

# TEACHING DIGITAL REPUTATION



**EQUALMAN STUDIOS**  
DIGITAL LEADERSHIP INSTITUTE

**92% of  
children  
under the  
age of two  
have a digital  
shadow.**



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# ● INTRODUCTION



# 17

# DIGITAL REPUTATION RESOURCES: THE ULTIMATE GUIDE TO YOUR DIGITAL FOOTPRINT

By Courtney O'Connell

Before anyone can teach digital reputation it is important to fully understand the concepts associated with it. If you are new to these concepts and ideas, this first chapter gives a comprehensive overview of key points and identifies helpful resources for future learning and topic exploration.

The explosion of mobile and social technologies means that we have to live as if our mother, boss, coach and enemies are watching us...because they are. Success is a choice in this digital age, and so producing and protecting a digital reputation is imperative. You could choose the path of technology avoidance, but it would be increasingly difficult to succeed without these digital tools and your reputation could still be compromised. Regardless if you elect to use social media or have a digital presence, people will be looking for you online. When you do not create and manage your digital reputation, you allow others to do this for you. Would you rather have influence over your reputation, or give that control to others?

Research indicates that 92% of children under the age of two already have a digital posting about them. Yes, what happens offline stays online. This is a fundamental shift in society. It is a shift that many of us, from schoolteachers to CEOs, have failed to grasp. Throughout this chapter you'll also find excerpts from Erik Qualman's new book, *What Happens in Vegas Stays on YouTube*. We strongly recommend this book for anyone that cares about their reputation (both online and offline).

## **Developing Your Digital Legacy:**

Determine what you want to stand for as an individual, a business, a team or a family. Whether you are a sports team or a small business, you need to know your identity before you can achieve success. Keep your branding super simple. Steve Jobs was proud of the things he and Apple decided NOT to do. If you try to stand for everything, then you stand for nothing.

1. Personal Branding and Career - Success with a Core Purpose Statement | The Brainzooming Group <http://buff.ly/1jCvzIC>
2. Reputation Management: Digital Integrity vs. Digital Reputation | Socialnomics <http://buff.ly/1dliqNG>
3. Branding Strategy Insider | 50 Things Successful Brand Managers Know <http://buff.ly/1fa2lww>
4. Defining What You Are, And Are Not <http://buff.ly/1fa4AFu>
5. How to Determine The Kind of Image You Want to Project and The Tone You Want To Use Online | Social Media Impact <http://buff.ly/1geNLWw>

## **Being FLAWsome:**

The world is a better place because of everyone's imperfections. Admit and own your flaws either as an organization or as an individual and the world will think you are awesome. Being "Flawsome" is admitting that you aren't perfect. You are awesome because of your flaws. Flawsome is described as owning your mistakes and taking the necessary steps to correct them. It's about turning a negative into a positive (such as making digital lemonade out of digital lemons). Making a mistake as a business or as an individual is your opportunity to show customers and followers that you are awesome by caring enough to correct the flaw. 83% of customers liked or loved that a brand responded to a complaint on Twitter. Yet, 76% of people who complain on Twitter do not receive a response from the brand.

6. Twitter as a customer service tool - Confused.com case study | Socialnomics <http://buff.ly/1geLoTD>
7. Social Media Risks Are Real Not Managing Them is Irresponsible | Social Media Explorer <http://buff.ly/1fa5W3c>
8. How To Deal With Negative Comments on Facebook - Social Media Impact - Social Media Impact <http://buff.ly/1fa7xpJ>
9. Your Complete Social Media Disaster Response Guide | Inc. Magazine <http://buff.ly/1geNblf>



*The task of the modern educator  
is not to cut down jungles, but to  
irrigate deserts.*

—C. S. Lewis

#### **Using Digital Tools:**

Social media marketing is a vast landscape. When you decide it's time you started making better use of social media to promote your small business, it's easy to get distracted for hours looking at all the different social networks. That's why using digital tools can help you manage multiple social networks, particularly when it comes to monitoring your digital footprint.

10. 5 Super-Easy Ways To Track Your Online Reputation #Socialstrategy - Social Media Impact <http://buff.ly/1geMnK3>

11. Top 10 SEO Reputation Management Tools Online | Social Media Today <http://buff.ly/1geNnrd>

12. Online Reputation Management: 4 Free Tools To Monitor Your Brand <http://buff.ly/1fa8ePR>

13. Free eBook: Digital Tools for the Small Business Manager | Socialnomics <http://buff.ly/1fa8Q84>

#### **Teaching and Training Your Team:**

When your employees, teammates or family members post something digitally, this will have a direct negative or positive reflection on them and you. Fool me once, shame on me; fool me twice, shame on you. When something negative occurs, you have nobody to blame but yourself, since you didn't take the time to teach and train your team, employees or family. A great first step is to give them this book. By helping others, you are ultimately helping yourself. Here are some posts discussing how to best train your team as well as some multimedia/resources you might use in a training or classroom to discuss digital reputation.

14. 7 Training Tips for your Social Customer Service Team | Sparkcentral <http://buff.ly/1fa9Hpr>

15. Free Socialnomics Lesson Plan: Showing our LOVE for educators | Socialnomics <http://buff.ly/1geOR4C>

16. My Digital Stamp: Erik Qualman at TEDxNashville | YouTube <http://buff.ly/1fa9Vg>

17. Infographic: How To Train Your Employees To Handle Your Social Media | Mindflash <http://buff.ly/1faa96U>

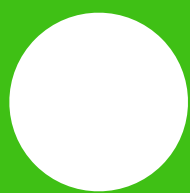


68 percent of  
hiring managers,  
**hired candidates**  
because of  
something they  
saw on social  
media.

**Educator Tip!**

Encourage students to produce a strong digital reputation. If they hide everything online, they lose out on the opportunity to impress a potential employer.





# TEACHING DIGITAL REPUTATION





# 6 IDEAS FOR TEACHING DIGITAL REPUTATION

By Courtney O'Connell

Times have changed. Our graduating seniors can no longer rely on a one page resume to get their first job out of college. Our students need a strong digital reputation of which they can be proud and share with others. Some of our students may not want or be fit for the traditional career path, which is even more of a reason for them to leverage the digital tools that are available to them. The process of teaching our students about digital reputation, however, does not begin in college. It can start as early as middle or high school. Here are six ideas for teaching digital reputation across multiple levels in education.



## **1. If Lincoln Had a Twitter Account (middle school):**

When teaching your students about famous figures, take the opportunity to infuse a lesson about digital reputation. Explain Twitter to your students, and how it can be used as a platform to share your message with a global audience. Then have each student pick a historical figure, and ask them to come up with 10 tweets this person might have tweeted if Twitter existed back then. This is also a great exercise in creative writing!

**Digital Reputation Lesson:** What you tweet says a lot about who you are, use it as a positive platform to share your message.

## **2. Use Instagram to Break Negative Stereotypes (high school):**

There are several stereotypes about the different peer groups in high school. One example might be the 'dumb jock' stereotype about student athletes. What if a select group of student athletes got social media training and shared access to an Instagram account. They could document the real life of a student

athlete with behind the scenes pictures and videos. This could show students at practice, their meals illustrating the importance of eating a healthy diet, studying on the bus on the way to an away match, and more. Swap out student athletes for any group of students and you could do some serious damage to those nasty stereotypes.

**Digital Reputation Lesson:** Your pictures tell a story to your followers. Be thoughtful about what you want for your story, and leverage these tools for social good.

**3. The Vine Chemist (middle/high school):** Doing something cool in Chemistry next semester? Capture it on Vine. As an in-class assignment have your students create a six second 'how-to' video on Vine showing how to create a chemical reaction. The time crunch will definitely force them to get creative. It will also engage them in a new and exciting way.

**Digital Reputation Lesson:** If you have a special talent or skill, digital tools make it very easy to share that skill with the world.



#### 4. There *is* Something To Do on Campus (college):

We have all heard the college student call home to complain that there is nothing to do on campus. The truth is that there is actually tons to do on campus! One of my favorite social media campaigns is [#dentsithome](#). The campaign was started by Amanda Morrison who is documenting all of her adventures around the New York and the Hoboken area on a variety of social media platforms. Her mission is to show people all the great things to do around town so they get out and enjoy life. This model could easily work in a college setting to help promote all of the great things going on around campus. The trick will be to select the right students and train them on how to use social media to tell the stories of their adventures. Bonus, your admissions office might get some great content from it!

**Digital Reputation Lesson:** Everyone can be a digital storyteller if they have a purpose and the right training on the appropriate digital tools.

#### 5. YouTube Star Assembly (middle/high school):

Have you seen the new ads for YouTube? The ads share snippets of videos from young people who have used YouTube to build a base, share their message, and make a name for themselves. I'm not talking about the "Charlie bit my finger" YouTube stars. I am talking about the young people giving cooking lessons or makeup tutorials on a channel that garners thousands of views a day. That is a very empowering message for young people. Bring in one of these YouTube stars for a school assembly to talk about what it takes to build a following, develop good creative content and use YouTube as a positive platform to share your message with the world.

**Digital Reputation Lesson:** Success in the digital age takes hard work and determination. The tools level the playing field to some degree, but you still have to hustle if you want to build a name for yourself.

#### 6. Tweet It Up With The Best of Them (college):

Thousands of Twitter chats happen each week. There is a hashtag for just about any discipline, and professionals are jumping on and connecting with other professionals across the world about topics related to their discipline. If you are teaching a senior seminar in a certain major, teach your students how to participate in these Twitter chats. Then create an assignment where they jump in and join one. Perhaps they blog about their experience or write a brief reflection. This will teach them a great habit to get into if they want to be well-connected in their field.

**Digital Reputation Lesson:** Networking can be amplified when we use digital tools. Forget the small talk at events and conferences. A Twitter chat gives you a chance to talk about real issues and topics with a much bigger group of people!

When we approach digital reputation in an empowering way it allows us to reframe the conversation. Instead of nagging students about not posting party pictures on Facebook, we can empower them to build a digital reputation that aligns with the legacy they hope to achieve. If we build the conversation in that way from the beginning then they will choose to be cautious about what they share because they will already understand the big picture.

**You have one new friend request.**

Connect with Erik Qualman and Socialnomics on social media.

[@equalman](#)

[@Socialnomics](#)

[Erik Qualman Facebook Fan Page](#)

[Socialnomics Facebook Fan Page](#)

[Erik Qualmann on LinkedIn](#)

[Socialnomics Blog](#)

[Erik's Website](#)

# TEACHING STUDENTS HOW TO BLOG

By Courtney O'Connell

Social media is the ultimate equalizer. It flattens hierarchy and empowers those with big ideas and hustle to get their message out to the masses. Young people today have an incredible opportunity that is the envy of many big thinkers that came before them. They have a medium in which to share their ideas and passions with the world quicker, cheaper and further reaching than ever before. They can blog.

We need to teach young people how to blog. Plain and simple, the single most empowering thing one can do for a student is help them find their voice. Today, we can't stop there, we must also help them find and amplify their digital voice. When I was working at Rutgers, I taught our student leaders how to blog. Here are a few lessons I learned from this experience.

## Lesson #1: First critique, then write

Just because students grew up as ‘digital natives’ doesn’t mean they know how to navigate social media or blogging like an expert. It is important to have students identify what makes a good blog post before they write their own. Have students start by being the critic before they are a writer. Have them find a blog post that resonates with them, and ask them critique the content, design, voice etc.

## Lesson #2: Give them autonomy

Give them some autonomy when it comes to what they will write about. At Rutgers we gave our students an “experiential checklist” (comment below if your interested in seeing the checklist, and I will send it to you) with 25 items from which to choose. Over the

course of the semester they picked 3 experiences to do and then blog about. A few sample experiences are:

Interview a parent of an incoming college student and write about the experiences, fears and feelings associated with sending a child to college.

Attend a meeting of a club as a non-member, and write a critique of how they run their meetings.

Watch 3 different movies set on a college campus and write about the way the media depicts the college experience.

### Lesson #3: Make it real

Use an actual blog. So many universities say they use blogging in classes, but really its just the LMS “blog function”. We used Blogger one semester and WordPress the others. It doesn’t really matter what you use, as long as it is real. When it’s an actual blog it feels real and students are more compelled to make it a good post. Posts are shared on Facebook and Twitter, and students learn to take pride in their work. Also they are starting to build their digital footprint, as the content will be searchable if it is on a real blogging platform.

Young people are our future leaders, and they will need to have a strong digital reputation among many other skills and traits to thrive as a leader. Infusing blogging into the curriculum and co-curriculum will empower our students to be digital leaders, and teach them an important skill they can use in just about any industry they enter upon graduation.



**For a sample blogging curriculum see page 15.**

If your LinkedIn  
profile is 100%  
complete you will  
receive 40x  
more job and  
business  
opportunities.

**Educator Tip!**

Next time a student asks you to look at their resume, make sure you also take some time to help them with their LinkedIn profile. This generation cannot rely solely on a resume to obtain a job in the digital age.





After meeting a fellow student entrepreneur at Michigan State University over a cup of coffee, Megan had a bright idea. She thought, if so much good can come from one meeting over a cup of coffee, why not try and do this once a week. She decided she would start a blog about her experiences, and [52cups.tumblr.com](http://52cups.tumblr.com) was born.

She called it an experiment because she knew meeting 52 new people would change her life, but she didn't know how. She never expected that the project would turn into an international adventure across 29 cities in seven different countries. Over the course of the project she talked to people age six to eighty-six: from thought-leaders like Steve Wozinak and Seth Godin to artists, educators and entrepreneurs. She found people to have coffee with through a mix of serendipity, recommendations from friends and people reaching out to her. Each week brought something wonderful and unexpected. One week she was on a dairy farm milking cows, the next sitting inside the headquarters of Discovery Channel.

The conversations, which were all uniquely different and beautiful in their own way, were filled with unique perspectives and wisdom. They shaped her approach to her impending graduation and the uncertainty of post-college life. After multiple "cups" encouraged her to "travel while you're young" she decided to heed the advice and go on a five-week European adventure after graduation. Her plan was to resume her job search when she returned home from her travels but she managed to turn five weeks into 14 months of nomadic living. She traveled across the United States to visit friends, speak at events and later do contract work for Michigan State in various cities.

What started as a bright idea to start a blog and meet for coffee, turned into an opportunity for her to make a living and travel the world. Megan offers every young person a great example of what can happen when you leverage digital tools and use them to produce a strong digital reputation.

## Discussion Guide

**Materials Needed:** Notecards, pens, a copy of the case study for each group.

**Timing:** 30-45 minutes

**Instructions:** Break up into groups of 3-5 to discuss the following questions and prompts about the case study.

**Action Item:** In your group, look up [52cups.tumblr.com](http://52cups.tumblr.com) and peruse the site.

### Discussion Questions:

- If a future employer stumbled upon Megan's blog, what assumptions might they make about Megan?
- How does this initiative impact Megan's reputation online and offline?
- Why would students want to produce a digital reputation?
- What advantages can blogging offer to a college student?
- What is something you would blog about?
- What did you learn about producing a digital reputation?

**Action Item:** Each person in the group should take 2-3 minutes to write down their 'digital stamp' on a notecard.

After the discussion and final action item, bring the bigger group back together to discuss their digital stamps and the themes that came up in the small group conversations.

# CASE STUDY & DISCUSSION GUIDE

*52Cups.tumblr.com*





# ● RESOURCES & LESSON PLANS



# SAMPLE BLOGGING CURRICULUM



The following is a sample blogging curriculum that was used for a 3-credit leadership course at Rutgers University. The curriculum was written by Equalman Studios team member Courtney O'Connell. If you have questions about how this can be used in your classroom or how the assignments fit into the larger curriculum for the course, please email Courtney at [coconnell@equalman.com](mailto:coconnell@equalman.com).

## Assignments

### Sample Blog Post and Grading Criteria

Submit the link to the blog post you read, and write a summary of your responses/reactions to the following three prompts.

- Find a leadership blog post that resonates with you and talk briefly about why you chose this post.
- Identify 3-5 aspects of the post that made you choose it (i.e. writing style, design, layout, visuals, multimedia use, etc.).
- Note 1-3 grading criteria we should use when grading the class blog posts.

### Experiential Checklist and Blog Posts

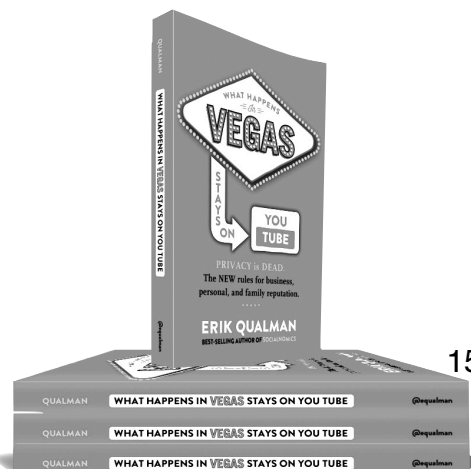
Students will select 3 items from the experiential checklist (see list on next page) that they will complete over the course of the semester. Students will need to write a blog post about each of their three experiences. These blog posts will be divided up over time to ensure a lively discussion all semester long. The blog posts will serve as documented student reflections, and simultaneously enhance the students' ability to write for a social media platform. Each experience must come from a different category on the check list.

#### ***To earn full credit, students must:***

- Discuss the experience in detail.
- Identify how the experience influenced their understanding of student leadership.
- Use some sort of photograph or other form of multimedia in the blog post to illustrate a point and/or create a visual.
- Use sophisticated sentence structure, no grammatical errors, and excellent attempt and blog writing style.

## RECOMMENDED TEXT

*What Happens in Vegas Stays on YouTube* by Erik Qualman





# Sample Experiential Checklist

<b>Personal Interviews</b>
<b>Student Leader:</b> Choose the president or a “manager level” staff member from the Student Life team
<b>Employer:</b> Choose someone that works for a company that hires college graduates and discuss what employers are looking for, in terms of one’s leadership skills, when hiring for their entry level positions.
<b>Student Leader (non-RU):</b> Connect with a student leader on another college campus. Identify common experiences and/or challenges that you both face as student leaders. Reflect on how campus culture impacts one’s experience as a student leader.
<b>Professional staff member that supervises student/graduate/pro staff:</b> Discuss what they have learned about leadership through the process of supervising staff.
<b>Your mentor/Someone you look up to as a leader:</b> Reflect on “their story”, and what others can learn or take away from their story.
<b>Field Experience Observation and Participation</b>
<b>Shadow another student life team member:</b> What did you learn about their role in Student Life? What can you appreciate about that person’s role that you may not have realized before? Reflect on the experience of shadowing.
<b>Attend an organization meeting (one that you do not belong to):</b> Observe what leadership style the president/exec board illustrated while running the meeting. Observe the level of community and collaboration among members.
<b>Facilitate a team builder:</b> Facilitate a team builder with your organization or staff. Explain what team builder you facilitated. Reflect on what the group learned from doing the team builder, what it was like to facilitate, and why you chose the team builder you did.
<b>Volunteer at a service event:</b> Reflect on what is meant by “servant leadership”. Explain your experience and what you learned.
<b>Creative Analysis/Reflections/Representations</b>
<b>Photo Collage:</b> Take photos of at least 10 things on campus that you feel represent the campus culture at Rutgers and discuss in your post how student leaders impact the culture at Rutgers.
<b>Case Study Analysis:</b> You will be provided with a case study to react to in your blog post. See instructor for case study.
<b>Pick one of the four stages of group development and create a two day retreat schedule for a group experiencing that stage of group development:</b> Identify activities you would include, and explain why you chose the activities you did.
<b>Document Review:</b> Pick 3 ads from the student newspaper promoting a job or opportunity for involvement on campus and provide a thoughtful analysis on how the organizations communicate (or fall short at communicating) their “Why”.
<b>How-To/Resource</b>
<b>Delegation:</b> Reflect on strategies you may have used in the past that did work and those that did not. Think about what the authors from some of your class readings would say about delegation. Provide succinct tips and strategies that other leaders could use.
<b>Running a Meeting:</b> Reflect on strategies you may have used/seen in the past that did work and those that did not. Think about what the authors from some of your class readings would say about leading a meeting. Provide succinct tips and strategies that other leaders could use.
<b>Planning a Program:</b> Reflect on strategies you may have used/seen in the past that did work and those that did not. Think about what the authors from some of your class readings would say about planning a program. Provide succinct tips and strategies that other leaders could use.

# HOW TO SELF-EDIT YOUR BLOG

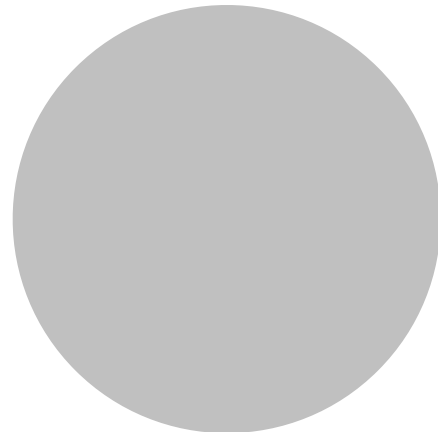
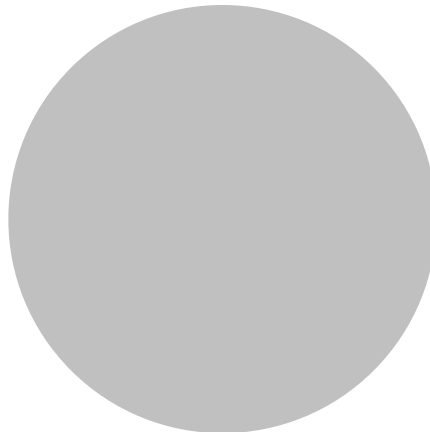
By Robert Morris



Writing blogs that will capture the hearts of your audience and influence their standings on a particular subject doesn't only require writing talent. There are many blogs people read, comment on and subscribe to, but the thing that concerns me is the lack of editing and proofreading. You're definitely trying to write engaging and inviting content, but you shouldn't offend your readers by not spending time to correct the obvious mistakes.

In order to hit the mark, a blog post requires a great deal of thinking and planning, as well as some self-editing that will bring it close to perfection. You should make sure to make your blog posts as great as you can before publishing them. Since you don't have professional editors and proofreaders to watch your back, you need to pay attention to the tips provided in this article and take blogging more seriously.

Find the top ten tips for self editing your own blog on the next page.



## 1. Hook your reader right from the start

Editing goes beyond simple proofreading; it involves making your content more captivating for the reader and finding the best way to re-phrase sentences that don't work. Pay a lot of attention to the opening paragraph. It should captivate the reader and inspire them to read the whole thing. Show your readers that you care about their particular worries, concerns, and challenges associated to the topic and make them confident that you have the solution.

Think of a person interested to read the blog you're working on. What question would they impose? You can take that question and turn it into an opening line.

## 2. Don't ramble in the introduction

If you're providing tips on how to sell more books, for example, no one would like to read your memories of the first book you wrote and go through an entire synopsis that's not directly associated to the topic. Your introduction should be short and right on spot. Blog readers are mostly interested in quick tips that are easy to read and implement into practice.

Keep the post in present tense and don't write an extensive introduction – make it short and powerful!

## 3. Blog posts have theses, too

If you thought that theses were something your professors tortured you with, here is a surprise: your blogs need them too. A strong thesis will help you maintain your focus to the main idea of your article and construct it more easily. Clarify the thesis at the end of your introduction and let the reader know what you will be talking about.

## 4. Avoid long sentences

People see blogs as quick reads. If they want to be tortured by long sentences that use rare words, they will look for a book or an academic article. Write in active tone and keep all sentences short.

## 5. Add more drama and attitude

A sentence can be made more powerful with a single phrase or word, such as fact. Make sure to add authority to your writing by being sure about the things you stand behind.

## 6. Don't write endless blog posts

If the post is too long, many potential readers will lose interest in it at first sight. Don't try to stress out how much you know about a certain subject and avoid going to extents that would drive a reader away. If the topic requires more elaborating, you can separate the text into few linked blog posts and serve them on a daily basis.

## 7. Don't generalize

Generalizing is the worst thing you could do for your blog. Your readers' emotions will stay intact if you don't trick them into reading something specific they can relate to. Think of a category you can relate to, like consultants, coaches, photographers, and so on. Use names and specific nouns and you will bring yourself closer to the readers immediately.

## 8. You like adverbs? Readers don't!

Adverbs don't show; they tell. Instead of saying that someone is very fat, use the word obese. When there is a word for something – use it and don't try to explain it by using adverbs. Your readers will appreciate that.

## 9. Leave out adjectives too

Now that we cleared the air on adverbs, let's convince you to let go of another thing you love: adjectives. Your readers don't want the sizzle, so don't try to full them by adding incredible, amazing, unmatched or other adjectives. Those won't make your statements more powerful.

## 10. Get rid of anything you don't need

The worst thing for a blogger is making a reader yawn before getting to the end of an article. Oh wait; there is one thing that's worse: readers leaving the article after the first few sentences. Avoid that from happening by eliminating redundancies and repetition from your posts. Editing is all about knowing what to keep, what to add and what to leave out.

You can turn your blog posts into real pieces of writing art if you make smart choices during the editing process. By becoming a great editor, the audience will understand you better and you will be commercially accepted.

Published research on emerging technologies, such as social media is becoming more and more prevalent. However, with lags in publication timelines and lengthy research methodologies and analysis, by the time a study is released the technology it once looked at may not be as 'emerging.' For example, Myspace continues to be seen the research, as five or six years ago it may have still had high volumes of active users. Studies published on 'hot' platforms like Instagram or Vine? Good luck! Many technology-related journals are adjusting timelines and offering online-only publishing options, which quicken the process. But that is still after data has been collected, analyzed and written.

Personally, I am living this challenge as a doctoral student in Higher Education Leadership at California Lutheran University, taking a course called Literature Review. The primary aim of this class is to produce a massive paper, which will turn into the chapter two of my five chapter dissertation. As in all my coursework, citing properly all scholarly works in my papers are a

priority. The field of education uses APA (American Psychological Association) style, which is common in the social sciences. Make sure those using APA pay attention to using the latest version, as things change with every reprint. Currently used is the second printing of the 6th edition. A fabulous resource without purchasing the book is found [here](#) at Purdue online Writing Lab.

My general topic is social media communication tools in higher education, focusing on college student use and educational methods to equip students to be positive productive citizens on these emerging technologies. By going through the process of writing a literature review, the writer continually combs through articles until one reaches saturation. In other words, no new findings or scholarly articles can be found. Through this process, one is able to see a 'hole' in the research, which will lead the researcher to develop their study and research questions.

# PUBLISHED SOCIAL MEDIA RESEARCH IN EDUCATION

By Josie Ahlquist

Published research on social media is important for more than academic purposes, such as my lit review. It is crucial in any field of study and industry, so decisions are made based upon proven research and assessed effective practices. By using research to guide social media strategy it will strengthen the managers of platforms, as well as response by their online community.

On the next page you will find a list of research I have thus far cited in my literature review, as well as other related social media works. There are many more published works out there, but they may not have been a quality I wanted to include or relevant to my study.

Google Scholar has many of them and if you work at a university, you can also search for these articles through your online campus library.

*Happy Reading!*

*By using research to guide social media strategy it will strengthen the managers of platforms, as well as response by their online community.*



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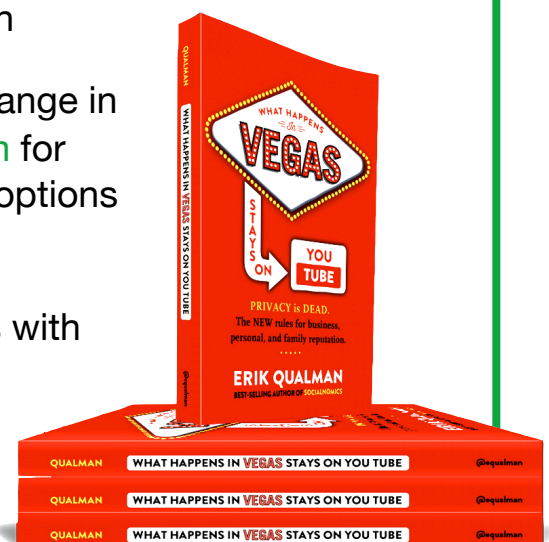
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