OBTC

Teaching Conference for Management Educators

OBTC 2016 at Walsh University
June 8th – 11th, 2016

Submission Template

SUBMISSION GUIDANCE

1) Uniting Students to Fulfill the Common Goal of Online Reputation Management

Most college students are at least somewhat aware that negative personal information online can hinder their future employment prospects. In this session, we highlight a project that was designed to help management students recognize the potential pitfalls of their personal social media usage and how to be proactive about establishing a positive online reputation. In turn, these same management students are also assigned the task of helping others on campus achieve such awareness. This project therefore unites students across majors in a mutually beneficial way that serves both and deepens student learning.

Keywords: Service, Social Media, Selection, Employment Law

2) Format
___X Activity or exercise
___ Roundtable discussion (60 minute only)
___ General discussion session

2a) For activities and exercises only, is yours best suited for
_X_ A traditional classroom
___ An online class
___ Either

2b) For activities and exercises only, is yours best suited for
___ Undergraduate students
___ Graduate students
_X_ Either

3) Time Requested:
___ 30 Minutes
_X_ 60 Minutes (*Roundtables must select 60 minutes*)
___ 90 Minutes

4) Planning Details:

Each room contains a white board with markers, computer (PC) with DVD capability and computer projector. Does your session require any other equipment?

This session requires Internet access, a projector, and the ability to show a PowerPoint presentation.

5) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

Learning Objectives:
- Educating attendees about what students should know regarding online reputation management.
- Discussing current examples and cases of those who have been de-selected by companies due to their negative online reputation.
- Completing the cybervetting activity with session participants.
- Discussing the online reputation project and how to implement it so that management students can help others improve their personal social media reputation.

Teaching Topics Relevant to this session:
  The relevant topics are employment law and organizational behavior. Legal cases will be presented and selection behaviors in organizations will be discussed.

Theoretical Framework:
        Online searches, including Google and social media searches, have become a predominant part of the employment screening process. A 2011 study by Reppler reported that 91% of surveyed employers have used social media websites to screen applicants in the past. Also, 69% of employers report that they have de-selected an applicant based upon information discovered during social media searches (Reppler 2011). A Jobvite (2013) study found similar results. 93% of recruiters report they are likely to look at a candidate's social media profile. 42% report that they have assessed a candidate either positively or negatively based upon the candidate's social media profile.
        The overall picture is clear that many organizations are using social media in the screening and selection process in various ways. For example, employers could use

social media to scrutinize candidates' status updates and posts, look at their pictures, review their friends list, or view the groups they belong to, among many other uses (Davidson & Marist, 2011). As a result, this session will explore this important and timely topic of online reputation management. We will also discuss how management educators can utilize an online reputation project to teach the area of selection in employment to students and how students can, in turn, use this knowledge to help others.

References:

1) Davison, H. K. & Maraist, C., & Bing, M. N. (2011). Friend or foe? The promise and pitfalls of using social networking sites for HR decisions. *Journal of Business & Psychology*, 26, 153-159.

2) Jobvite. (2013). *Social Recruiting Survey Results*. Retrieved from http://web.jobvite.com/Q313_SocialRecruitingSurvey_LandingPage.htm

3) Reppler (2011). Managing your online image across social networks. *REPPLER EFFECT*. Retrieved from http://blog.reppler.com/2011/09/27/managing-your-online-image-across-social-network.

6) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.

25 Minutes Teaching Methodology and Online Reputation Project Description:
Session participants will be taught about online reputation management. Current legal cases where candidates have been de-selected based upon their personal social media activities will be discussed. Participants will be shown a power point outlining "need to know" principles in the area of selection in employment. Participants will also be given a "cybervetting worksheet," which will outline what types of social media activities are generally considered detrimental to prospective employment. In addition, participants will be given a copy of the online reputation project instructions, and the presenters will explain the project to session participants.

15 Minutes Cybervetting Activity: The cybervetting activity is a simulation for session attendees that reflects how the online reputation project works for students. Attendees will be presented with examples of fictitious social media profiles and will be asked to apply the aforementioned teaching methodology as they explore each profile. Attendees will then need to make a determination as to whether the online postings would reflect positively or negatively from a prospective employer's viewpoint. Legal issues that may arise will also be highlighted.

15 Minute Activity Debrief: Session attendees will have the opportunity to reflect upon their cybervetting activity with each other and the presenters. The presenters will use the overhead projector to create the "ideal" social media profile for an applicant based upon participant answers.

5 Minute Question and Answer Session: Session participants will be given the opportunity to ask questions before the session concludes. They will leave this session with a copy of the cybervetting handout, as well as a copy of the instructions and rubric for the online reputation project.

7) Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

This session fits well with the overall OBTC theme of *United in Service*. This session will help attendees learn the importance of online reputation management and how to teach students about this important topic area. Attendees will practice this knowledge by completing the cybervetting activity. Also, attendees will learn how the online reputation project can be a wonderful tool in the management classroom that can unite students across majors in a mutually beneficial way that serves both and deepens student learning about this topic.

8) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

We have never presented this topic before, and it is not currently under review elsewhere.