Implementation Plan

Overview

Starting a business is a big achievement for many entrepreneurs, but maintaining a business is an even larger challenge. Small businesses and non-profit organizations face challenges every day such as building a brand, growing and diversifying a client base, hiring the right people, and finding resources. “Leveraging the power of social media marketing can help elevate your small business by increasing your audience and customer base in a dramatic way.” (Gunelius, n.d.) As more companies integrate social media into their marketing and communications plans, creating a social media strategy that fits the businesses overall goals and primary customer base is important. Small businesses need to determine the right social media strategy for their business and support that strategy with the appropriate social media platform such as Facebook, Twitter, LinkedIn, or other platforms in order to promote, educate and inform.

Introduction

Many small businesses have a limited marketing budget yet their viability relies on reaching as many potential clients as possible. Any business large or small should consider using Facebook as a free marketing tool and an opportunity to reach a larger audience. Setting up a Facebook for business site is relatively easy to do and this instructional module will teach you to create your own business site, promote your brand and market your product, service or cause.

Module Topics

This instructional module will focus on the Facebook social media platform and will cover:

- Setting up your Business Facebook Page
- Identifying your audience
- Creating Compelling Content on your Business Facebook Page
- Copyright and Fair Use laws
- Advertising on Facebook
- Measuring the Effectiveness of your Business Facebook Page
- Identifying and understanding key items from the Terms and Conditions of the Facebook Business page website.

Learner Analysis:

General Characteristics. The target audience is comprised of adult learners’ ages 24-51 years of age. The initial group of learners will be a mix of 3-5 owners, employees and volunteers with a variety of job duties. The target audience is gender neutral, with a good grasp of the English language. Life experience is varied throughout the target training with the minimum education level of 4 years of high school. Overall employee morale is positive.

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Specific Entry Characteristics. Basic computer skills including typing, word processing and mouse skills are required to navigate the course. Effective communication skills, basic grammar and punctuation skills equivalent with a high school education is required. Knowledge of organizational mission, goals and operations will facilitate the learning process. Ability to sit for prolonged periods at a computer screen is required.

- Learners are geographically dispersed throughout Idaho and Oregon
- Learner's age range is 24yrs - 51yrs of age
- Educational level of learners: High School diploma or higher
- Gender breakdown: 40%-Male, 60%-Female
- All learners possess basic computer skills

Learning Styles. Learning strategies will be implemented to support adult education due to the age of the audience. Due to the age gap, learning materials will be designed with visual and auditory aids in mind. The motivation of the learners is tied to the success of their small businesses or non-profit organization. Increasing sales or donations by implementing a Facebook page will provide immediate positive reinforcement to the learner. This program targets adult business owners and is systematically organized with clear objectives to appeal to an adult audience.

Performance gap analysis:

Current Problem	Gap	Goal
No cost effective method to communicate with customers	Create a cost effective and easy way to communicate with customers on a regular basis.	Increase company profile, products by keeping current and future clients engaged
No cost effective way to advertise or fund raise	Train learners how to post interesting, short, news articles and advertising	Communicate with customers daily to educate, inform and sell
No experience with Facebook	Educate learners how to creating and maintain a Facebook page	Use Facebook to promote business.
No way to quickly evaluate customer interest or engagement	Train learners to use Facebook analytics	Access customer feedback and engagement instantly via Facebook.
No knowledge when it is legal to use images, text, etc. found on the Internet	Educate learners on Copyright and Fair Use laws.	Legally determine if photos, text, videos, etc. can be reused to promote the company

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Instructional Context:

Due to the geographical dispersion of the learners, this module will be an asynchronous self-paced module. A survey will be sent to the learner prior to the scheduling of the course to ascertain the training dates, training locations and other pertinent information. The following topics will be addressed for the instructional environment:

- Lighting – Can lighting be controlled for optimum viewing of the computer screen?
- Noise – Is the training location away from distractions such as phones, other employees, etc.?
- Temperature – Is the training location temperature controlled?
- Seating – Does the training location have ergonomic/comfortable chair and a desk/table?
- Equipment
    - Does the training area have a computer/laptop and reliable connection to the Internet?
    - Does the learner have speakers/microphone to interact during the web conferences?
    - Does the user have a printer available to print syllabus and handouts?

Transfer Context

Learners have computers/laptops to continue to develop Facebook following post training. This will increase the transfer of knowledge after the completion of the training course. Learners are motivated to market their companies and build a customer base utilizing social media.

Unit Goals and Instructional Objectives:

Small business owners are under pressure to keep businesses thriving with strong client services and business related interpersonal relationships. Some small business owners have graduated college with strong backgrounds in how to run successful businesses and others have not earned that same degree. In the same light, some small business owners have not completely adapted their businesses to the growing need for technology and do not understand the basic concepts of social media. Based on the instructional problem that we have outlined in the analysis document, there are five main broad ideas that we will cover during the training module on how a business should effectively set up, use, and evaluate a Facebook business page that will help promote the business and provide strong client services online. These five main tasks for the training are:

1. Creating the online Facebook page for your business
2. Marketing your business on Facebook
3. Understanding and developing online social relationships to promote your business
4. Understand Copyright and Fair Use Laws

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5. Evaluating the effectiveness of the business page and monitoring the trends on your page and the demographics of people who visit your page.
6. Using proper online behavior, and identifying and understanding key items from the Terms and Conditions of the Facebook Business page website.

Using these six main tasks, we will design effective instruction that will be useful for the small business and solopreneur to understand the basics of Facebook and creating a useful tool to properly market his or her business and see the target audience for the business.

Unit Goal	Instructional Objective	Objective Domain
Create a viable Facebook business page.	The learner will (TLW) create a viable Facebook business page. 1. Access Facebook via the Internet. (1:00 min.) 2. Create a Facebook account. (2:00 min.) 3. Follow the Facebook video tutorial for setting up a page. (1:10 min.) 4. Create a post. (3:00 min.)	Cognitive Domain Application and Synthesis Levels of Bloom's Taxonomy
Raise awareness of their brand.	TLW create and post a targeted advertisement. 1. Create ads on Facebook. (3:00 min) 2. Find people to market to on Facebook who are similar to their customers. (5:00 min.) 3. Create engaging video advertisements. (3:00 min.)	Cognitive Domain Application and Synthesis Levels of Bloom's Taxonomy
Generate online sales.	TLW create and boost a post. 1. Create Facebook posts that reach more people. (5:00 min.) 2. Reach customers they already know. (5:15 min.) 3. Remarket to website visitors. 4:00 min.)	Cognitive Domain Application and Synthesis Levels of Bloom's Taxonomy
Generate local sales.	TLW create and post a local advertisement. 1. Create ads that reach people in their area. (6:00 min.)	Cognitive Domain Application and Synthesis Levels of Bloom's Taxonomy

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Instructional Strategies:

Sequence of Activities

Activity	Facilitator	Learner
Course Registration	Offer Lesson and goals	Review and Accept or Deny Lesson offer
Needs Evaluation	Provide list of needed equipment and supplies and communication methods	Ensure ability to meet equipment and supply requirements Continue lesson or Withdraw
Pre-test Evaluation	Provide pre-test evaluation with detailed instructions for taking and returning response with time restrictions.	Complete pre-test evaluation in a timely manner and return as requested.
Lesson	Provide link to lesson. Provide step-by-step how to instructions for learner.	Insure proper approval for lesson is given. Communicate with Facilitator as needed with questions or concerns. Proceed with lesson. Provide Facebook business web address for review.
Feedback	After receiving the Facebook business web address, review steps followed from lesson and provide appropriate feedback.	Review feedback and make changes as need or desired.
Summative Assessment	Present learner with an end lesson assessment and return instructions.	Complete end of lesson assessment and return to facilitator as instructed.
Formative Evaluation	Develop and complete as needed throughout the lesson based on learner's feedback, questions, and review of student's final project.	No personal requirements just open communication with facilitator.
Final Feedback	Re-review Facebook business pages for students and provide feedback as appropriate.	Review final feedback and make changes as desired.

Learner Assessment Strategies:

There will be many check points throughout the training module to ensure that the learner understands the basics of setting up the Facebook Business page but also that the students understands the need for having the Facebook Business page. Although this module is not a graded course, there will be moments throughout the module where students can stop and answer questions mentally to self-check for comprehension.

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There are three main areas that we will review throughout the training module to check student comprehension; pre-assessment of knowledge, periodic knowledge checks, and post training assessment. The learner will complete two of the three areas of assessment and the instructor will complete one area of the assessment.

Pre-Test Self Evaluation (completed by the learner)

This portion of the assessment will relate to the learner's knowledge prior to beginning the training. There could be a diverse population of people taking this training in relation to technology and a pre-test questionnaire will allow the learner to see how confident they feel about their skills and prior knowledge before completing the objectives of our training module. This pre-test is based on the learner objectives of the training.

Learner Objectives:

- Create a Facebook business page.
- Create a post on their Facebook business page.
- Understand Copyright and Fair Use Laws
- Boost a post on their Facebook business page.
- Create an ad on their Facebook business page.
- Create a local awareness ad on their Facebook business page.

Possible Pre-test questionnaire for the learner:

In the table below, please read each question prior to your start of today's training. Please place a check mark in the box that you feel best describes your knowledge level prior to beginning the training.

5 – Extremely Confident 4 – Somewhat Confident 3 – Neutral 2 – Somewhat Unsure 1 – Very unsure

Question	5	4	3	2	1
Do you know how to log onto the Facebook website?					
Do you know how to create a Business page on the Facebook website?					
Do you understand Copyright and Fair Use laws and how they affect you?					
Do you know how to boost your post on the Business page?					
Do you know how to create an ad on the Facebook business page?					
Do you know the demographics of your market for your business?					
Do you understand how to create local awareness of your business by using your Facebook page?					

This pre-test questionnaire will be informal and will allow the learner to see if they really do have a need for the training. We are checking within this pre-test the learner's preparation to study the topic of creating the business page and determining if the learner has mastered any of the concepts that we will cover. Some prior knowledge of the business, market, and social aspect of Facebook is not required but would aid in the success of the learner.

Formative Evaluation (completed by the instructor and learner)

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The formative evaluation should be a collaboration between instructor and learner. The instructor of the course should work closely with the learner during the course and after the course during the post-course evaluation to ensure the learner had many "take-a-way's" throughout the training. According to Chapter 11 of *Designing Effective Instruction* there are several questions to ask during the formative evaluation stage of the process. According to Chapter 11, some questions to consider[1]:

- Given the objectives for the unit or course, is the level of learning acceptable? What weaknesses are apparent in the training?
- Are learners able to use the knowledge or perform the skills at an acceptable level?
- How much time did the instruction and learning require? Is it acceptable?
- Did the activities provided in the training seem appropriate and/ or manageable to the instructor and to the learners?
- Were the materials easy to use, locate, and save for later use?
- What revisions in the program are necessary for the success of the training?
- Is the instruction appropriate for the learner?

[1]Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2013). *Designing effective instruction* (7th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

These questions should be answered by both the instructor and the learner. In the web-based module, the questions will be answered during the web conferencing portion of the instruction. These questions can also be answered during the evaluation by the learner to better assist the instructor with necessary changes to the module.

Summative Evaluation

After course completion by the learner and the Facebook page is successfully created, the student should complete an assessment like the pre-test. This time, the learner will answer the questions based on how they feel after the training. It is the hope of the instructor that students will answer 5 and 4 on the questionnaire for all categories. In the table below, please read each question after completing the entire training module. Please place a check mark in the box that you feel best describes you after completing the training.

– Extremely Confident 4 – Somewhat Confident 3 – Neutral 2 – Somewhat Unsure 1 – Very unsure

Question	5	4	3	2	1
Do you know how to log onto the Facebook website?					
Do you know how to create a Business page on the Facebook website?					
Do you know how to boost your post on the Business page?					
Do you know how to create an ad on the Facebook business page?					
Do you know the demographics of your market for your business?					
Do you understand how to create local awareness of your business using your Facebook page?					

The post-training questionnaire is also a time for open-ended questions that could be evaluated from the formative assessment phase. This allows the learner to have a voice in the training and allows the instructor value by providing reflective feedback when creating and adapting the training for future use. Attached to the post-training

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questionnaire could be the open-ended questions and the learner could choose to answer, if they feel necessary.

Questions to consider:

- Did you feel the learning in today's training matched the instructional objectives given at the beginning of the course?
- Are you able to take the knowledge that you learned today and apply it for your business?
- How much time did this training module take you to complete? Did you feel this time was an appropriate amount of time?
- Did the activities and information presented in today's training seem important and necessary to you for your success in completing the training?
- What were the strengths in today's training?
- What were the weaknesses in today's training?
- Would you recommend this training to other business owners?

Confirmative Evaluation

Something to think about it the lasting effects that the training has on the learner and the success of their Facebook business. The idea of confirmative assessment is based on the thought that the evaluation of instruction extends past the summative phase. This would require extra work between those who served as instructors and those who were learners. This portion of the assessment phase would not come for months after the implementation of the Facebook page by a business owner. A confirmative assessment uses questionnaires, interviews, and data collection to see the strengths in the training.

Questions to consider if using the confirmative assessment strategy:

- Did the business page contribute to the successful of your business?
- Do the materials of our training still meet your needs? Have you noticed anything change in the Facebook program since taking our training?
- If improvements are needed to the training program, how best can we accommodate those changes effectively?
- Should the training module be updated?
- Should the training module be terminated?

All of these questions should be answered through the use of interviews or questionnaires completed by those who took the training. There should also be room for data collection to see the positives and negatives of the business solely based on the creation of the Facebook page for the small business.

Summary of modifications:

Overall, the plan I selected was well conceived. I began modifying the original instructional plan to reflect changes to learner analysis, course content and delivery method. My learners are geographically dispersed so I changed the delivery to reflect that fact. I added a section in the training for "Copyright and Fair Use laws" as I believe it is only responsible to discuss how those laws can affect any content you reuse for the

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purposes of Facebook. Once I added the new section to the training I had to ensure that I changed the sequencing, training goals, objectives, and anything else that pertained to the training content including the evaluations. I also added a gap analysis to the plan as it shows the gap between the "current performance of a target audience and the desired performance." (Malamed, nd)

Overall, I restructured sentences to reflect my intentions in a clear and concise manner. I removed paragraphs that were extemporaneous and utilized to promote the learning environment.

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