Creating Social Media Business Guidelines
CTE Tennessee Standards Aligned Lesson Support Task(s)

This resource is best for:

Teachers of:	Business Communications	Career Cluster:	Business Management & Administration
Addressing Standard(s):	Digital Citizenship Standard 6	Grand-Brand	9 - 10
In alignment with CTSO:	FBLA http://www.tnfbla.org	CTSO Event: (if applicable)	Business Communications and Business Ethics

Learning Objective: The goal of this activity is to develop students' understanding of responsible digital citizenship and underscore the importance of crafting sound social media guidelines as part of a business's communications. The activity helps students practice the skills necessary to become proficient in the Tennessee Standards for Literacy in Technical Subjects within the context of business operations. Teachers can use this activity to assist students in understanding how to create effective guidelines that promote a socially and ethically responsible environment. In-class discussions, readings, research activities, and writing exercises are coordinated to facilitate the study of various company policies. Students will learn legal guidelines, business codes of conduct, and safeguards for avoiding problems and misunderstandings by having clear and consistent business communications.

The following should be used for this task:
- Essays should be evaluated using the Tennessee 9-12 ELA Rubric, found at http://www.tncore.org/english_language_arts/assessment/scoring_resources.aspx.
- For information on how to develop additional text-dependent questions for rich classroom discussion, visit http://www.tncore.org/english_language_arts/curricular_resources/text_dependent_questions.aspx.

CTSO Competition Overview: Participants in all FBLA competitive events may expect a FBLA connection to business communications. Performance indicators may include the following:
- Present solutions to ethical situations encountered in the business world
- Demonstrate the ability to work as a team
- Demonstrate effective verbal and written communication skills
- Explain content logically and systematically

Visit the FBLA website for a list of this year's competitive events.
http://www.fbla-pbl.org/data/files/docs/2013/1021/fbla/FBLA_competitiveevents%5B10-21-13%5D.pdf

Texts	Text Complexity Analysis
Text 1 Title: **"**Adidas Group Social Media Guidelines" **Author:** Adidas, Inc. **Citation/Publication Information:** Adidas Group. "Adidas Group Social Media Guidelines." Retrieved April 25, 2014. **Link:** http://blog.adidas-group.com/wp-content/uploads/2011/06/adidas-Group-Social-Media-Guidelines1.pdf	**Quantitative:** Lexile: **1160**
	Qualitative: As pointed out in this article, a successful social media policy effort requires more than a simple checklist. Clear guidelines and expectations are presented along with the rationale and purpose of including proposed guidelines in company policy.
	Reader and Task: Students can readily identify with the Adidas brand and should be able to engage; however, close-reading to determine the meaning of domain-specific words will be important for understanding vocabulary and concepts. A cartoon version of the guidelines is also available online, which can be used as a comparative analysis in the classroom setting.
Text 2 Title: "Social Media Principles – What social media means to us." **Author:** Coca-Cola Inc. **Citation/Publication Information**: Coca-Cola, Inc. "Social Media Principles- Coca-Cola." Retrieved April 25, 2014. **Link:** http://www.coca-colacompany.com/stories/online-social-media-principles	**Quantitative:** Lexile: **1490**
	Qualitative: The article highlights what social media means to the Coca-Cola company. Included are company commitments, expectations of personal use of social media by employees, and the company's expectations of spokespeople.
	Reader and Task: Purpose and conventionality of this article mean that high school students should be able to engage; however, close-reading to determine the meaning of domain-specific words will be important for understanding vocabulary and concepts. The article is written from the employer perspective and is intended for an employee audience.
Text 3 Title: "Acas- Social Media and How to Develop a Policy" **Author:** Acas Publications **Citation/Publication Information:** *Acas Publications, Euston Tower, 286 Euston Road, London.* "Acas- Social Media and How to Develop a Policy." Retrieved April 24, 2014.	**Quantitative:** Lexile: **1270**
	Qualitative: The article describes how to develop a social media policy. In an easy to understand manner, the article points out what the social media policy should cover, how to communicate the policy, and what legal considerations should be included in guidelines.

Link: http://www.acas.org.uk/index.aspx?articleid=3381	**Reader and Task:** Some academic language may have to be defined; however, article is outlined in an easy to understand format.

Tennessee State Standards for Literacy in Technical Subjects addressed by task	
Strand	**Grades 9-10**
TN Reading for Technical Subjects: Key Ideas and Details	**1.** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. **2.** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
TN Writing for Technical Subjects: Text Types and Purposes	**2.** Write informative /explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d) Use precise language and domain specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as the expertise of likely readers. e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
TN Writing for Technical Subjects: Production and Distribution of Writing	**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.* **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

TN Writing for Technical Subjects: Research to Build and Present Knowledge	**9.** Draw evidence from informational texts to support analysis, reflection, and research.
Business Communications	**6)** Research and analyze various aspects of good digital citizenship. In groups, discuss the effects of technology on day-to-day and business communications. Select one topic (such as hacking of a customer database, social media, etc.) for further exploration and develop an electronic presentation to demonstrate the implications of the topic on society, as well as business and industry. (TN Reading 1, 2: TN Writing 2, 4, 5, 6, 8)

* Standards noted with an asterisk (*) will only be covered if this activity is conducted as a longer-form lesson and research project. Other standards may be covered and/or assessed through using this activity as an assessment or writing prompt.

What key insights should students take from these resources?
1. Social media has the power to move information faster than traditional news outlets and is available on nearly all internet-connected devices. Businesses should be aware of the impact of formal use and informal use of social media posts.   2. Content posted to the web should be considered permanent, even if retracted.   3. Social media has the power to aid in an organization's launch of new products or service and to assist during a crisis.   4. Businesses should develop a vetting process for all online communications and provide clear and consistent policies.   5. Policies should be reviewed on a regular basis.

Text-Dependent Questions

Text 1

- What does Adidas state as one of the main advantages for a company to develop its own use of social media policy?
- According to Adidas, what does "identify yourself" involve in the social media context?
- What limits does Adidas put on talking about and discussing "your work" on social media?
- One of the guidelines listed in this article is "respect your audience." What measures does the text list that one can follow using this guideline?
- What does Adidas present as possible consequences of a fellow employee posting inappropriate messages on social media?

Text 2

- The words "common sense" are mentioned often in articles related to establishing social media policies within businesses. Why does Coca-Cola mention this in reference to online posting?
- Coca-Cola states that local postings can have global significance and to keep in mind the "world view" when posting. Cite examples of when messages can go wrong.
- What does Coca-Cola mean when it states it will reasonably monitor employee online behavior?
- When Coca-Cola says, "You are an important ambassador for our company's brands," what do they mean?

Text 3

- What does Acas state as key points to include in any social media policy? What are the advantages for including them?
- What are three responsibilities that an employee should undertake regarding his/her own use of social media, according to the article?
- What does the article say research reveals about the majority of employees' actions if they knew their employers could see all their postings?
- What are three different methods of communication for delivering a company's social media policy?
- What are some of the legal considerations that businesses should take into account regarding how information about employees and applicants can be collected, handled, and used?

Writing Mode	Writing Prompt
Informational/Explanatory	Social media is a phenomenon that has transformed interactions among individuals throughout the world. In recent times, social media has also played a vital role in transforming businesses and their communications. One of the fastest ways to grow a business entity today is through social media and networking. The social media forum acts as a powerful way to communicate brand name and value. By engaging in social media, businesses will help strengthen the brand experience and brand reputation, but companies must ensure that their employees are adhering to the rules and etiquettes of social media. In order to avoid problems and misunderstandings, you have been asked by your company's chief operating officer to develop a minimum set of guidelines that provide helpful and practical advice to your company's employees concerning the use of social media. Construct a list of guidelines that cover social media at work and discussions of work or company product on private postings. Include in the guidelines why a statement such as "the postings on this site are my own and do not necessarily represent the position, strategy, or opinions of my company and its brands" may not be enough to ensure that one is speaking for oneself and not the company.

Additional Resources

Suggested Additional Website References:
http://www.forbes.com/sites/sungardas/2014/04/23/avoiding-pr-disasters-5-tips-for-integrating-social-media-into-your-communication-plans/

Potential Lesson Plan Design:

Day 1: Read the first two texts in their entirety. Discuss the main ideas of the texts.

The first read establishes a familiarity with the texts for students. Teacher should read the text prior to the lesson to become familiar with the text and the primary focus. This lesson should take approximately 45 minutes.

Day 1 – Lesson Overview

- Open lesson with a recent example of a news story in your area where social media played an important part in the launch of a particular product or activity for a business. (For example, a local restaurant posts online discounts for the first 50 customers who ordered a new menu item, and a local TV station asks viewers to "like" them in order to register for free zoo tickets.) Relate this story to students' prior knowledge of social media. Have students share prior experiences with the class.
- Discuss with students current **school policies** regarding use of social media posts (for example, bullying, use of technology in class, where to report inappropriate or dangerous posts). Ask students if they think the policies are fair and easy to understand.
- Use discussion to introduce terms (can use textbook if needed). Have students define terms such as confidentiality agreement, internal use, common sense, copyright, and others.
- Have students read the *Adidas Group Social Media Guidelines* and Coca-Cola's *"What Social Media means to Me."*
- While reading, have students define other vocabulary or academic terms new or unfamiliar to them; give students time to take notes on each company's guidelines.
- Have students compare similarities between the two companies and cite those examples.
- Lead a discussion with the class on the text dependent questions for each article (listed above). Discuss potential warning signs of an employee's inappropriate post.
- Ask students to compare Adidas' formal policies against the cartoon version. Ask why they believe the company offered two versions. Have students point out any differences.
- Have students research several crises that companies have faced related to inappropriate or dishonest social media posts. (See *Forbes* article in the above "Suggested Additional Website References".)
- Ask students to cite ways companies could have prevented the disasters from ever happening and record their own suggestions.
- Exit slip to close lesson: Have students capture either (1) lessons learned or (2) their biggest takeaway from the texts and discussion.
- Homework: Have students watch the local news or research other companies' social media incidents and bring any similar situations to class the next day to discuss.

Day 2: Teacher should read the Text 3 prior to the lesson to become familiar with the text and the main idea. This lesson should take approximately 45 minutes.

Day 2 – Lesson Overview
- Open lesson by having students summarize the previous day's learning and share homework "discoveries."
- Review homework (if assigned) to talk about current examples of crisis, or brainstorm examples from the past.
- Introduce Text 3: "Acas – Social Media and How to Develop a Policy" – have students read aloud the Key Points in class.
- Conduct close-reading of text using text-dependent questions (such as those listed above).
- Assign students the Writing Prompt.
- After completing and submitting the writing prompt, divide students into groups and assign them the task of developing one set of Social Media Standards relevant to their mock company.
- Ask groups to present their group's policies to their classmates and ask for feedback, discussion, and debate.
- Exit slip: Connect concepts from the two companies (Adidas & Coca-Cola) that represent products to the text (Acas) with concepts highlighted for any company; have students record lessons learned and takeaways.
- Homework: Have students draft a new policy needed in the future as more advanced technology becomes available.

Discussion: These texts could be explored orally and used to form the basic foundation of a lesson or series of lessons. Lexile scores are slightly higher than grade-band recommendations because of advanced vocabulary and longer sentences; however, the conventionality, use of illustrations, and organization of these texts should allow comfortable access for high school students. Close-reading questions should be developed in advance in order to drive student understanding of the material while also practicing reading skills. For information on how to develop questions for this type of discussion, visit
http://www.tncore.org/english_language_arts/curricular_resources/text_dependent_questions.aspx.

Writing and/or Assessment: The writing prompt included can be either a constructed-response assessment or a longer-term writing assignment for students to develop and refine over time; this serves to gauge student understanding of technical content as well as reading and writing skills as outlined by the Tennessee Standards for English Language Arts in Technical Subjects. An appropriate writing rubric – such as those found at
http://tncore.org/literacy_in_science_and_technology/assessment/scoring_resources.aspx – should be used to assess student work.
- **Culminating Assessment:** If using this material as an assessment, present all three texts to students at once, and provide them with the prompt and materials to use to construct their response. This should be a timed exercise (for example, 90 minutes). Use this exercise as an assessment to measure student progress toward reading and writing expectations as well as content knowledge. This is a good primer activity for state assessments.

- **Task:** If using this material as a writing task, you may scaffold the texts with close readings and text-based questions to guide student exploration of the content. A culminating task for this lesson or sequence of lessons could be the writing prompt – either assigned in class, as homework, or as a report that is drafted and refined over time to build writing skills.

Scaffolding and support for special education students, English language learners, and struggling readers: Consider pre-teaching synonyms of difficult vocabulary words. Lower-level readers and ELL students can still be challenged without being overloaded with difficulty. This strategy can also be used to differentiate for stronger readers by introducing new, and more challenging, vocabulary. Struggling readers would also benefit from visual aids to illustrate many of the ideas presented. Pictures, diagrams, and charts alongside the text will go far to aide students as they dissect the article.

Note: Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. TDOE asks local districts to review these materials for social, ethnic, racial, religious, and gender bias before use in local schools.