

Social Media Marketing Strategy Certificate program

Introduction

Social media is an ever changing, maturing and expanding part of the digital age. As this arena and the number of social networking sites within it continues to grow, there is a greater need to understand how to leverage these platforms for business and communication.

The University of Delaware's Social Media Marketing Strategy Certificate program addresses these critical needs by providing a hands-on program where students learn about strategy creation and technology deployment from practicing industry experts.

Classes focus on content planning, campaign creation, crisis/reputation management, policy and guideline development, analytics and measurement, audience curation and software/tool selection and deployment. The class has a small group capstone project where a social media strategy is designed—in segments throughout the course—for a non-profit organization in Delaware.

Target Audience

This program is geared toward post-graduate level professionals who have a background using social media personally and/or professionally.

Methodologies

The Social Media Marketing Strategy Certificate program focuses on the adult learner and their preferred learning style by drawing upon real-life applications of social media strategizing and execution. This curriculum is anchored in the Technological Pedagogical Content Knowledge (TPACK) framework and utilizes:

- Experiential learning;
- Flipped classroom; and
- Technology integration.

The integration of targeted digital tools will improve learning for each individual in their own way. Brining in real-life applications through technology and activities, drawing upon the flipped classroom and TPACK framework, will also contribute to a richer educational experience.

Prerequisites

Professional experience managing social media is desired but not necessary; however, all participants must be well versed with personal use of social media on at least Facebook and Twitter. Additional platforms such as Vine, Pinterest, Instagram, LinkedIn and Google+ will be addressed further in the program.

Students are required to have an account in Google and be familiar but not proficient with the various applications, such as email, Drive and Hangouts prior to the first class.

Learning Outcomes

After completing this program, participants will:

- Understand the digital landscape and how to utilize social for communication and marketing.
- Have first-hand experience creating a social media strategy for a local business.
- Be knowledgeable of how to implement a social media strategy as well as analyze and shift others to meet a business' needs.

Classroom time required

Over a 14-week period with 42 hours of class time, the students will learn the key elements that go into creating and implementing a successful social media strategy for a business. Meeting once a week for three-hours in the evening, the classroom experience centers on experiential learning from real-life scenarios.

Materials needed

All readings and videos are available via the class website (<http://bit.ly/smstrategy13>) as PDFs or links and/or in the syllabus on the following pages.

Technology resources

Everyone will be required to set up a Gmail account via Google. This is the email account through which all class activity will be conducted from group collaboration, to homework submission via forms, to virtual sessions on Hangouts.

Students will need to have a personal computer and Internet connection. If they have a smartphone, tablet or laptop, that should be brought to class for various in-class, small group exercises. Wifi is available in the classroom.

Documents will need to be created and submitted in groups; Microsoft Office is *not* required, as Google Drive will be used for team collaboration and sharing with the instructor.

A final presentation will be required; however, there is no required software for this.

Several weeks will be designated as BYOT (Bring Your Own Technology) due to in-class activities; however, students are encouraged to bring their laptops and tablets to class each week for note taking via Google Drive or a social bookmarker and to view the slides on their device, rather than printing them out.

Author Info

Meredith Chapman is the Program Director for the Social Media Marketing Strategy Certificate program at the University of Delaware.

Currently working at UD as the Director of Digital Communication, Chapman is largely responsible for the virtual space occupied by the University, which includes social media, websites, digital magazines and mobile. She previously worked in television at WHYY-TV and politics, serving on Capital Hill and running several campaigns in Delaware.

Having first-hand experience developing a social media strategy from the ground up, Chapman has revolutionized social media at UD, creating the UD Social Media Guide, portal, content submission system primary and secondary account structure as well as policies for engaging in social media. Named by PR News as one of the top social media professionals in the country (<http://bit.ly/ChapmanPRNews>), Chapman has translated her skills to the classroom to help professionals learn how to integrate a strategic social media plan into their organization.

Chapman earned her bachelor's degree in communication and geography from the University of Delaware and is pursuing her master's degree in educational technology.

MODULE 1: Digital Landscape

| Session 1 | |
|---------------------------------|---|
| Classroom Topics: | Social Media Overview (Chapman) |
| Reading and Preparation: | <ul style="list-style-type: none"> • “The Brand Called You” by Tom Petters • Video: http://www.common sense media.org/videos/student-intro-video-life-connected-culture • Video: http://www.youtube.com/watch?v=QUCfFchw1w |
| In-class Activity: | <ul style="list-style-type: none"> • Introduction to program, capstone project and learning objectives as well as social media vocabulary, platforms, audience demographics and management basics. • Small group exercise setting professional goals for the program. |
| Homework Assignment Due: | <ul style="list-style-type: none"> • Set up personal accounts (if they do not already exist) on Facebook, Twitter, LinkedIn and Google+ and submit links via Google site to instructor. • Create a personal About.me landing page and submit the link via Google site to the instructor. |

| Session 2 (Computer lab/BYOT–Bring Your Own Technology) | |
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| Classroom Topics: | Technology Literacy (Plourde) |
| Reading and Preparation: | <ul style="list-style-type: none"> • “Clive Thompson on the Cyborg Advantage” • “spectacle at Web2.0 Expo... from my perspective” by danah boyd • “Social Software Building Blocks” by Gene Smith |
| In-class Activity: | <ul style="list-style-type: none"> • Self-discovery of preferred technology mode and platforms to ingest and manage digital information. • Interactive group exercises surrounding definitions (via a Wiki), workflow and effectiveness (real-time examples). |
| Homework Assignment: | <ul style="list-style-type: none"> • Revise your About.me page (if necessary). • Set up blog via WordPress and write your first post (200-500 words) about how your personal brand is similar or different from my corporation’s brand. |

| Session 3 (Online) | |
|---------------------------------|---|
| Classroom Topics: | Value of Voice (Norton) |
| Reading and Preparation: | <ul style="list-style-type: none"> • Write a post for the client’s Facebook page and Twitter account • Review the Upper Darby Facebook page |

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| | <ul style="list-style-type: none"> • Determine a list of questions to ask our virtual guest speaker; FYI his identify it anonymous, so he will be incognito for the Hangout |
| In-class Activity: | <ul style="list-style-type: none"> • Virtual Session via Google Hangout with social media manager for Upper Darby Facebook page |
| Homework Assignment: | <ul style="list-style-type: none"> • After you participate as your group representative on a Hangout, submit a self-critic of your use of video conferencing. • Write a blog post (200-500 words) about how voice and tone play into social media management. Include a rewrite of the two earlier posts based on the knowledge gained. • Share a link to a social media news story on Twitter with hashtag #SMstrategy14. • Comment on one of your classmates tweets for the above assignment with hashtag #SMstrategy14. |

| Session 4 (BYOT) | |
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| Classroom Topics: | Social Media Management |
| Reading and Preparation: | <ul style="list-style-type: none"> • “The Definitive Guide to Social Marketing” by Marketo • Video: http://www.inc.com/dave-kerpen/5-apps-manage-social-media-on-the-go.html |
| In-class Activity | <ul style="list-style-type: none"> • In-person “Meet the Client” session with the organization. • Exercise: In small groups, search the web for social media management platforms. Provide an overview of the offerings of the various software systems as well as which would be best suited for the client based on their needs, goals and your ideas. |
| Homework Assignment: | <ul style="list-style-type: none"> • As a group, provide an assessment of the client’s social media needs and goals–along with other relevant information gathered from the meeting. <i>Note: This can be revised later as it will need to be in your group’s final strategic plan.</i> |

MODULE 2: CONTENT

| Session 5 | |
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| Classroom Topics: | Content Plan (Chapman) |
| Reading and Preparation: | <ul style="list-style-type: none"> Video lecture: Content curation with Robert Scroble http://www.youtube.com/watch?v=WMn-cJHzF8A&feature=player_embedded#t=24 |
| In-class Activity: | <ul style="list-style-type: none"> Exercise: Deconstruct what goes into a content plan. Select from a list of well-known organizations and dissect their Facebook, Twitter and one other platform of your group's choice to determine what their weekly and monthly content plan includes. Review and analyze content type, campaigns, hashtags, regular segments, multimedia use, voice, tone, etc. |
| Homework Assignment: | <ul style="list-style-type: none"> Write a blog post (200-500 words) about a company of your choice and assess its social media content. Set up individual accounts (if needed) on Pinterest, Vine and Instagram and submit links via Google site. As a group, develop social media guidelines for the client. <i>Note: This can be revised later as it will need to be in your group's final strategy plan.</i> FOR NEXT WEEK'S CLASS: BYOT—Bring Your Own Technology—whatever you have available for multimedia content gathering and editing, e.g. smartphone, camera, video camera, tablet, laptop |

| Session 6 (BYOT) | |
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| Classroom Topics: | Digital Storytelling (Norton) |
| Reading and Preparation: | <ul style="list-style-type: none"> "3 Ways to involve users in digital storytelling" by David Kwan http://www.imediaconnection.com/content/33637.asp "Instagram vs. Vine: Which is right for your brand?" by Clark http://www.ignitesocialmedia.com/social-media-examples/instagram-vine-brand-marketing-examples/ |
| In-class Activity: | <ul style="list-style-type: none"> What are the three "Rs" of digital storytelling? Walk through of three case studies to show what makes memorable content through multimedia. Individual exercise of creating multi-media content using technology available. |
| Homework | <ul style="list-style-type: none"> Write a blog post (200-500 words) about a brand that you |

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| Assignment: | <p>found you on social media via promoted post or advertisement. Compare and contrast the content that you saw vs. the content of brands that you have actively sought out via social media.</p> <ul style="list-style-type: none"> • As a group, develop a content plan for the client. <i>Note: This can be revised later as it will need to be in your group's final strategy plan.</i> • As a group, create three posts (each on a different platform) for the client to use within the next 2-3 weeks. <i>Note: This content will be shared with the client and used on their social networks.</i> |
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| Session 7 (Online) | |
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| Classroom Topics: | Merging physical and virtual events |
| Reading and Preparation: | <ul style="list-style-type: none"> • Review Robert Bochnak from Harvard Business School's blog, http://robertbochnak.wordpress.com • In your groups, develop a list of potential questions about the intersection of physical events and the virtual space and the potential impact by using social media. |
| In-class Activity | <ul style="list-style-type: none"> • Virtual session via Google Hangout with Robert Bochnak about making events into online experiences and the tools and techniques to utilize. |
| Homework Assignment: | <ul style="list-style-type: none"> • After you participate as your group representative on a Hangout, submit a self-critic of your use of video conferencing. • As a group, develop two ideas for how social media could be used for events the client already hosts to amplify its virtual impact. Select one event that is happening before the end of the semester, as the client will use it. Be sure to discuss the tools that you would use, why and how you would measure the effectiveness. <i>Note: The client will be given all the ideas for the event this semester and will post to their social networks. An extra point will be awarded to the most successful post based on creativity, engagement and reach.</i> • Share a link to a social media news story on Twitter with hashtag #SMstrategy14. • Comment on one of your classmates tweets for the above assignment with hashtag #SMstrategy14. |

MODULE 3: ENGAGEMENT

| Session 8 (BYOT) | |
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| Classroom Topics: | Managing Audience (Seaman) |
| Reading and Preparation: | <ul style="list-style-type: none"> • None |
| In-class Activity: | <ul style="list-style-type: none"> • Exercise: How long does it take with customer service? Walk through a real-time scenario and have students use different methods for customer service (phone, email, “contact us form”) as well as social media channels to compare response times. |
| Homework Assignment: | <ul style="list-style-type: none"> • Write a blog post (200-500 words) about if you think companies treat customer service issues differently in social media. Explain the effects of public-facing customer service via social media. • As a group, add to the social media guidelines previously created to address customer service; include suggested standard responses and escalation points. |

| Session 9 | |
|---------------------------------|---|
| Classroom Topics: | Crisis and Reputation Management (Norton) |
| Reading and Preparation: | <ul style="list-style-type: none"> • “Social Business Readiness: How Advanced Companies Prepare Internally,” case study by Altimer. • http://igo2group.com/wp-content/uploads/2012/10/How-Social-Business-Companies-Prepare.pdf (pages 17-24) |
| In-class Activity: | <ul style="list-style-type: none"> • Case studies of step-by-step how businesses how succeeded and failed with social media crises. • Group exercise for a real-time response to a fake crisis where students must assess situation, set forth an action plan, create messages and select tools and technology to deploy. |
| Homework Assignment: | <ul style="list-style-type: none"> • Write a blog post (200-500 words) about a brand that you no longer do business with as a result of an incident. Describe the incident, how / if you filed a complaint and how the brand responded to you. What could they have done differently? • Create a response plan for Hockessin’s Padi restaurant (April 24 TNJ report reveals racist Instagram account from staff) • Share a link to a social media news story on Twitter with hashtag #SMstrategy14. • Comment on one of your classmates tweets for the above assignment with hashtag #SMstrategy14. |

| Session 10 | |
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| Classroom Topics: | Action Driven Campaigns (Seaman) |
| Reading and Preparation: | <ul style="list-style-type: none"> • None |
| In-class Activity: | <ul style="list-style-type: none"> • What elements go into a successful social media marketing campaign? Analysis of case studies, overview of digital tools and platforms to use for planning, execution, monitoring and reporting. |
| Homework Assignment: | <ul style="list-style-type: none"> • Write a blog post (200-500 words) Topic: What traditional marketing tactics can you reformat for social media? For example, what creative ways can you use media relations, advertising or loyalty programs on social channels? • As a group, develop three campaign ideas for the client; include timing, resources and rules (if applicable). |

MODULE 4: CAPSTONE

| Session 11 (Online) | |
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| Classroom Topics: | Social Leverage (Norton) |
| Reading and Preparation: | <ul style="list-style-type: none"> • Video lecture: Governor Jack Markell and what it means to be a social influencer https://www.youtube.com/watch?v=bOpEI-UpmWU • Preview [Elena Delle Donne's] social media profiles |
| In-class Activity: | <ul style="list-style-type: none"> • Virtual session via Google Hangout with [Elena Delle Donne] about how to bridge communication with social media. |
| Homework Assignment: | <ul style="list-style-type: none"> • After you participate as your group representative on a Hangout, submit a self-critic of your use of video conferencing. • Create a unique list of social influencers for your business, connect with them via your brand's appropriate social account |

| Session 12 (BYOT) | |
|---------------------------------|--|
| Classroom Topics: | ROI: Metrics Matter (Chapman) |
| Reading and Preparation: | <ul style="list-style-type: none"> • "Brave New Digital World" by CommScore |
| In-class Activity | <ul style="list-style-type: none"> • Four steps for effective social media measurement • Live demo of Hootsuite for content management and measurement • Exercise: Individual evaluations of free social media measurement platforms, including Twitrrland, Simply Measured, Statigram • Skype with Sarah Goldfarb, Digital Content Manager, for the News Journal about tools to manage and measure social media |
| Homework Assignment: | <ul style="list-style-type: none"> • Write a blog post (200-500 words) assessing the three measures you think every social media report should include and why. • As a group, create a template for the client to use for measuring social media. Include a "how to" guide for the best platforms, tools and means to obtain these data points. Note: This can be revised later as it will need to be in your group's final strategy plan. |

| Session 13 | |
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| Classroom Topics: | Legal Considerations (Chapman) |
| Reading and | <ul style="list-style-type: none"> • "Social media strategy, policy and governance" by Ernst & |

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| Preparation: | Young |
| In-class Activity: | <ul style="list-style-type: none"> • Guest speaker Molly DiBianca, Esq. will discuss social media and the legality of the various online networks for users, community managers and organizations. |
| Homework Assignment: | <ul style="list-style-type: none"> • Write a blog post (200-500 words) about three takeaways from DiBianca’s lecture focusing on social media and legal matters. • Share a link to a social media news story on Twitter with hashtag #SMstrategy14. • Comment on one of your classmates tweets for the above assignment with hashtag #SMstrategy14. |

| Session 14 (BYOT) | |
|---------------------------------|---|
| Classroom Topics: | Social Media Strategy Capstone (Chapman) |
| Reading and Preparation: | <ul style="list-style-type: none"> • None |
| In-class Activity: | <ul style="list-style-type: none"> • Group presentations of the final recommended social media plan for the client. <i>Note: The client organization will attend, ask questions and critique each plan and consider viability as well as creativity.</i> |
| Homework Assignment: | <ul style="list-style-type: none"> • Submit final group social media strategy papers and presentations—only one submission per group—via the Google site. |

Grading

| Assessment | % of Final Grade |
|---|------------------|
| MODULE 1 (12%) | |
| Participation (class, online and tweets) | 3% |
| Account set up | 2% |
| Blogs (1) | 2% |
| Client assessment (group) | 5% |
| MODULE 2 (29%) | |
| Participation (class, online and tweets) | 3% |
| Account set up | 2% |
| Blogs (2 @ 2% each) | 4% |
| Guideline creation (group) | 5% |
| Content plan (group) | 5% |
| Guidelines revisions (group) | 5% |
| Posts for client (group) | 5% |
| MODULE 3 (26%) | |
| Participation (class, online and tweets) | 3% |
| Blogs (3 @ 2% each) | 6% |
| Events proposals for social media (group) | 5% |
| Customer service guidelines (group) | 5% |
| Campaign ideas (group) | 5% |
| Crisis response plan | 2% |
| MODULE 4 (14%) | |
| Participation (class, online and tweets) | 3% |
| Blogs (2 @ 2% each) | 4% |
| Twitter list | 2% |
| Reporting template (group) | 5% |
| FINAL (19%) | |
| Google Hangout participation (throughout) | 3% |
| Google Hangout self-critic | 1% |
| Final presentation (group) | 5% |
| Final strategic plan (group) | 10% |
| Total | 100% |

Evaluations

Final project and presentation components:

Presentations

- Groups will give a 15minute presentation to the client and should include:
 - Analysis, recommendations and strategy
 - Technology and multimedia in presentation

Assignments to revise and include in strategic plan

- Client assessment
- Best practices with customer service guidelines
- Content plan
- Campaign ideas
- Measures template

Additional pieces to develop and include

- Audience breakdown
- Competitor analysis
- Platform recommendations
- Strategies to achieve each goal
- Include samples when applicable
- Project phases and timeline
- How to guide and/or resources for tools and platforms

Group assignments:

| | Principles | Ideas | Research |
|---|--|---|---|
| 5 | Demonstrates clear understanding and application | Unique, original, creative and realistic | Rooted in statistics, emerging trends and across multiple platforms |
| 4 | Shows knowledge and embraces concepts | Presents creative concepts with a different spin | Ideas work off of best practices and integrate a few platforms |
| 3 | Shows basic comprehension of concepts | Lack originality but would work for client | Ideas use one or two platforms and/or are not aligned with industry standards |
| 2 | Does not demonstrate comprehension of principles | Little to no creativity, originality and/or feasibility | Little to no diversification of platforms or consideration for industry standards |
| 1 | Did not align with or demonstrate principles | Concepts were not thought through | Lacked outside resources and/or research |

Engagement

| | In-class | Online | Social media |
|---|---|--|---|
| 4 | Actively participates and shows knowledge of completing pre-assignments | Regularly Google apps to collaborate with group and beyond | Tweets and interacts weekly using class hashtag |
| 3 | Participates and is prepared for class | Collaborates with group members | Tweets weekly but does not always interact and/or use class hashtag |
| 2 | Does not regularly participate or come to class prepared | Sporadic collaboration | Sometimes tweets and may or may not use group hashtag or interact with others |
| 1 | Attends class but does not come prepared or participate | Infrequent collaboration | Little to no diversification of platforms or consideration for industry standards |

Blogs/Hangout/Other assignments

| | Timing | Material |
|---|--|---|
| 2 | Completes and submits assignment on-time | Integrates content from class, outside resources |
| 1 | Assignment is late | Has information presented in class but no additional research |