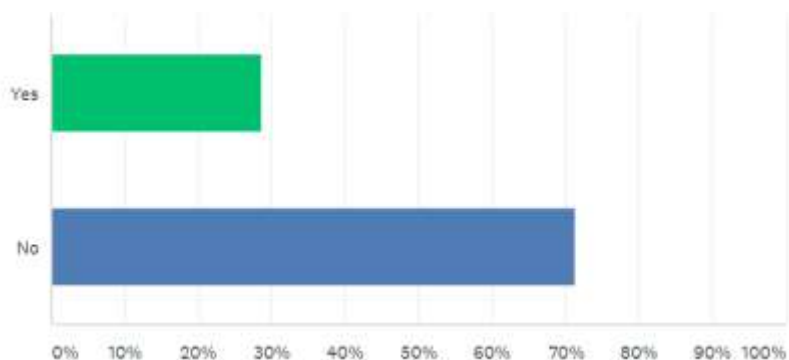
Q1: Do you now or have you ever had a social media account?



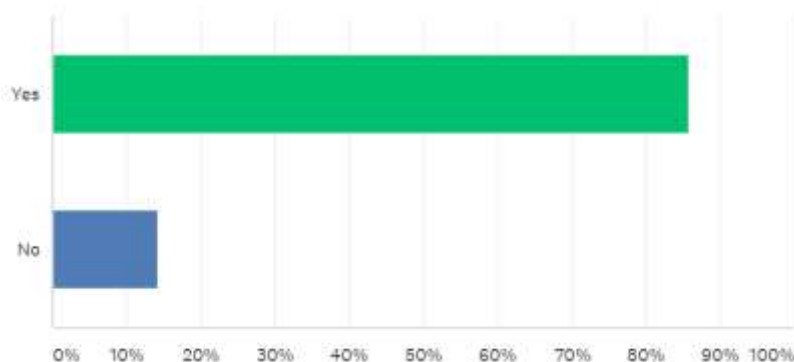
Q2: If so, what social media platforms have you used? (check all that apply)



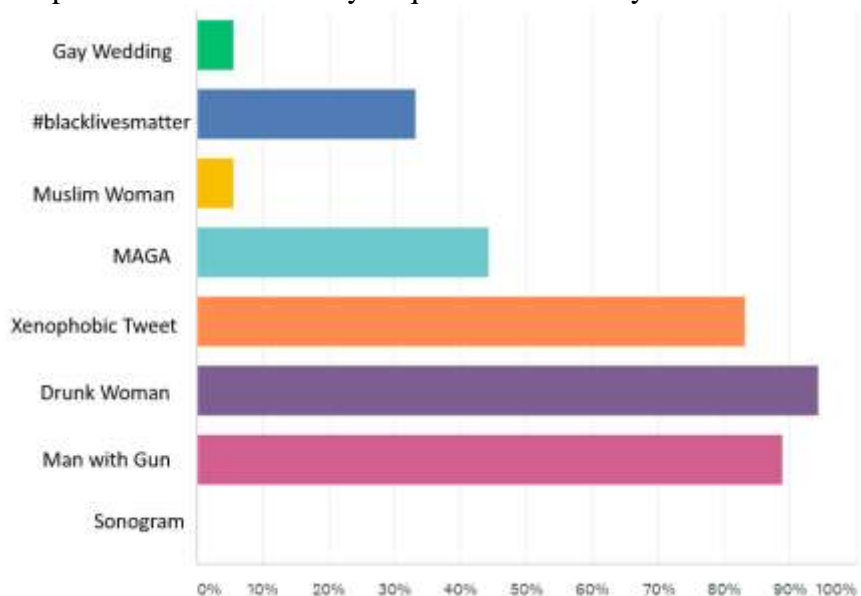
Q3: Have you ever had to hire someone?



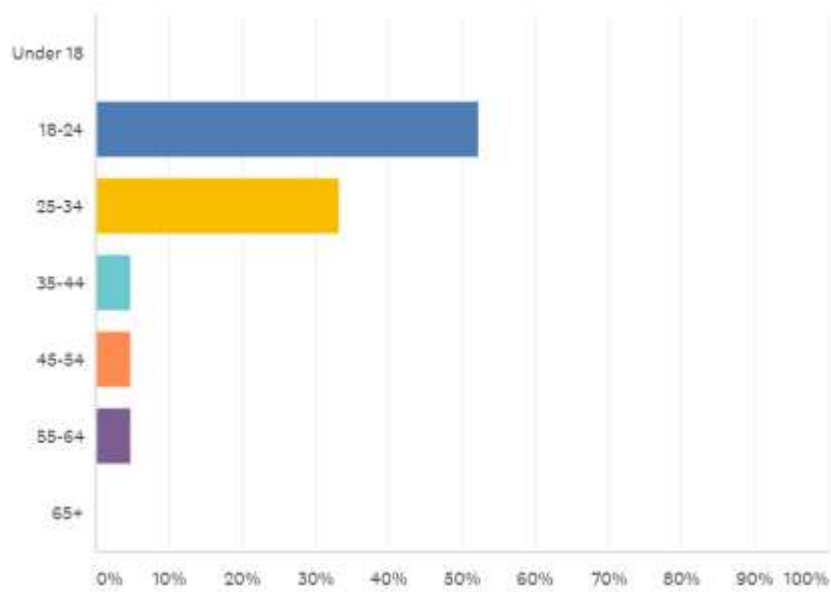
Q4: Have you ever used social media to look up a person? (Personally or Professionally)



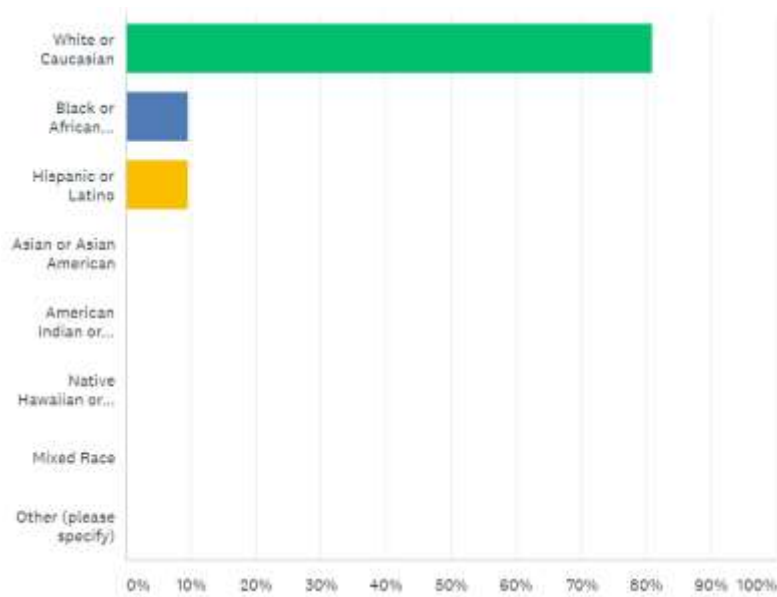
Q5: Pretend that you are a hiring manager, and you are going to look at some of your prospective hires' social media pages. Below are some of the posts you see. Please be honest. Check all the posts that would make you question whether you would hire the individual.



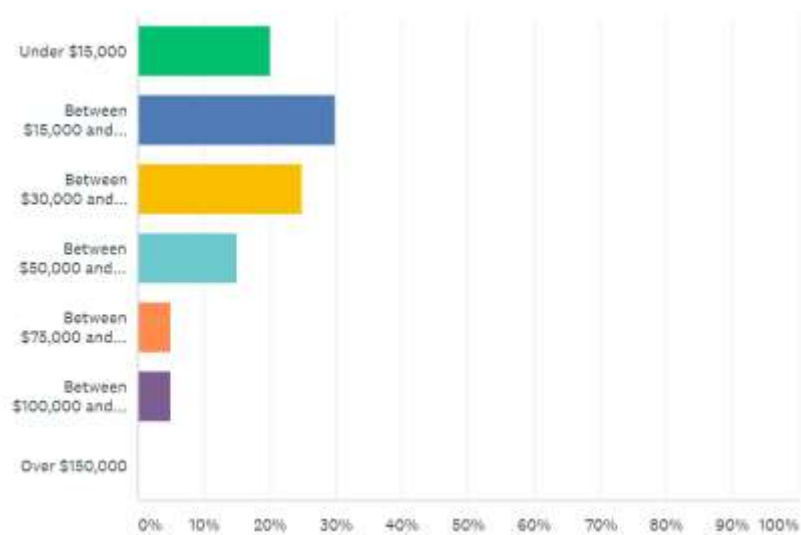
Q6: What is your age range?



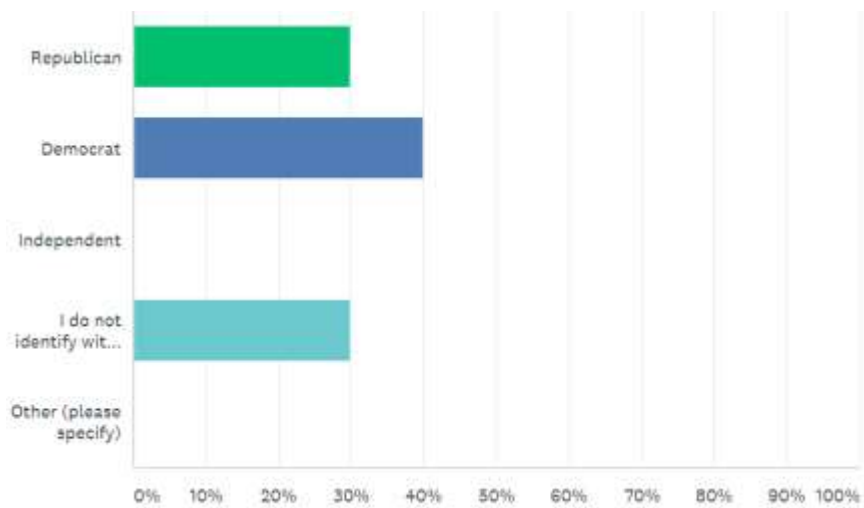
Q7: What is your ethnicity?



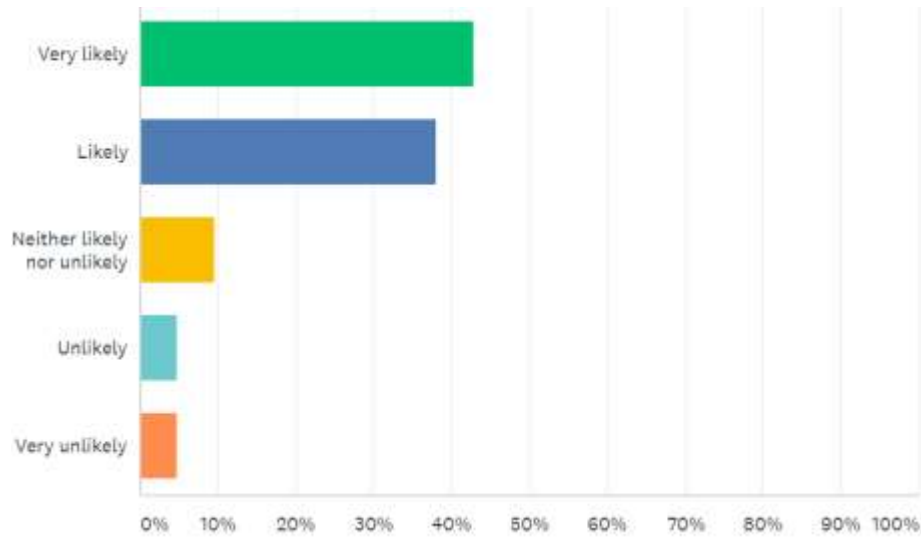
Q8: As of right now, what is your personal yearly income?



Q9: How would you describe your political affiliation?



Q10: If given the opportunity to hire a new employee, how likely would you look at his or her social media page?



APPENDIX B

