**Instructor’s Manual**

to accompany

***Social Media Marketing*, 3rd Edition**

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Instructor Manual

# Part I: Overview of Instructor Resources

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## 1. Philosophy Behind the Social Media Marketing Course

Social media marketing is typically an elective for marketing majors, but it is also among the most popular electives in the marketing curriculum. Given the importance of digital marketing concepts, social media marketing provides a strong digital foundation for students.

 Social media marketing students learn the theories that underlie strategic decisions for the use of social media for marketing and study cases and examples that bring the theories to life. Social media marketing is a challenging and exciting course for students.

 Social media marketing is an interesting course to teach because the problems and issues of social media marketing cover the whole spectrum of marketing. While much of social media marketing is focused on the promotional mix, it also is used for customer care, research, and more. Social media marketing is an emerging and rapidly developing discipline. In the time between the Second and Third editions, substantive changes occurred in industry and academic research. The field shifted from one focused on the influence of individuals in social channels to one that includes bots and artificial intelligence. The primary challenge for professors is the struggle to stay current as there are new developments every single day! Although this poses an instructional challenge, there is plenty of opportunity to make the study of social media marketing the best course in the marketing curriculum.

 There are different ways to teach a good course in social media marketing. Some instructors supplement the text with a client-based project (CBP); some instructors assign outside readings relying upon trade magazines, trade books, and journal articles; some use experiential exercises in class; and some instructors invite guest speakers to class. With the third edition, instructors have access to several cases which can be used in class and as out of class assignments. The amount of class time devoted to lecture and case analysis varies considerably among instructors.

 If you are experienced in teaching social media marketing, you may have resolved many pedagogical issues to your own satisfaction. However, if this is the first time you are teaching social media marketing, then the information provided in the next few pages could help you structure your own course.

## 2. Text Use for Undergraduate and Graduate Courses

*Social Media Marketing 3e* can be used for both undergraduate and graduate courses but the instructor’s approach will vary for the respective course level. Each chapter includes a mini-case focused on ethical issues, another mini-case focused on the integration of and analytics for assessing effectiveness for social media marketing strategies, highlighted keywords to guide mastery of vocabulary, review questions, and suggested exercises. The exercises can be used in the classroom for active learning, or assigned as out-of-class homework assignments. These pedagogical features provide a strong foundation for undergraduate courses on social media marketing. Chapter 5 of the text features tactical planning and activities that will be especially beneficial for preparing undergraduate students for entry level jobs in social media marketing. Assignments that allow students to practice tactical skills like writing for social media, planning content calendars, creating social media ads and ad campaigns, and running analytics reports are especially valuable for undergraduate students.

 When using the text for graduate courses, foundation knowledge is still necessary, but instructors may wish to incorporate assignments that focus on analytical decision-making as to devising strategies for social media marketing to accomplish marketing objectives. Chapter by chapter this can be accomplished with discussions of why a strategy may have been selected (using the many examples and mini-cases) and what-if scenarios. The development of a strategic social media marketing plan, whether for a hypothetical organization, local client, or as part of a competition such as that sponsored annually by Marketing EDGE, is a valuable group project at the graduate level. It can also be useful for graduate students to read and discuss related industry reports and journal articles.

## 3. Importance of Social Media Marketing Cases

Case analysis is one of the most commonly used methods for business instruction. A social media marketing case typically describes the external conditions and internal situation facing a firm and presents sufficient information to develop, analyze, and choose among alternative strategies across the four zones of social media.

 The cases in the third edition of *Social Media Marketing* represent the most up-to-date compilation of cases ever assembled in a social media marketing text. Additional cases are included in this Instructor’s Manual and on the text’s website. The cases cover a broad spectrum of marketing situations which rely upon social media marketing. All of the cases in this text are undisguised. The cases are about real organizations and real people. Most of the cases concern well-known firms. Most importantly, the cases were contributed by professors like you. They are class-tested and valuable for bringing the concepts to life. The cases in the text and additional cases included in this manual are listed along with the respective case authors.

**Cases Included in the Case Zone of the Third Edition of the Textbook**

1. Social Advocacy Around the World, *Karen Mishra*

2. Strategic Social Media Plan: First & Main, An Outdoor Shopping Mall, *Donna C. Wertalik*

3. Strategic Social Media Planning: A University Business School, *Donna C. Wertalik*

4. Travel and Social Media: The Grand Ole Opry, *Caley Cantrell and Brad Perry*

5. Native Advertising: Novel or Deceptive? *Jennifer Zarzosa and Sarah Fischbach*

6. A Social Media Conference Community, *Alan J. Seymour*

7. #NikeAirMaxDay: The Creation of a Social Brand Event, *Emma Reid and Katherine Duffy*

8. Pokémon GO: A Revolution in Social Gaming, *Clay Grandsen*

9. Social Media Is Gateway to eBook Sales Success: Amazon Kindle eBooks, *Thomas S. Mueller*

10. Mila: Leveraging Social Media for Market Research, *Ilenia Confente and Paola Signori*

**Cases Included in the Instructor’s Manual (Part III) for the Third Edition of the Textbook**

1. The Role of Digital Influencers in Social Media, *Ricardo Limongi França Coelho and Marcos Inácio Severo de Almeida*

2. The Rise and Fall of a Fake Psychologist as an Instagram Celebrity, *Selcen Ozturkcan*

3. SNAP Inc.: Pushing the Limits of Social Media Communities and Advertising through Innovation – Audi Super Bowl Campaign, *Samer Sarofim*

4. Authentic & Fake Consumers? Accepting the Use of Native Advertisements in Social Media, *Sarah Fischbach andJennifer Zarzosa*

5. Nebraska State Historical Society Foundation: The Nebraska Marker Project Launch, *Julia Cronin-Gilmore and Randa Zalman*

6. AcademLink – Information before Socialization, *Jelena Filipović*

7. Denny’s Millennial Strategy, *Kristen Smirnov*

8. Social Media Marketing in the Wedding Planning Industry, *Sharon Justice*

9. Combining Qualitative Marketing Research with Advanced Social Media Intelligence for Positioning, *Rania A. Pilidou*

## 4. Assurance of Learning Activities

Each chapter in the text concludes with suggested discussion questions. Part 2 of the Instructor’s Manual includes learning objectives, chapter outlines, and suggested activities and exercises for use with the chapters. The activities are designed to get students involved, to increase students’ interest in the course, and to aid students in learning how to apply important concepts and techniques. The exercises allow students to test newly learned theories, concepts, and analytical techniques and can be used as activities in a “flipped” classroom or as out-of-class assignments.

## 5. Description of the Online Resources for Instructors

Supplements are available for adopting instructors to download from the book’s website. Registration is simple and gives the instructor immediate access to new titles and new editions. Supplements include:

* **Instructor’s Manual** – This manual includes lecture objectives, chapter outlines, and teaching tips and resources. It also includes teaching notes for all cases in the text as well as additional cases with accompanying teaching notes.
* **PowerPoint Presentations** – The PowerPoint slides highlight text learning objectives and key topics and serve as an excellent aid for classroom presentations and lectures.
* **Test Item File** – This test bank features questions for each chapter. The Test Item File has been written specifically for this edition and is provided in MS Word, so that instructors can easily incorporate select questions into their own tests.

# Part II: Lecture Notes

# Chapter 1: The Social Media Environment

## *Chapter Overview*

In Chapter 1, students are introduced to the social media landscape and social media marketing and its many applications to address marketing objectives. This chapter is critically important for level-setting and building shared vocabulary before moving forward in the course. The social media value chain explains the components of the social media landscape: the Web, social channels, social software, and connected devices. The chapter introduces the zones of social media marketing, the framework upon which the text is based. The chapter concludes with information on social media marketing jobs.

***Mini-Case Study***: American Express’s Use of Social Media Marketing

***Critical Reflection***: How Algorithms Influence Our Social Media Experience

## *Teaching Tips and Resources*

For instructors who want to understand more about the existing social media networks and their characteristics:

* Elise Moreau, 2017, “Internationally Popular Social Networks You’ve Never Heard of Before,” <https://www.lifewire.com/popular-types-of-social-networking-sites-3486530>
* A glossary of social media marketing terms is available online as part of the online resources available for the book.

In-class activity on the stages of web development:

* In this YouTube video (<https://www.youtube.com/watch?v=VJPiGgh-hjI>), Tim O’Reilly and Reid Hoffman discuss what Web 3.0 is.
* When discussing the Critical Reflection case, teachers may wish to show the Ted Talk in which Eli Pariser explains the risk of a world lived in a “filter bubble.” Find the video on the Ted Talk site at <https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?language=en>
* Science Friday has an excellent lesson plan on social media algorithms, complete with podcast, readings, and discussion questions. See Xochitl Garcia, April 27, 2016, <https://www.sciencefriday.com/educational-resources/discussing-the-impacts-of-social-media-algorithms/>

Suggested in-class activity to enhance discussions on the fifth P of participation:

* Henry Jenkins discusses the participation culture of social media on his site which includes a brief podcast on this topic. See <http://thoughtcast.org/beyond-broadcast-2007/>

For graduate students:

* The chapter discusses how social media has changed in a relatively short period of time. Instructors may wish to assign the following article for discussion: Nick Couldry and José van Dijck (2015), “Researching Social Media as if the Social Mattered,” *Social Media + Society*, <http://journals.sagepub.com/doi/full/10.1177/2056305115604174>

## *Learning Objectives*

When students finish reading this chapter, they will be able to answer these questions:

1.What are social media? How are social media similar to, yet different from, traditional media?

2.How does the social media value chain explain the relationships among the Internet, social media channels, social software, and the Internet-enabled devices we use for access and participation?

3.What are the major zones of social media that make up the channels, modes, and vehicles for social media participation?

4.What is social media marketing? What marketing objectives can organizations meet when they incorporate social media in their marketing mix?

## *Chapter Outline*

I. Greetings, Digital Native

* Digital Natives were born in an era in which digital technology has always existed.
* **Social media** are the online means of communication, conveyance, collaboration, and cultivation among interconnected and interdependent networks of people, communities, and organizations enhanced by technological capabilities and mobility.

A. Living a Social (Media) Life

1. Every day the influence of social media expands as more people join online communities.

2. Facebook, a social utility that offers synchronous interactions (which occur in real time, such as when you text back-and-forth with a friend) and asynchronous interactions (which don’t require all participants to respond immediately, such as when you email a friend and get an answer the next day), content sharing of images, video, and music, games, applications, groups, and more, has as of the time of this writing more than 1.2 billion active users.

* + - Figure 1.1 illustrates some interesting social media information.
		- Table 1.1 provides several mind-boggling social media stats.

B. Social Behavior and the Philosophy of Participation

1. Think of social media as the way digital natives live a social life.

2. Culture of participation is associated with these characteristics: a belief in democracy; the ability to freely interact with other people, companies, and organizations; open access to venues that allows users to share content from simple comments to reviews, ratings, photos, stories, and more; and the power to build on the content of others from your own unique point of view.

3. Social media enable active participation in the form of communicating, creating, joining, collaborating, working, sharing, socializing, playing, buying and selling, and learning within interactive and interdependent networks.

II. The Infrastructure of Social Media

* The **social media value chain** illustrates the core activities of social media users and the components that make those activities possible.
* Figure 1.2 illustrates the chain.

A. The Web as Platform

1. Web 2.0 offers a cost-effective solution that provides access to rich data; the collective wisdom of its users; access to micromarkets; software that operates on multiple platforms (mobile phone, PDA, computer) and beyond (cloud computing); and user interfaces that are easy, accessible, and interactive.

2. The Web is the foundation for social media and is therefore the first supporting component in the chain.

3. The “Social Web” creates communication between networks of networked communities whose members participate as consumers, creators, and co-creators. This participation and sharing means that each additional user adds value for all users. Economists refer to this as a **network effect**.

B. Social Software

1. Social software applications are computer programs that enable users to interact, create, and share data online.

2. **Apps**, also known as **widgets** (usually downloadable or embeddable), are types of social software.

3. Social software also encompasses application service sites that we call **social services.**

C. Devices

1. **Devices** are pieces of equipment we use to access the Internet and the range of activities in which we participate online.

2. They include any Internet-abled equipment and most recently have expanded to include Wearables like smartwatches and fitness trackers.

D. People

1. Social media work only when people participate, create, and share content.

2. **Citizen journalists** are amateurs who post about newsworthy events.

3. **Citizen advertisers** are people who share their views about a product or service even though they’re not affiliated with the company.

III. Social Media Zones

* **Media** are means of communication.
* Mass media (means of communication that can reach a large number of individuals) includes broadcast, print, and digital channels. Personal media (channels capable of two-way communications on a small scale) includes email, surface mail, telephone, and face-to-face conversations.
* Communication travels using a **medium** (or channel) such as word-of-mouth, television, radio, newspaper, magazine, signage, Internet, direct mail, or telephone. Part of the complexity of social media is due to the sheer quantity of channels and vehicles, with new ones coming online all the time.
* Zones of Social Media organize the social media landscape.

1. Zone 1 is social community.

2. Zone 2 is social publishing.

3. Zone 3 is social entertainment.

4. Zone 4 is social commerce.

* All social media are networked around relationships, technologically enabled, and based on the principles of *shared participation*.
* Figure 1.3 illustrates the social media zones.

A. Zone 1: Social Community

1. Social communities describe channels of social media focused on relationships and the common activities people participate in with others who share the same interest or identification.

2. Social networking sites (SNS) are online hosts that enable site members to construct and maintain profiles, identify other members with whom they are connected, and participate using various services the site offers.

3. Profiles enhance the ability of members to develop a **social identity** using a profile picture or avatar, basic information, and other customizable options.

4. Members maintain a **social presence** in the community that may indicate their availability, mood, friend list, and status.

5. **Connections**, whom we might call friends, followers, or fans, communicate and share content in a variety of ways including direct messages (akin to email within the SNS), wall posts (posts to a profile, visible to others), and chat or instant messaging options.

6. Facebook defines itself not as a social network (although it did begin as one, and retains networking functionality), but as a **social utility.**

7. Forums (perhaps the oldest venue of social media) are essentially interactive, online versions of community bulletin boards.

B. Zone 2: Social Publishing

1. Social publishing sites aid in the dissemination of content to an audience.

2. **Blogs** are websites that host regularly updated online content that may include text, graphics, audio, and video.

3. **Microsharing sites**, also called **microblogging sites**, work much like blogs except that there is a limit to the length of the content you can post. A **microshare** could include a sentence, sentence fragment, embedded video, or link to content residing on another site (i.e. Twitter).

4. **Media sharing sites**, like blogs, host content but also typically feature video, audio (music and podcasts), photos, and presentations and documents rather than text or a mix of media.

C. Zone 3: Social Entertainment

1. **Social entertainment** encompasses channels and vehicles that offer opportunities for play and enjoyment.

2. **Social games** are hosted online and include opportunities for interaction with members of a player’s network as well as the ability to statuscast (post updates to one’s status) activities and gaming accomplishments to online profiles.

D. Zone 4: Social Commerce

1. **Social commerce** refers to the use of social media to assist in the online buying and selling of products and services.

2. **Reviews and ratings** are on review sites or branded e-commerce sites.

3. **Deal sites** and **deal aggregators** aggregate deals into personalized deal feeds.

4. **Social shopping markets** are online malls featuring user-recommended products, reviews, and the ability to communicate with friends while shopping.

5. **Social storefronts** are online retail stores that sometimes operate within a social site like Facebook with social capabilities.

6. **Facebook Connect** is a Facebook tool that allows users to log in to other partnering sites using their Facebook identities.

7. **Share applications** are tools that let users share what they are reading or doing on their status feeds.

* Figure 1.4 illustrates the zones and the exemplar communities.

IV. Show Me the Money!

A. Business Models and Monetization

1. Social media providers (whether they are social communities, utilities, software providers, or game and app developers) need a **monetization strategy.**

2. **Business model** is the strategy and format it follows to earn money and provide value to its stakeholders.

3. The monetization strategy relies upon attracting as many people as possible to the content.

4. **Revenue stream** is a source of income.

B. Psychic Income

1. **Psychic income** is a perceived value that is not expressed in monetary form.

2. It is also referred to as **social currency**.

V. The Fifth P of Marketing

* Social media enables consumers to have more of a say in the products and services that marketers create to meet their needs.
* **Marketing** is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.
* The classic view is that organizations accomplish these goals through a marketing mix that includes the so-called 4 Ps: product, price, promotion, and place.
* The fifth P is participation.
* **Social media marketing** is the utilization of social media technologies, channels, and software to create, communicate, deliver, and exchange offerings that have value for an organization’s stakeholders.

A. Marketing Communication: From Top-Down to Bottom-Up

1. Traditional marketing focuses on push messaging (one-way communication delivered to the target audience) using a large dose of broadcast and print media to reach a mass audience.

2. Boundary spanners are employees who interact directly with customers.

3. **E-commerce** sites are websites that allow customers to examine (onscreen) different brands and to conduct transactions via credit card.

4. A **micromarket** is a group of consumers once considered too small and inaccessible for marketers to pursue.

5. **Tradigital marketing** is characterized by improvements in interactivity and measurement, but it retains the primarily vertical flow of power in the channels of communication and distribution.

* Figure 1.5 illustrates the evolution of marketing communications.

B. Social Media Achieves Marketing Objectives

1. Promotion and branding can be accomplished.

a. Extend and leverage the brand’s media coverage, and

b. Influence the consumer throughout the decision-making process

2. Three core types of media are paid, owned, and earned. Marketers are assessed monetary fees for paid media, including purchasing space to deliver brand messages and securing endorsements.

3. Advertising is defined as the paid placement of promotional messages in channels capable of reaching a mass audience.

4. Public relations is the promotional mix component tasked with generating positive publicity and goodwill.

5. Owned media are channels the brand controls.

6. Earned media are those messages that are distributed at no direct cost to the company and by methods beyond the control of the company.

* Table 1.2 illustrates the types of media across each zone.

A. Social media marketing can influence consumers across the purchase process:

1. Increase awareness

2. Influence desire

3. Encourage trial

4. Facilitate purchase

5. Cement brand loyalty

B. Customer Relationship Management and Service Recovery

1. CRM practices focus on what we do with a customer after the first sale.

2. Social CRM embraces software and processes that include the collective intelligence of a firm’s customers to more finely tune the offer and build intimacy between an organization and its customers.

3. **Service recovery** refers to the actions an organization takes to correct mishaps and win back dissatisfied customers.

4. LARA framework:

1. **Listen** to customer conversations

2. **Analyze** those conversations

3. **Relate** this information to existing information within your enterprise

4. **Act** on those customer conversations

C. Market Research

* Social media provide new tools to listen to customers as they discuss their lives, interests, needs, and wants. This type of social media marketing activity is called social listening.

VI. Retailing and E-Commerce

* When brands use social media marketing as a retailing space, create a venue for and/or encourage consumer reviews and ratings of products, and enable applications that help friends shop together online, we’re solidly in the social commerce zone.

VII. Careers in Social Media

* Table 1.3 describes several typical jobs in social media marketing.
* Social media editor
* Social media marketing manager
* Marketing and communications associate
* Project social media manager
* Social media communications manager
* Social media coordinator
* Online communications and social media director
* Social media community specialist
* Social media intern
* Social media strategist

## *Chapter Summary*

**1. What are social media? How are social media similar to, yet different from, traditional media?**

Social media are the online means of communication, conveyance, collaboration, and cultivation among interconnected and interdependent networks of people, communities, and organizations enhanced by technological capabilities and mobility. Like traditional media, social media include several channels, and within each channel there are specific vehicles. For example, television is a broadcast media and *The Today Show* is a vehicle within the medium of television. Social communities are a channel of social media and LinkedIn is a vehicle.

**2. How does the social media value chain explain the relationships among the Internet, social media channels, social software, and the Internet-enabled devices we use for access and participation?**

The social media value chain explains that social media are made up of core activities and supporting components. The core activities include the things people do with social media such as converse, share, post, tag, upload content, comment, and so on. The support components include the Web 2.0x infrastructure, social media channels, social software, and the devices we use to interact with social media.

**3. What are the major zones associated with social media that make up the channels, modes, and vehicles for social media participation?**

The major channels of social media include social communities, social publishing, social entertainment, and social commerce. Each channel incorporates networking, communication functionality, and sharing among connected people, but they each have a different focus. Communities are focused on relationships. Publishing features the sharing and promotion of content. Entertainment channels are geared to fun and shared uses of social media. Commerce addresses the shopping functionality of social media applications.

**4. What is social media marketing?**

Social media marketing is the use of social media to facilitate exchanges between consumers and organizations. It’s valuable to marketers because it provides inexpensive access to consumers and a variety of ways to interact and engage consumers at different points in the purchase cycle.

**5. What marketing objectives can organizations meet when they incorporate social media in their marketing mix?**

There are several marketing objectives achievable utilizing social media marketing techniques. Branding and promotion, research, and customer service and relationship management objectives are all viable using social media.