



TOOL: SOCIAL MEDIA & POSITIVE CONNECTIONS

Introduction

Social media is one of today's big tools for networking, both socially and for business. Social media offers a range of free tools and opportunities for budding entrepreneurs. It allows and individual with a passion to network with others sharing their passion around the world.

For offenders in prison and ex-offenders in the community, used in a positive and safe way, social media could open up a new world of opportunities.

Most individuals, young and old, say that they know about social media and it's nothing new, but when participating in training it become obvious that their knowledge is in most cases very limited.

This session starts with the learner considering how the telephone and internet have changed over the years. Learners explore the size of the internet and its reach around the world. This is followed by the learners considering the differing social media platforms and the volume of actions undertaken every 60 seconds around the world.

Building on this understanding, the learner start to explore how the differing social media platforms can be used to their best advantage, and in a business context how best to use each platform.

Embedded in NETNARY game learner consider various aspects of social media, social media etiquette and personal social media security. Finally the learner explores social media is action, through a thought provoking quiz.



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SOCIAL MEDIA & POSITIVE CONNECTIONS

Trainer's delivery plan

Session Aim(s):	Learning materials:
Awareness on social media opportunities to establish positive connections for personal, social and professional development	Computer, projector and powerpoint presentation of themes addressed (optional) or printed copies of presentation contents A small supply of blank A4 paper and pens/pencils Printed sheets with learning contents, exercises materials and evaluation.

Expected learning outcomes:	Differentiated Learning Outcomes:	Differentiation achieved through:
<p>Knowledge of the role of ICT tools/ in everyday contexts to promote motivating and engaging interaction that benefits everyone</p> <p>Knowledge on the main tools to exchange information, communicate and participate in collaborative networks via the Internet</p> <p>Knowledge on the advantages of safe use/ using confidently and critically Information and Communication Technologies (ICT)/ Social Media for work, leisure and communication</p> <p>Knowledge on the impact of Social Media in the connected economy/ society</p>	<p>A critical and reflective attitude towards available information</p> <p>Identifying the right ICT tool and using it for one's own goals</p> <p>Self-control and responsible use of the interactive media</p> <p>An interest in engaging in communities and networks for cultural, social and/or professional purposes</p> <p>Curiosity, openness to change</p>	<p>Experiential learning approach</p> <p>Interactive discussion</p> <p>Encouragement of critical thinking</p> <p>Team work/ group exercises</p>



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Timings	Key Content	Trainer Activity	Learner Activity	Resources
10 minutes	Introductions	<ul style="list-style-type: none"> ✓ Trainer introduction ✓ Get learners to introduce themselves ✓ Gives a brief explanation on work session aims, main activities and time 	Personal introduction to the group	
10 minutes	Ice-breaking/ brainstorming on the uses of telephone and its increasing usefulness made possible through the use of an internet connection	<ul style="list-style-type: none"> ✓ Engages learners on practical exercise/ dynamic: <u>Exercise - What is it for a telephone? (5-10 minutes)</u> <p>Show image/ draw/ distribute a sheet with an old telephone and challenge learners to share with the group what they think is the use of it.</p> <p>Show image/ draw/ distribute a sheet with a mobile telephone and challenge learners to share with the group what they think is the use of it.</p> <ul style="list-style-type: none"> ✓ Sum up learners feedback and reinforce multiple uses of a telephone with internet 	Learners to enunciate/ discuss possible uses/ benefits of a mobile phone with internet connection	Flip chart paper or a white board and pens Exercises sheets
40 minutes	Impact of ICT tools/ Social Media on modern societies at different levels (figures and facts) Uses of ICT tools/ Social Media on social capital development / networking	<ul style="list-style-type: none"> ✓ Introduces impact of ICT tools/ Social Media with an overview of the changes on the way people communicate, study, work, access to services, participate in community and connect with others. ✓ Engages learners on practical exercise/ dynamic – trainers decision on which and how many exercises according to target group profile/ context specifies and time. <u>Exercise - Internet users in the world (5-10 minutes)</u> <p>Show image/ write/ distribute a sheet with world regions names and ask learners to think about the origin of the internet users in the world</p> <p>Show image/ write/ distribute a sheet with descendent values of world regions internet and challenge learners to match each % to the right region.</p> <p>Show image/ write/ distribute a sheet with right answers and discuss results with the group. <u>Exercise - 60 Seconds Game (10-15 minutes)</u></p> <p>Show image/ write down/ distribute a sheet with a set of social media possible actions. Ask learners to quantify how many of that actions take place in 60 seconds around the world.</p> <p>Show image/ write / distribute a sheet with the answers and discuss results with the group. <u>Exercise - How would you use Social Media? (10-15 minutes)</u></p> <p>Show image/ write down/ distribute a sheet with a set of main social media. Ask learners to briefly explain how they would use them.</p> <p>Discuss the results and guide the group with some tips on how to get more engagement impact.</p> <p>1. Sums up learners feedback, reinforcing ICT tools/ Social Media role on modern daily life</p>	Learners to participate in an interactive discussion on tools to support Social Media Connections	Flip chart paper or a white board and pens Exercises sheets



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30 minutes	Online safety and responsibility	<ul style="list-style-type: none"> ✓ Introduces a critical approach on Social Media opportunities, exploring on line risk/ responsible behaviours when networking and developing personal and professional contacts. ✓ Engages learners on practical exercise/ dynamic: <u>Exercise – Social Media Pros and cons (20-25 minutes)</u> Divide learners in groups of 2/3 and ask them to discuss and list social media pros and cons. Challenge groups to present results, debate and collectively prioritize most relevant pros/ cons (<u>5</u>). Explore with learners some examples on how to prevent cons, providing on line safety tips. ✓ Sums up debate and reinforce networking opportunities based on responsible on line behaviour 	Learners to participate in an interactive discussion on risk and responsible behaviours	Flip chart paper or a white board and pens Exercises sheets
10 minutes	Short break	Trainer invites learners to a short break (optional)	Break (optional)	
35 minutes	Analyses of scenarios on social media based interactions. Strategies to build positive connections through social media networks.	<ul style="list-style-type: none"> ✓ Summarizes main topics previously covered. ✓ Challenges learners to participate in practical group exercise/ dynamic - trainers' decision on which exercise to do, according to target group profile/ context specifies and available time. <u>Exercise – NETNARY Social Media Interactions (15-30 minutes)</u> Ask each learner to take one card at a time and accomplish the requested task – question, charade or drawing challenge - with the help of card tips, in previously established time. Explore and guide group discussion encouraging critical thinking on covered issues, it may be more useful to feed the debate than to finish the deck of cards. <u>Exercise - QUIZ Social Media & Positive Connections (30 minutes)</u> Divide learners in groups of 2/3 and ask groups to define a team name and a team representative. Distribute 1 form for each group and give 15 minutes to each group to do the quiz. After time runs out share quiz solutions printed sheets to each group, check each group right answers and present final results – total nr of right answers. Ask for feedback on main difficulties and issues of interest for debate and guide group discussion encouraging peer learning. ✓ Sums up learners feedback and reinforce strategies and behaviours to promote positive connections, providing tips on how to search for more information. 	Learners to analyse, reason and search for a basis of common understanding on proposed challenges.	Flip chart paper or a white board and pens Printed cards of NETNARY Printed sheets of QUIZ form and QUIZZ solutions
10 minutes	Evaluation	<ol style="list-style-type: none"> 1.Trainer explains training session evaluation objectives, highlighting tools future improvement and give an evaluation questionnaire to each learner. 2.Trainer fills his/her evaluation questionnaire and collects learner's questionnaires. 	Learners fill in training session questionnaires	Printed sheets of evaluation questionnaires
5 minutes	Goodbye	Trainer says goodbye	Learners say goodbye	



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Trainers notes:

Delivery time for this session is 2hrs and 10 minutes, plus an optional 10 minute break.

Main contents

1. Impact of Internet and ICT on everyday life
2. What is Social Media?
3. Main Types of Social Media
4. Main Social Networks Sites (SNS)
5. Social Media use snapshot
6. Benefits of Internet and Social Media
7. Online safety & risks behaviours
8. Building Positive Connections
9. Glossary
10. Some useful links
11. Some bibliography
12. Appendix



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1. Impact of Internet and ICT on everyday life

WHAT IS ICT?

ICT is an abbreviation for Information and Communication Technology.

Refers to all equipment, applications and services that involve communication, such as computers, mobile phones, televisions, radios and satellite systems

IMPACT OF ICT

Technology has significantly changed the way in which people interact with one another and the world around them. The Internet has turned our existence upside down.

We use internet in almost everything that we do to source information, engage and construct and maintain social networks in different spheres and activities of everyday life - family, school, work, politics, leisure, etc

We are confronted with ICT technologies from our youngest years when we are starting to learn in school and it supports life-long learning when we have left school. ICT has spread throughout the work place, so that the large majority of jobs now require some form of ICT skills. ICT plays a larger and larger role in our private lives for leisure/entertainment, communication and social interaction, our health and wellbeing, as well as with respect to our participation in society.

Technologies have transformed deeply people's relationships with one another, their families and communities:

In de past, the telephone allowed us to make phone calls.

Today, an internet connection in a mobile phone provide us the possibility, in seconds, at a distance of a click or two, to access an enormous amount of different types of information and services:

1. to keep in touch with what happens around the globe, at the minute
2. search for advices about issues of concern
3. sign up for a public campaign/ march/ protest
4. send a job application by email
5. contact long distant friend via social networks
6. find a shop location in the map city and the right bus to get there



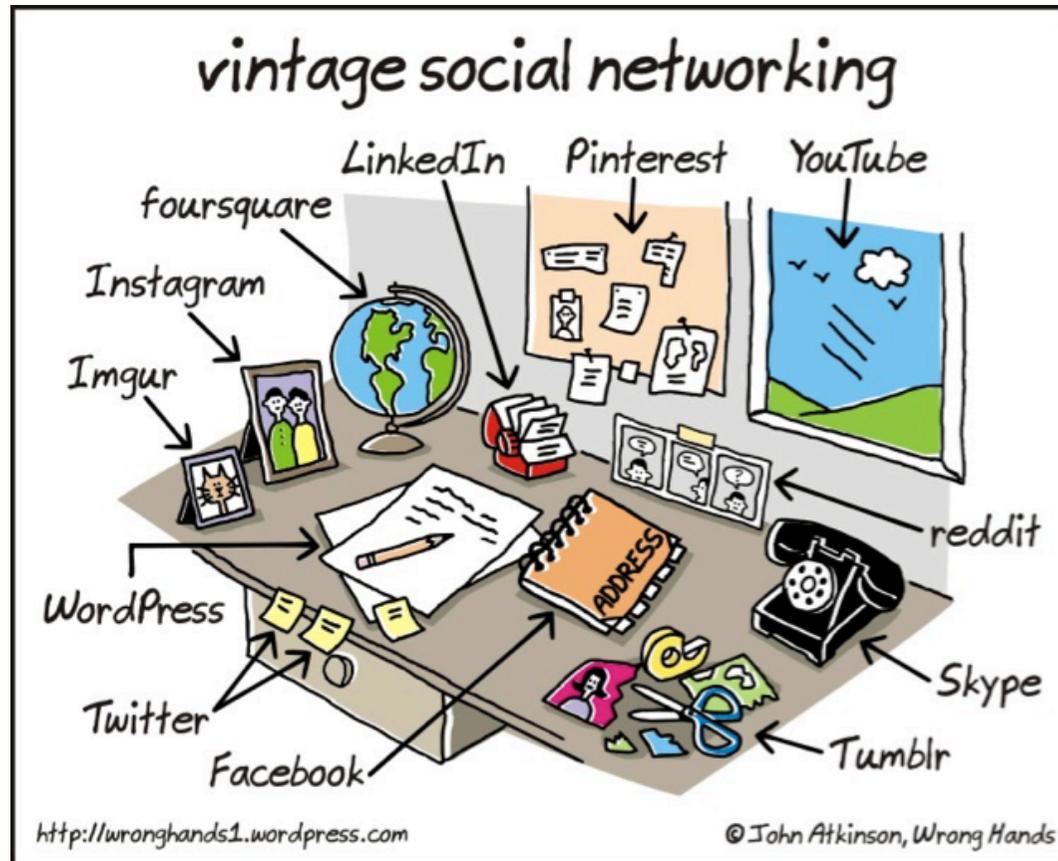
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7. request address change to public/sate services
8. order a pizza
9. launch a crowdfunding campaign for a community project
10. pay an on line training course registration by home banking
11. search for job opportunities
12. share ideas and collaborate in specific interest areas forums/ blogs

Internet is today a major source of information and communication, a relevant input in the formation of our beliefs, attitudes, views about the world around us and our sense of who we are in it.



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We can highlight ten trends reinforced by ICT in modern societies¹:

1. Time: the acceleration of all societal processes
2. Space: increasing mobility
3. Scale: globalization
4. Social infrastructure: network individualization
5. Complexity: the rise of registration for control
6. Capitalism: rejuvenation and growing instability
7. Class: growing social inequality
8. Politics: civil emancipation and the rise of populism

In the past we were limited to direct interaction between people living close together. Today ICT crosses space and time barriers, increasing individuals' mobility in a global village.

Digital media accelerated contemporary globalization in the economic sphere - diffusion of borders in a worldwide production, circulation and consumer processes and by a liberalization of the world market – and the cultural sphere - internet, email and wireless mobile communication have changed the experience of people, enlarging the scope of cultural references

The Internet provides unprecedented facilities for social contacting but also for community building. Existing communities are going online more and more - communities online. Additionally, the Net also creates virtual communities that often are communities of interest - online communities.

Increasing society complexity, ICT developments also resulted in the emergency of different needs of organization, safety, freedom and protection of personal life.

ICT amplified the economic system instability that characterizes today's capitalism with its extended financial sphere. Banking/credit crisis are good examples of this trend.

Social and economic inequalities are reinforced by unequal skills and differential use of the Internet - one social category or class benefits more than the other.

Large scope of the Internet and ICT increase citizen emancipation and the rise of populism. Single issues and favourite political persons can be consulted and supported by individual citizens on specialized websites. We are still in the age of television politics but in the USA and in Northern and Western Europe election campaigns are drawing to the Internet.

¹ Each of these ICT trends presented in a study from University of Siegen (2010) is developed in appendix.



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As ICT spreads throughout our societies, touching more and more parts of our lives, more essential becomes for every individual to develop digital competence. It's important to be able to carefully discern users of the internet, search trustful information and recognize bias and propaganda.²

What is Social Media?

Websites and applications that enable users to create and share content or to participate in social networking (on line Oxford Dictionaries).³

Main Types of Social Media

We can distinguish 6 main types of social media, including services that allow:

Social Networks to connect with other people of similar interests and background. Usually they consist of a profile, various ways to interact with other users, ability to setup groups, etc. Ex: Facebook and LinkedIn;

Bookmarking Sites to save, organize and manage links to various websites and resources around the internet. Most allow you to "tag" your links to make them easy to search and share. Ex: StumbleUpon and Pinterest;

Multimedia Sharing to upload and share various media such as pictures and video. Most services have additional social features such as profiles, commenting, etc. Ex: YouTube and Flickr;

Wiki based-knowledge sharing tools (wikis) create and edit a collection of interlinked web pages. The largest example of a wiki in the world is Wikipedia which is a free online encyclopedia that is written collaboratively by the people who use it. Anyone can edit almost every page and as all changes are recorded, updates can be verified and reversed if needs be. To find more about updating or writing a new article look here;

Blog Comments and Forums online forums to hold conversations by posting messages. Blog comments are similar except they are attached to blogs and usually the discussion centers around the topic of the blog post. There are MANY popular blogs and forums.

Social News to post various news items or links to outside articles and then allows it's users to "vote" on the items. The voting is the core social aspect as the items that get the most votes are displayed the most prominently. The community decides which news items get seen by more people. Ex: Digg and Reddit.

² Digg in credibility assessment of online information in appendix.

³ Digg in 30 definitions of social media from experts in appendix.



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Main Social Networks Sites (SNS)⁴

Facebook considered to be synonymous with “social media” by some, Facebook is the one site where you’re likely to find friends, colleagues, and relatives all floating around. Although Facebook is mainly centered around sharing photos, links, and quick thoughts of a personal nature, individuals can also show their support to brands or organizations by becoming fans.

Twitter known as the real-time, public microblogging network where news breaks first. Most users loved it for its iconic 140-character limit and unfiltered feed that showed them absolutely everything. Twitter has changed dramatically over the years, and today it's criticized a lot for going the way of looking and functioning almost exactly like Facebook.

LinkedIn social network for professionals. Anyone who needs to make connections to advance their careers should be on LinkedIn. Profiles are designed to look sort of like extremely detailed resumes, with sections for work experience, education, volunteer work, certifications, awards and all sorts of other relevant work-related information. Users can promote themselves and their businesses by making connections with other professionals, interacting in group discussions, posting job ads, applying to jobs, publishing articles to LinkedIn pulse and so much more.

Google+ making its debut in the early summer of 2011, Google+ became the fastest growing social network the web has ever seen. After failing a couple times already with Google Buzz and Google Wave, in late 2015, a brand new Google+ was rolled out to put more emphasis on its Communities and Collections features to help differentiate the platform a bit more and give existing users more of what they wanted.

Youtube where does everyone go to watch or share video content online? It's obviously YouTube. After Google, YouTube is the second largest search engine. Despite being owned by Google, YouTube can still be recognized as a separate social network all on its own as the premiere place online to go to watch videos on every topic under the sun and upload your own as well. From music videos and movies, to personal vlogs and independent films, YouTube has it all. YouTube recently launched a premium subscription option, called YouTube Red, which removes all advertisements from videos.

Instagram has grown to be one of the most popular social networks for photo sharing that the mobile web has ever seen. It's the ultimate social network for sharing real-time photos and short videos while on the go. Now it's even a leading advertising platform for brands too. The app is available for the iOS platform, Android and, Windows Phone also the web. Instagram was bought by Facebook in 2012.

Pinterest has become a major player both in social networking and in the search world, proving just how important visual content has become on the web. As the fastest standalone site ever to reach 10 million monthly unique visits, Pinterest's beautiful and intuitive pinboard-style platform is one of the most enticing and useful resource for collecting the best images that can be categorized into separate boards. Pinterest is also growing to become a huge influencer in social shopping, now featuring "Buy" buttons right on pins of products sold by some retailers.

Tumblr is an extremely popular social blogging platform that's heavily used by teens and young adults. Like Pinterest, it's best known for sharing visual content. Users can customize their blog theme, create blog posts in all sorts of different types of content formats, follow other users to see content in their dashboard feed and be

⁴ Check out information on main social networks sites in appendix.



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followed back. Reblogging and liking posts is a popular way to interact. If you post great content, you could end up with thousands of reblogs and likes depending on how far it gets pushed out into the Tumblr community.

Flickr is Yahoo's popular photo-sharing network, which existed long before other popular competing networks like Pinterest and Instagram entered the social photo sharing game. It's still one of the best places to upload photos, create albums and show off your photography skills to your friends. Yahoo has also worked hard at regularly updating its mobile apps with lots of great features and functions so that it's easy and enjoyable to use from a mobile device. Users can upload 1,000 GB worth of photos for free to Flickr and use the powerful app to organize and edit them however they like.

Reddit has never really had the nicest design, but don't let that fool you – it's a happening place on the web. It has a very strong and smart community of people who come together to talk about the topics they love while sharing links, photos and videos relevant to the subreddit topic thread where they're participating. Reddit AMAs are another cool feature, which allow users to ask questions to celebs and other public figures who agree to host one. Reddit works by displaying submitted links that get voted up or down by users. The ones that receive the most upvotes will get pushed to the first page of their subreddits.

Social Media use snapshot

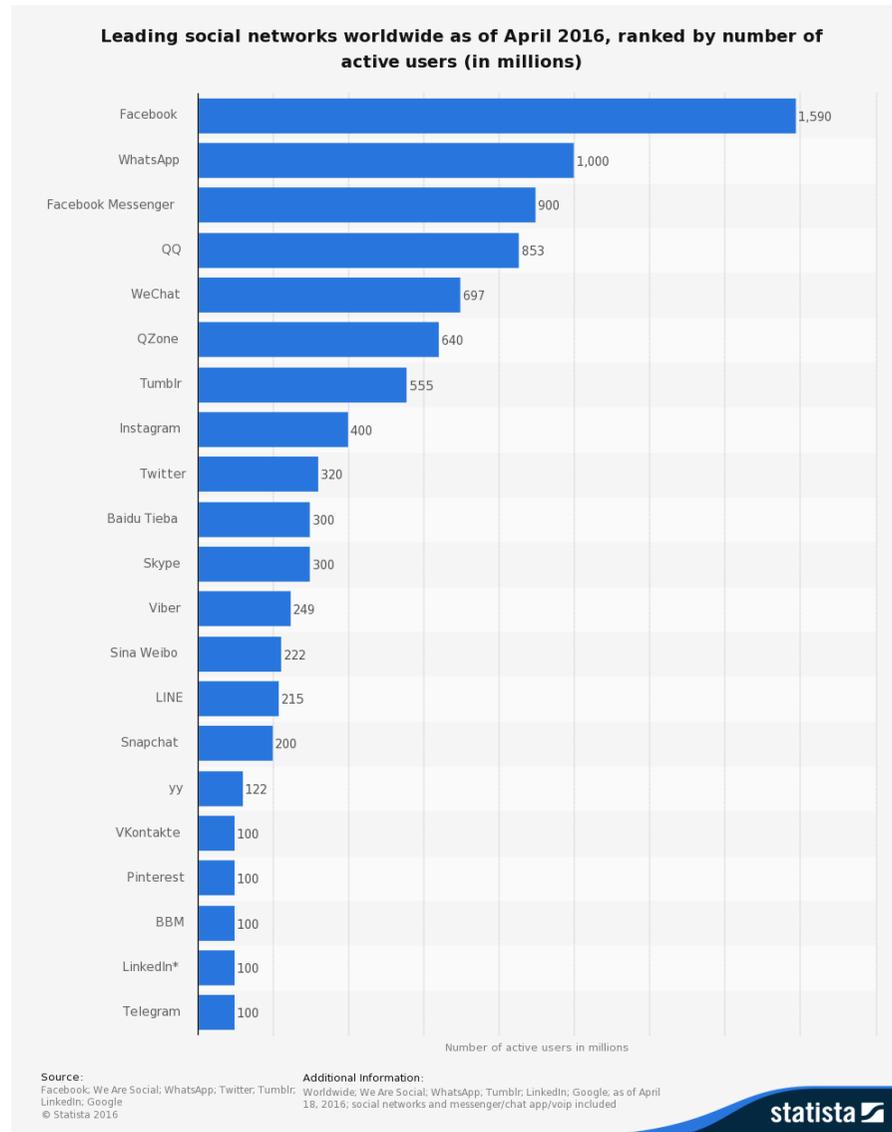
Looking at some figures is important to understand the real impact of social media on today's society. Here follows a global snapshot with a compilation of the latest social media usage statistics – 2016⁵

⁵ <http://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/>; <http://www.slideshare.net/wearesocialsg/digital-in-2016>



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WHICH ARE MOST POPULAR SOCIAL NETWORKS?





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WORLD'S KEY DIGITAL STATISTICAL INDICATORS

Check out the world digital snapshot





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ANNUAL GROWTH FOR KEY DIGITAL STATISTICAL INDICATORS

Check out digital statistical annual growth

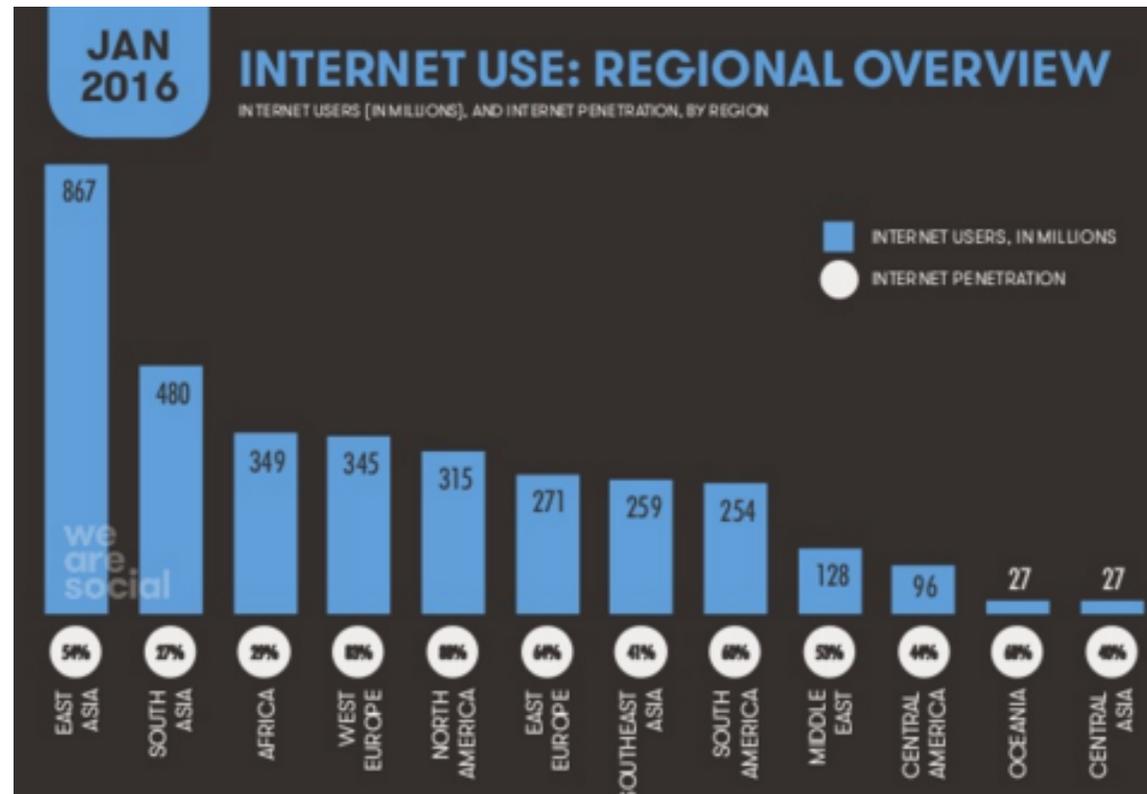




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INTERNET USE ON WORLD REGIONS

Check out the number of internet users in different regions of the globe – East and South Asia stand out.





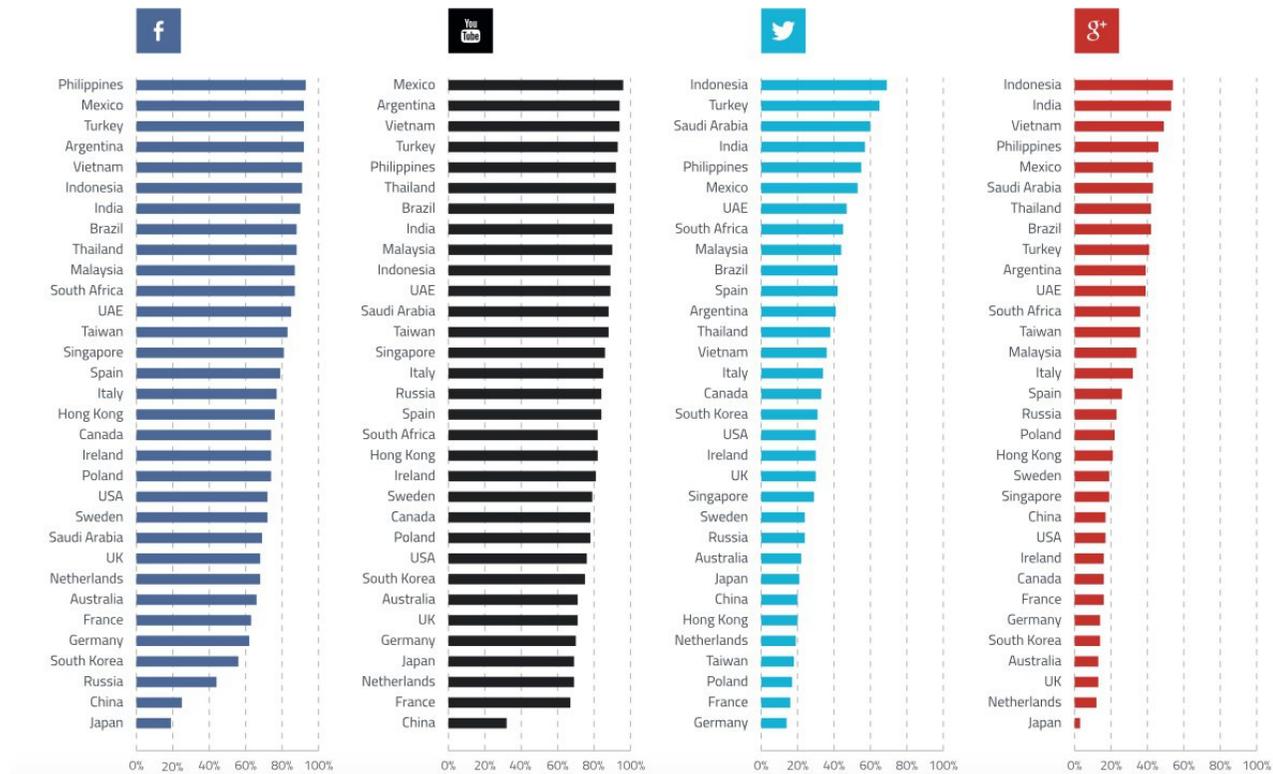
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INTERNET SOCIAL NETWORK POPULARITY BY COUNTRY

Check out the popularity of social networks based on the interviews in the GWI report. Indonesia, Philippines, Mexico, India and Brazil are in the top 10 visitors for each with significantly higher levels of use than the US, UK and European countries.

Chart 9: VISITORS TO THE TOP SOCIAL PLATFORMS BY COUNTRY

% internet users who have visited/used the service in the last month



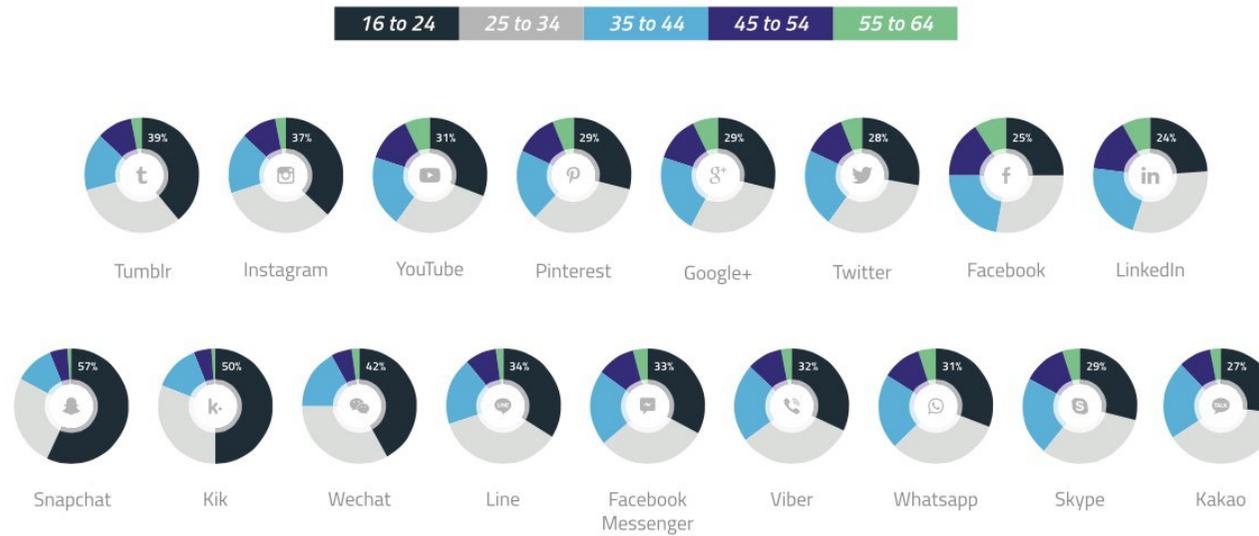


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USE OF SOCIAL NETWORKS BY DIFFERENT DEMOGRAPHICS

Check out the similarity of active users across different age groups. Social networks reach all age and gender groups. The exceptions to this are Instagram and Tumblr which are clearly popular with younger age groups.

Chart 26: ACTIVE USERS OF THE TOP SOCIAL PLATFORMS AND MESSAGING TOOLS, BY AGE



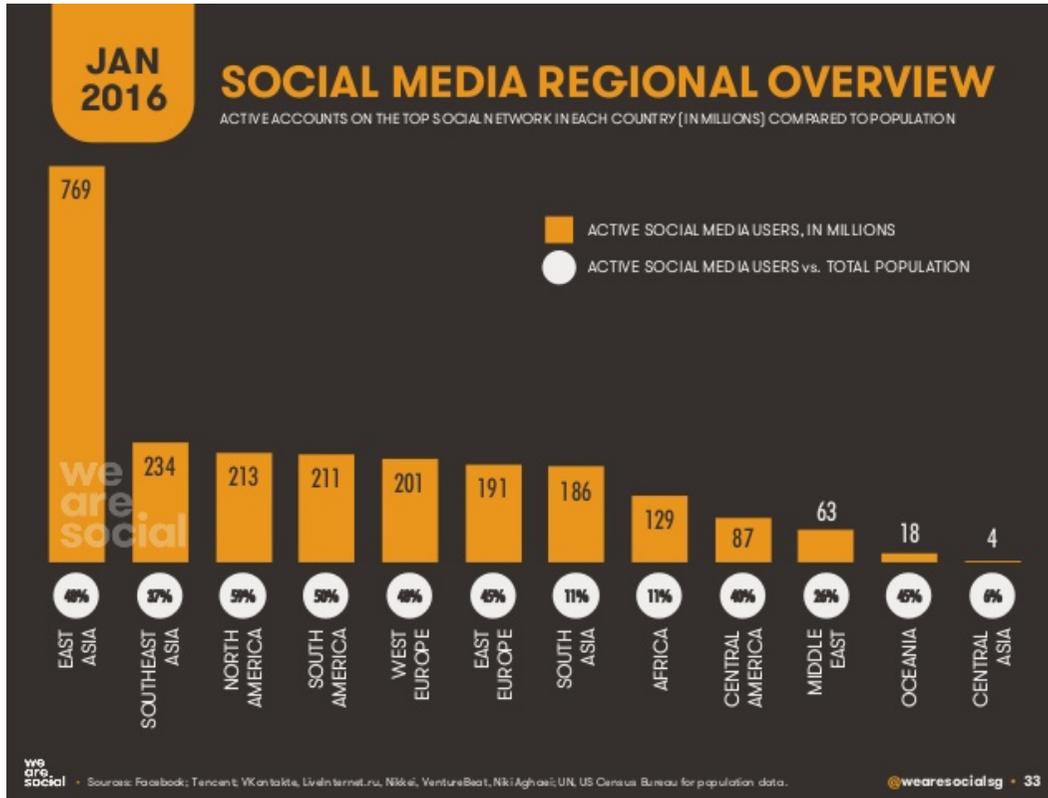
Question: Which of the following services have you used or contributed to in the past month using any type of device? e.g. PC/laptop, mobile phone, tablet, etc. // Which of the following mobile/tablet applications have you used in the past month? (on any device) // Source: GlobalWebIndex Q4 2014 // Base: Active social network and active app users aged 16-64, exc. China



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GLOBAL SOCIAL MEDIA USE ON WORLD REGIONS

Check out active accounts in different regions of the globe – North and South America stand out.

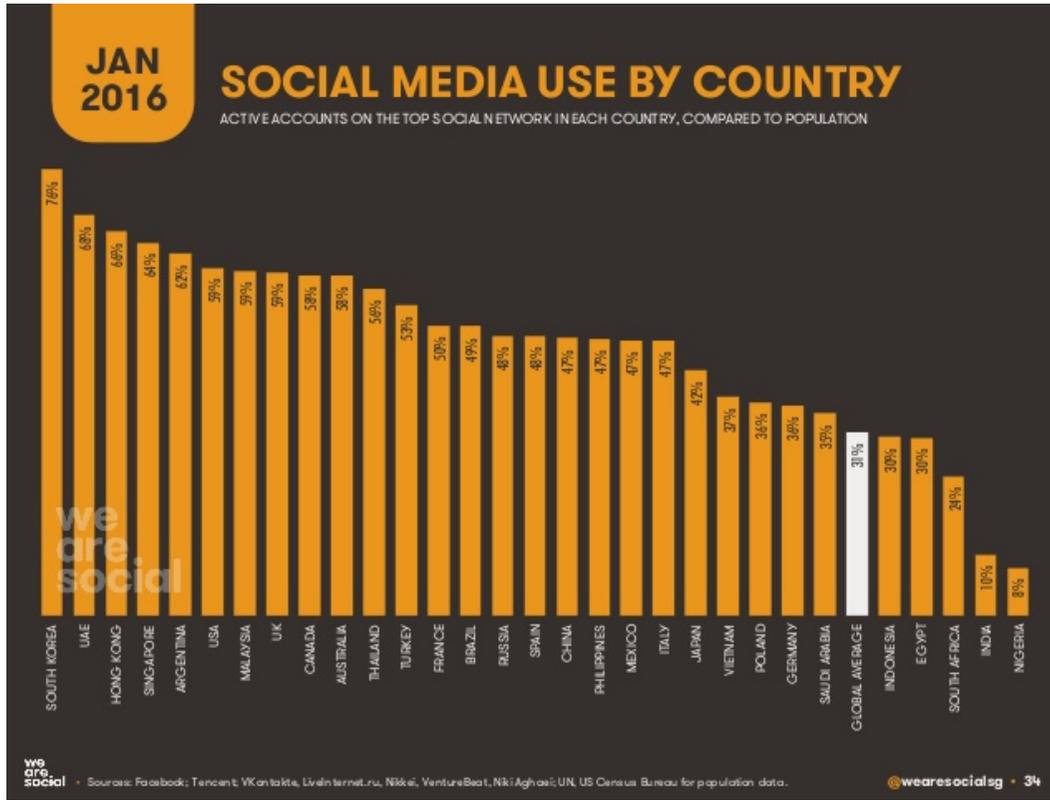




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GLOBAL SOCIAL MEDIA USE BY COUNTRY

Check out active accounts by country compared to population

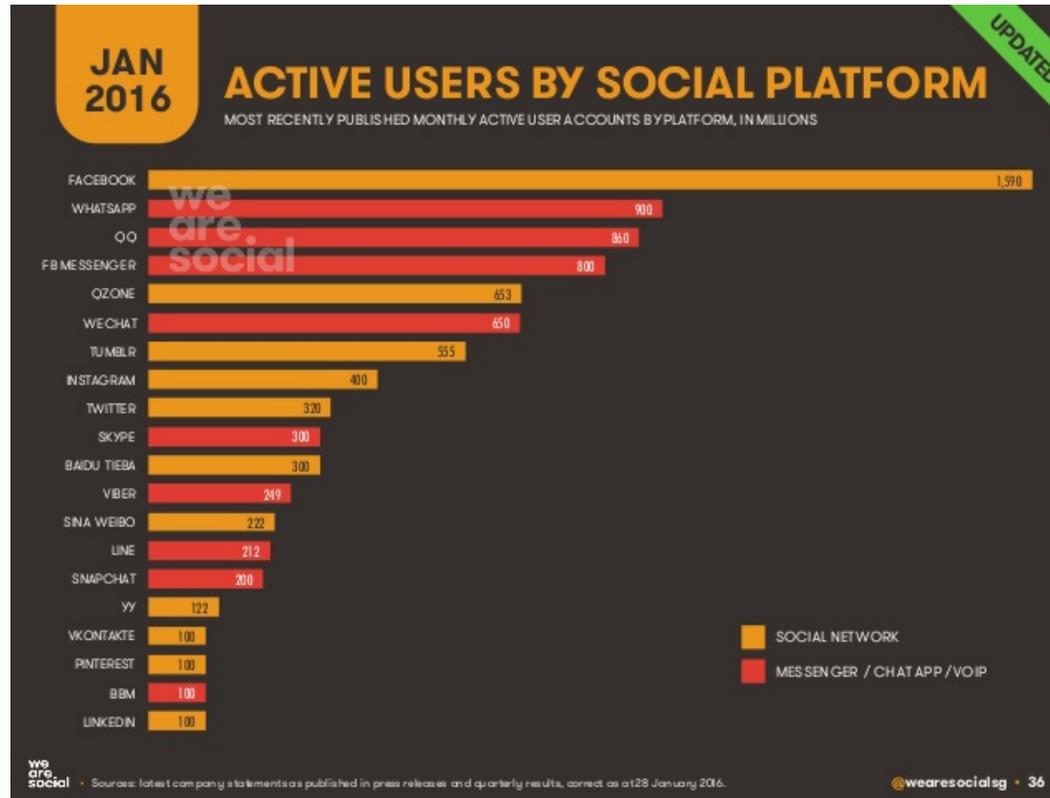




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GLOBAL ACTIVE USERS BY SOCIAL PLATFORM

Check out active users by social platform

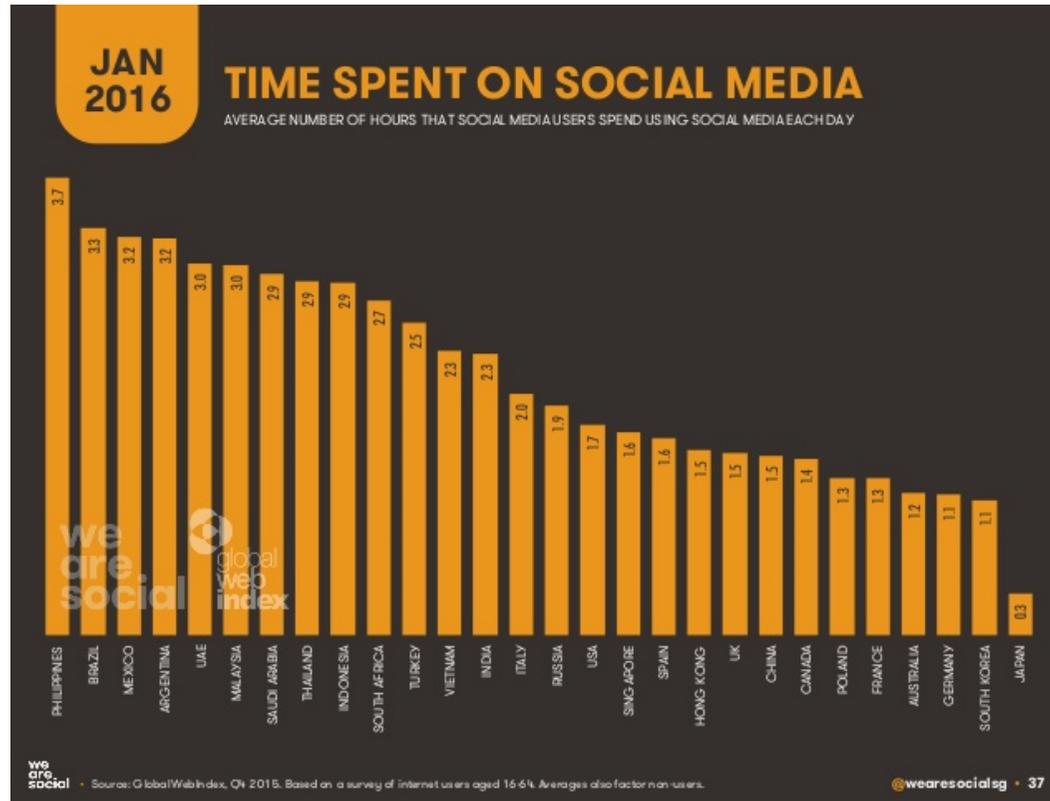




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TIME SPENT ON SOCIAL MEDIA

Check out average number of daily hours spent by users on social media

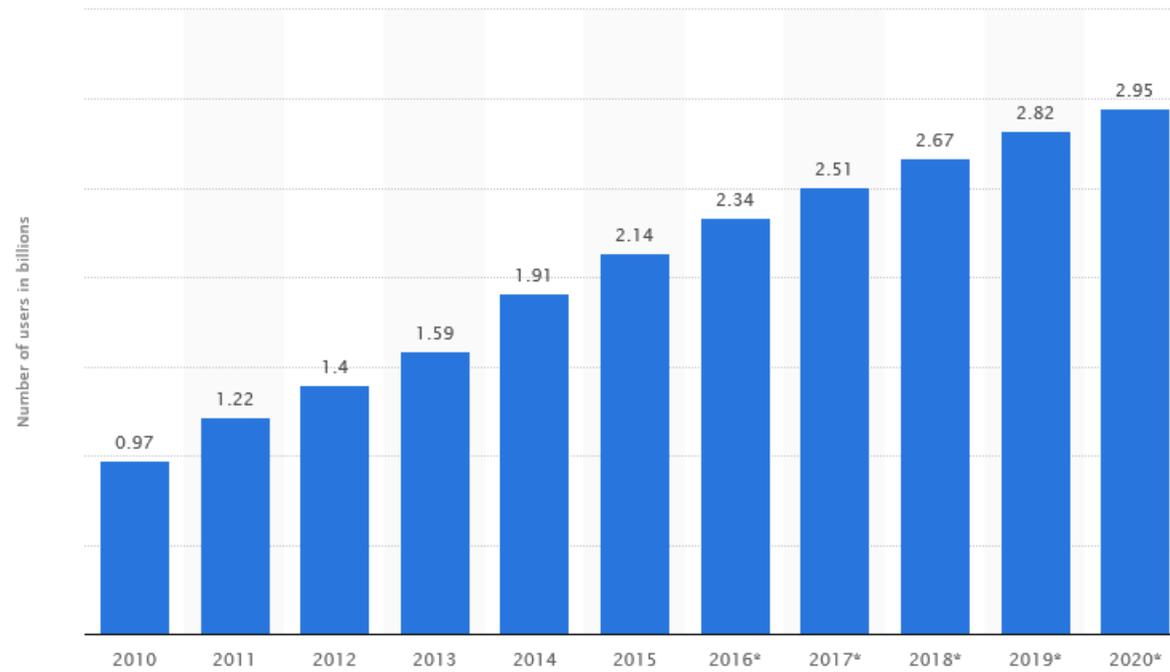




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WORLDWIDE EVOLUTION TRENDS ON SOCIAL MEDIA USE

Check out the number of social network users worldwide from 2010 to 2020 (in billions)



Source information for logged in users only © Statista 2016



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13. Benefits of Internet and Social Media

The internet and social media provide people a range of benefits and empowerment opportunities: maintain social connections and support networks that otherwise wouldn't be possible, access more information than ever before and bolstering and development of self-confidence and social skills through communities and social interactions formed online.

INTERNET & SOCIAL MEDIA POTENTIALITIES

Main potentialities of internet and social media can be grouped in the following dimensions⁶:

Individuals as social participants and active citizens

Social networking services can provide an accessible and powerful toolkit for highlighting and acting on issues and causes that affect and interest young people. Social networking services can be used for organizing activities, events, or groups to showcase issues and opinions and make a wider audience aware of them. E.g. Coordinating band activities, fundraisers, and creating awareness of various causes.

Developing a voice and building trust

Social networking services can be used to hone debating and discussion skills in a local, national or international context. This helps users develop public ways of presenting themselves. Personal skills are very important in this context: to make, develop and keep friendships, and to be regarded as a trusted connection within a network. Social networking services can provide opportunities to learn how to function successfully in a community, navigating a public social space and developing social norms and skills as participants in peer groups.

Individuals as content creators, managers and distributors

Social networking services rely on active participation: users take part in activities and discussions on a site, and upload, modify or create content. This supports creativity and can support discussion about ownership of content and data management.

People who use social networking services to showcase content - music, film, photography or writing - need to know what permissions they are giving the host service, so that they can make informed decisions about how and what they place on the site.

⁶ <http://au.professionals.reachout.com/benefits-of-internet-and-social-media>



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Users might also want to explore additional licensing options that may be available to them within services - for example Creative Commons licensing - to allow them to share their work with other people in a range of ways.

Individuals as collaborators and team players

Social networking services are designed to support users working, thinking and acting together. They also require listening and compromising skills. People may need to ask others for help and advice in using services, or understand how platforms work by observing others, particularly in complex gaming or virtual environments. Once users have developed confidence in a new environment, they will also have gained the experience to help others.

Individuals as explorers and learners

Social networks encourage discovery. If someone is interested in certain books, bands, recipes or ideas, it's likely that their interest will be catered for by a social networking service or group within a service. If users are looking for something more specific or unusual then they could create their own groups or social networking sites. Social networking services can help people develop their interests and find other people who share the same interests. They can help introduce people to new things and ideas, and deepen appreciation of existing interests. They can also help broaden users' horizons by helping them discover how other people live and think in all parts of the world.

People becoming independent and building resilience

Online spaces are social spaces, and social networking services offer similar opportunities to those of offline social spaces: places for people to be with friends or to explore alone, building independence and developing the skills they need to recognize and manage risk, to learn to judge and evaluate situations, and to deal effectively with a world that can sometimes be dangerous or hostile. However, such skills can't be built in isolation, and are more likely to develop if supported. Going to a social networking service for the first time as a young person alone can be compared to a young person's first solo trip to a city centre, and thus it is important for a young person to know how to stay safe in this new environment.

People developing key and real world skills

Managing an online presence and being able to interact effectively online is becoming an increasingly important skill in the workplace. Being able to quickly adapt to new technologies, services and environments is already regarded as a highly valuable skill by employers, and can facilitate both formal and informal learning. Most services are text based, which encourages literacy skills, including interpretation, evaluation and contextualization.



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SOCIAL NETWORKS SERVICES IMPACT - LITERATURE REVIEW

A literature review developed by a Cooperative Research Centre for Young People, Technology and Wellbeing compiles research evidence on the impact of Social Networks Services in everyday life context (Collin, 2011). Here is a summary on main benefits, highlighting media literacy, informal knowledge and skills, creativity, individual identity and self-expression, strengthening interpersonal relationships, belonging and collective identity, strengthening and building communities, civic engagement and political participation, wellbeing and future challenges.

WHAT BENEFITS?

1. Media literacy

The use of social networking services can support the development of media literacy, increasing people's technical literacy (ex: learn to use code to create their profiles), creative content and visual literacy (ex: draw from and re-use media in appropriate ways for communication and self-expression) and develop a deeper understanding of the production, nature and use of various forms of content (ex: dealing with written text, photos, animation, sounds, music, video clips, core components of SNS)

2. Informal knowledge and skills

Social networking services can facilitate learning and skill development outside formal learning environments by supporting peer-to-peer learning, cooperation, diverse cultural expression and a more empowered conception of citizenship.

When sharing content and creating/maintaining relationships people develop peer-based, self-directed and interactive learning essential for engagement and deep learning processes.

3. Creativity

Creative content sharing practices based on social networking - blogs, animations, videos, photos and digital collages, etc - form an increasingly fundamental part of communicative exchange between people and play a significant role in developing sense of identity and community.

The production and exchange of creative content empowers:

1. Individuals by the development of literacy and technical skills, sense of aspiration, personal achievement and self-worth, reinforcing aspects of identity - ethnicity or cultural background - and fostering further creativity and self-expression.
2. Communities by enhancing the sense of belonging and connection that comes from a shared history of exchanging creative content



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A stronger sense of connection with others and the formation of strong communities are reinforced by collaborative creative production.

3. Individual identity and self-expression

Social networking is increasingly a field of identity expression based on critical peer-based sociality. People use it to experiment as well as find legitimacy for their political, ethnic, cultural or sexual identity.

Social networking service can also reinforce parts of their identity, such as ethnicity or socio-cultural background, providing a flexible context to work out identity and status, make sense of cultural cues and negotiate public life.

4. Strengthening interpersonal relationships

People's use of social networking is important for the strengthening and development of existing and new social relationships:

1. Strengthening existing relationships

Having positive interpersonal relationships is an important predictor of wellbeing.

Internet use, generally, has been found to strengthen young people's existing interpersonal relationships. Accessible 24 hours/ 7 days, from different physical locations and via different technologies - computer or mobile device - email, instant messaging and social networking can address new barriers - lack of safe, accessible and welcoming public places to gather, limited transport to get there, physical distance or time free from school or work - people may face to maintain positive social relationships.

2. Developing new interpersonal relationships

It is often suggested that relationships which occur solely online are important, but weaker. Nevertheless, for some people, particularly those who are marginalized or socially isolated, online relationships provide a significant opportunity (sometimes unique) for socialization. This opportunity to connect with others with similar needs or experiences can assist people experiencing marginalization to identify potential supportive connections in their local community.

The debate over whether social networking service only foster existing relationships or whether it is an important facilitator of new relationships is based on an assumed distinction between face-to-face and online communication.

However, people experience online and offline social worlds as a convergent and unique experience, combining in a flexible way modes of techno-social interaction (ex: people often work collaboratively in the online space through social networking service, creating or commenting on YouTube videos or other such activities, while physically co-located).

The potential of social networking service for promoting social inclusion depends upon finding ways of bridging online communication and other means of social networking.

3.

4.



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5. Belonging and collective identity

Social networking service is important in the formation of new forms of collective identity.

Building sense of belonging and acceptance can mean that people who may be more vulnerable to isolation often remain members of an online community long after their initial impetus is gone. Content sharing - written, visual or audio content that represents or portrays an individual or community experience - invites others to engage and relate, playing a major role in cultivating belonging and a sense of collective identity.

This 'sharing' and 'connection' experience does not require text-based or real-time communication and can also mitigate feelings of social isolation (ex: an ongoing visual access to a small-scale communication cluster or community through spontaneous and everyday images uploaded to a collaborative media space)

6. Strengthening and building communities

Social networking service can foster a sense of connectedness, community and belonging providing the opportunity to express oneself creatively, explore and experiment with identity and the production/consumption of online content.

In that sense, an on line community can be defined as a collective group of individuals or organizations that come together temporarily or permanently through an electronic medium to interact in a common problem or interest space. Functions such as Facebook groups and fan pages or Twitters hash tags allow people to connect with others over shared interests.

7. Civic engagement and political participation

Social networking service form new spaces for civic engagement and political participation that include information sharing and bringing together new networks for action utilizing email, user-generated content and other networking practices.

People use blogs and social networking service for political or civic engagement.

Political candidates, advocacy and issue-oriented groups are increasingly utilizing social media and social networking service for discussion, organization and mobilization as part of emerging political discourse in people everyday life.

Social networking sites are considered more important than civic sites by people who are away from traditional/institutional practices of political participation.

Social networking services, such as MySpace are used to know what other people are doing by connecting with individuals with similar interests, existing campaigns or disseminating information about their own projects. Young people are creating new participatory communities by and for their peers and the new forms of self-expression enabled by social networks service allows for generating public selves in their own ways.

Organizations and services are increasingly viewing social networking practices as the next step in youth participation in government and community decision making.

In the public sphere, a communication based network, the performative, participatory and creative dimensions of current digital practices can be recognized as civic engagement.

8.



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9. Wellbeing

Social networking service has a key role to play in strengthening social connectedness, self-efficacy, general knowledge and/or life skills and is critical for the promotion of people, an particularly young people, overall mental health and wellbeing

Profiles personalization are important to people's relationship with others and is positively associated with the individual sense of self-efficacy or personal agency. The sense of online space ownership also enhances self-sense of empowerment and accomplishment which reinforces community belonging and attachment. There is also a positive relationship between the use of social networking services and self-esteem.

A sense of community and belonging has the potential to promote resilience, giving people the ability to successfully adapt to change and stressful events.

More large-scale research is needed, particularly considering the over-emphasis within the public realm on the negative psychological effects of social media and social networking sites.

Overall, it appears that the social connections developed and fostered via social networking service play an important role in promoting the wellbeing of people.

SOCIAL MEDIA – A VALUED SUPPORT FOR SOCIAL CAPITAL, CIVIC AND POLITICAL PARTICIPATION

There is research evidence on the relation between media use and informal discussion networks and the production of social capital and individuals' civic and political participation here to be briefly explored.⁷

First of all, what are we talking about when using the concepts of social capital, civic engagement and political participation? Let's check out some simple examples:

1. social capital: individuals feel intimate in the community, share community values, talk about community problems, feel connected, help resolve problems and watch out for community members
2. civic engagement: individuals do voluntary work for nonpolitical groups, raising money for charity, attending a meeting to discuss neighborhood problems, purchasing products for the social values advocated by the company, and banning a certain product or service because they disagreed with the social values of the company;
3. political participation: offline – individuals attending a public hearing, town hallmeeting, or city council meeting, speaking to a public official, participating in any demonstrations, protests, or marches or being involved in public interest groups, political action groups, political clubs, or party committees; online – individuals writing to a politician, making a campaign contribution, subscribing to a political listserv, signing up to volunteer for a campaign/issue or sending a political message via e-mail or posting

⁷ Zúñiga,H.; Jung, N.; Venezuela, S. (2012) "Social Media Use for News and Individuals' Social Capital, Civic Engagement and Political Participation"; International Communication Association, Journal of Computer-Mediated Communication (17): 319–336



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Media use related to information acquisition (e.g., television news) and community building (e.g., online communities) are positively associated with civic participation. Informational media, such as news programs, can also promote civic-oriented behaviors by triggering mental reasoning and elaboration of news events, which subsequently promote individuals' participation in public affairs.

The communication process among citizens also influences people's civic attitudes and behaviors by allowing them to exchange information, elaborate on problems facing the community and learn about opportunities to participate in civic activities - larger, diversified networks tend to bring more mobilizing information for participants by the exposure to members with higher educational levels, providing knowledge and expertise that enables citizens to become engaged in ways that they might otherwise not. Having more contacts can also increase individuals' frequency of discussion about public affairs and civic engagement.

Even if people's networks do not expose them to knowledgeable individuals and are not characterized by frequent discussion of public affairs, sheer network size should still increase the likelihood of receiving nonredundant opportunities for and recruitment into participation.

The inherent structure of the SNSs facilitates the acquisition of information but also the discussion of its importance and relevance with other members of a particular individual's social network in situ, which may increase the elaboration and reflection mechanism for an individual to make sense of what they were informed about. SNS also achieve the high interactivity component that the Internet may provide, which coupled with the simplicity to organize information and relate to similar topics also could enhance the way people get informed, making possible a smooth mobilization process.

The positive relationship between SNS use, social capital and citizen engagement may be explored by uses and gratifications approach:

1. SNS can help with personal identity construction by enabling multiple channels for interpersonal feedback and peer acceptance, which have been found to be related to the production of social capital.
2. SNS can reinforce existing ties and communities by keeping users constantly updated about what is going on with their contacts
3. SNS can increase information exchange among online group participants and help to build trusting relationships along with members, further enhancing the potential of SNS to increase social capital.

By making users feel connected to a community and increasing their knowledge of other members, SNS can foster norms of reciprocity and trust and, therefore, create opportunities for civic and political engagement. Some impact examples:



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4. Online safety & risks behaviours

It's important to talk about online safety with people, especially young people and people with low levels of digital and media literacy. Here are some key issues to explore⁸:

THE RISKS

Main online risk behaviors:

1. disclosure of personal information
2. cyberbullying / harassment
3. meeting up with online people in the real world
4. profile hacking / account hijacking
5. viruses, spy ware and spam
6. phishing scams
7. fees / costs (e.g. getting ripped off on eBay).



It is important to note that the level of risk for each person varies considerably and is ultimately the product of a complex set of interrelated factors, including internet literacy and skills, age, internet access and overall coping skills.

As people are increasingly turning to the internet to meet new people and share their lives via the web, it is important having the knowledge to make safe choices about the information that is shared and the skills to manage risky situations.

⁸ <http://au.professionals.reachout.com/talking-about-online-safety>



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TIPS ON DEALING WITH YOUNG PEOPLE AND THEIR USE OF INTERNET

The Internet is a valuable tool for people's projects as well as an integral aspect of their social networking. The same time, it increases the level of exposure and social influence - online and email contacts can expand rapidly and sometimes without much filtering.

8. Ask people about their internet networking and what they use it for in an engaging manner
9. Continue to discuss internet issues and share internet experiences
10. Remind people that material posted to some blogs can be very hard to remove from public view
11. Gauge their level of understanding in the use of privacy and security settings on the sites they use
12. Ensure they understand that posting to newsgroups makes their email address public
13. Ensure both you and the person understand laws relating to copyright, privacy, software piracy, hacking and obscenity



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PROTECTING YOURSELF – DO'S & DON'TS ON SOCIAL NETWORKING

Online social networking is increasingly popular providing new channels/ platforms that allow people to communicate with both friends and strangers and build networks linked by shared hobbies, needs and interests. Social networking sites can be a positive and beneficial resource, if used responsibly. Here are some online protection good practices⁹:

14. Privacy Threat

DOs:

Set a strong password to reduce the risk of stolen account

Learn how to use the site's privacy settings. Usually the default setting is to allow anyone to see your profile. You can customize your settings to restrict access to only authorised people;

Be cautious about whom you allow to contact you/how much and what type of information you share with strangers online;

Take the time to read and understand the privacy policies that are published on social networking sites. These documents may include types of information that they will reveal or disclose to other parties. Do not use the services if you have doubt or disagree with the terms;

Post only information that you are comfortable with others seeing — and knowing — about you;

Use separate email accounts for registration on a social networking site and your personal communication;

If you no longer need an account and there is private information in it, deactivation is not sufficient. You should submit a request to the official website for account deletion.

DON'Ts:

Do not post personal information such as your address, date of birth, personal IDs, telephone number, credit card number or information about your schedule or routine. If not necessary, do not disclose your full name;

Do not use easy guessable password or the same password for various social networking sites. Malicious people may be able to access your personal profile or pretend to be you if your password is compromised. Change your password immediately if you suspect anything went wrong in your account;

Do not share your account and password with others;

Do not trust everything you read online especially from strangers. People may post false or misleading information even their own identities.

⁹ <http://www.infosec.gov.hk/english/yourself/socnetwk.html>



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15. Malicious Content or Code

DOs:

Install Anti-Virus & Anti-Malware software, enable real-time protection and keep the virus signature files up-to-date;
Enable spam filtering function where applicable, some of the social networking sites may provide spam control plug-ins to filter out comment spam;
Regularly look for software applications news and updates directly from the vendor's website;
Before accepting an application, verify its safety by checking the information and reviews of it;
Regularly check the settings of applications that you used or allowed. Remove applications that you no longer need.

DON'Ts:

Do not click on unsolicited links from stranger or sources you do not know. Nevertheless, even you are visiting pages of someone you know, always be cautious when clicking on links or photos, because links, images or other file formats may include malicious code;
Do not accept to download and install applications or plugs-ins that you do not know well.

16. Social-Engineering Attacks

DOs:

If the social networking site allows you to adjust how much information about you is available, for instance, by allowing only close friends to view your profile, consider using this feature;
Just keep your network to people you really do know. There is no need to add as many friends as you can. The person with the most "friends" isn't necessarily the winner in social networking;
Be cautious to the links that are posted on the social networking sites. A malicious website may look very much alike to a legitimate site with only a tiny variation in spelling or a different domain (e.g., .com vs .net).

DON'Ts:

Do not post personal information that might be used by other sites such as credit card or bank site to verify your identity. Although some of these information may seem harmless (e.g. your pet's name), they actually may provide rich pickings for criminals. Malicious people might be able to gather those information to impersonate you to gain access to your sensitive information;
Do not send sensitive information over the Internet before verifying a site's validity and security, and use a secure channel if available;
Do not click on the links that appear to be sent from your friend list. It's easy for people on social networking sites to impersonate someone else, such as one of your friends or acquaintances, or to misrepresent the facts about themselves



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including age, gender, and intentions;

Do not trust someone you have just met online any more than you would trust a stranger encountered on the street.

17. Identity Theft

DOs:

Be judicious when accepting a friend's request, following a friend, or joining a group;

Check the authenticity of the account by all means to ensure you know who you are connecting with;

Report to the service provider or related authorities if suspect any fake user profile;

Regularly check your account to identify any suspicious activity;

Report to the service provider and police if you suspect your personal account is hijacked or being impersonated by others.

DON'Ts:

Do not try to impersonate other people;

Do not rush to accept invitation from someone seems you know;

Do not give out your personal information unless you know whom you contact is the genuine user.

18. Cyber-stalking or Cyber-bullying

DOs:

Post only information that you are comfortable with others seeing — and knowing — about you;

Block or ignore unwanted people that you do not trust;

Keep a detailed account of all the stalkers or bullies activities;

If a situation places you in fear, consult someone you trust and contact the police if consider appropriate;

Use separate email accounts for registration on a social networking site and your personal communication;

Create different user lists and allow only authorised users to view your online status. Log out the systems if a situation online that has become hostile.



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DON'Ts:

Do not post anything which could be used to embarrass you;
Do not share personal information, in public spaces anywhere online, nor give it to strangers, including in email or chat rooms;
Do not post personal information as part of any user profiles;
Do not respond to online provocation;
Do not confront the stalker, this could only arouse more anger or emotional attacks;
Do not respond to cyber-bullies, as this may usually encourage more bullying messages being received.

19. Online Grooming

DOs:

Block or ignore unwanted people that you don't trust;
Keep a record of your online conversations. It will ensure you have evidence if you run into problems later;
Be cautious to people that encourage you to chat from open forum or chat room to private one;
If a situation places you in fear, consult your parents or teachers and contact the police if consider appropriate.

DON'Ts:

Do not give out any personal information about yourself, such as gender and age, to people that you don't know;
Do not respond to any conversations that focus on age inappropriate content;
Do not meet face-to-face with online acquaintances that you do not know well. Be aware that information people post about themselves on the Internet may not be true. Going alone to meet strangers can be dangerous. If you choose to meet, do so in a public place and take along a friend that you can trust;
Do not respond to any opportunities offered by strangers such as quick money, modeling etc.

20. Some other tips

Be aware that you may be held responsible for any inappropriate content you posted;
Keep a balance of your time spending on social networking and do not become addict to such activities;
Respect other people's content and be aware that if you post or share their content it might breach copyright laws;
Phishing is a common vehicle of crimes in cyber social networking communities: Learn how to protect yourself from Phishing;



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Social networking sites are becoming a prime target for identity fraudsters. Perpetrators could use widespread e-mail chains and spamming to commit Internet fraud. You have to learn how to recognise an Internet fraud

WHAT CHALLENGES FOR THE USE OF SOCIAL NETWORKING SERVICES?

Research evidence compiled by Cooperative Research Centre for Young People, Technology and Wellbeing under a literature review on the impact of Social Networks Services in everyday life context (Collin, 2011) highlight risks and challenges when engaging in social media and social networking practices, such as management of personal information and privacy, risk of predation and cyberbullying and understanding copyright law in relation to creative content production.

The focus on risk and protecting young people from harm is often based on concerns that young people lack awareness of the public nature of the internet. In addition to the threat of abuse, some fear that the use of social networking services can compromise the development and maintenance of supportive friendships and involvement in institutions traditionally understood as the embodiment of communities, such as schools, sports clubs, families, workplace. These concerns have dominated both public debate and policy-making in recent years.

Despite global concern, research/ literature review shows some evidences on young people awareness of potential privacy threats online and many proactively take steps to minimize potential risks.

On and off line risks are not so different, in nature and scope. People who are most at risk in the offline world continue to be most at risk online. So, risks are real and consequences can be extremely serious. Experts emphasize that it is important not to overstate fears or understate the complexity of the challenge.

For many people, especially youngsters, social networking practices are a routine and we need to seek ways to promote their positive impacts. Limited understanding of people's ability to navigate online environments can lead to a disproportionate emphasis on the risks of using social networking services. Young people are often proficient users of online and networked technologies. Harnessing, expanding and promoting their skills and understandings of social networking service contributes to overcome the issues of concern.

The benefits of social networking use are dependent on good internet and media literacy, having the skills to critically explore, understand, analyze, create and distribute media content supports fully informed decision making and assessment of own and others privacy and responsibility.

Maximizing the benefits of social media networking services and promoting internet and media literacy may help protect people from many of the risks of online interaction - cyber-bullying, privacy breaches and predation. - concerning our complex society



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21. Building Positive Connections

The way we deal with people can have a real impact on our mood, energy and motivation. Our sense of connection to the people around us influences our personal outlook and can also impact context atmosphere.

Sometimes we experience that uplift feeling after an unexpected revitalizing encounter, a message, a quick conversation adding value to both persons involved.

In our everyday language we call it positive connections. Theoretical approaches on this study area name it High-Quality Connections (Stephens, 2012)¹⁰.

Both this terms mean a short-term and dyadic interactions with benefits for both people involved and are different from the concept of relationships or simple interactions.

Relationships are enduring association between two persons, but connections doesn't presuppose a prior history or ongoing bond. Instead, exploring connections involves a focus on the micro-bits of interrelating that can contribute to a relationship over time, but are important in and of themselves.

We stress out some relevant points of high-quality connections framework:

1. Humans are social beings and have a need to belong, making connections an important aspect of people's social experiences;
2. Connections are dynamic and influence individuals, as they change feelings, thinking and behaving while interrelating with another person;
3. Connections are key elements for understanding how social routines work and life planning occurs
4. Differences in quality of connections reflect variance in how healthy and well-functioning the interaction is at a particular point in time.

In our complex and connected economy and society it's important to explore consequences of poor or negative connections, analyze benefits of high-quality connections and strategies to develop them.

Here follows a brief summary on the main topics¹¹:

WHAT ARE HIGH-QUALITY CONNECTIONS?

High-quality connections are interactions that make you feel engaged, open, motivated and revitalized. They don't have to relate to close or intimate relationships – a quick message or a simple exchange in a meeting can be high quality if it makes both parts feel valued. Whenever your connections are high-quality, you can transform a conversation into one that benefits everyone.

¹⁰ Studies/ research background information in appendix.

¹¹ <https://www.mindtools.com/pages/article/high-quality-connections.htm>



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WHAT ARE THE BENEFITS OF HIGH-QUALITY CONNECTIONS?

High-quality connections are beneficial in many ways. We stress out health improvement and quality of life, individual and collective engagement and lifelong learning.

High quality connections main benefits	<p>Psychological and physical health improvement. High-Quality Connections create positive emotions and vitality, contributing to reduce stress.</p> <p>Engagement. We all enjoy friendship and positive dialogues – we are social creatures. High-Quality Connections make us feel happier and more active. Open, trusting relationships can give us the confidence to express our feelings, including fears and worries, because we know we will receive de right support.</p> <p>Learning. We learn more easily when we feel positive about ourselves and the people around us. Feelings of happiness, excitement and enthusiasm can get us interested in new ideas and learning new things. We are more playful and creative when we are feeling good. When we are In trusting and engaging relationships, we can also feel safe enough to share more information, take risks and admit our mistakes, allowing us to learn from our experiences.</p>
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WHAT ARE THE CONSEQUENCES OF POOR-QUALITY CONNECTIONS?

Having poor-quality connections can have a deep impact on people leading to negative feelings and behaviors.

Poor quality connections main consequences	<p>Lack of energy/ concentration. If our Interpersonal relationships lack trust or make us feel not valued it can have a negative impact on us and the way we behave. Poor-Quality Connections drain our energy, making it difficult to concentrate and engage with others.</p> <p>Anxiety Poor connections can make us feel unappreciated, undervalued and anxious. This negative feelings affect friends, family and community.</p>
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HOW TO CREATE HIGH-QUALITY CONNECTIONS?

High-quality connections can be developed by respectful engagement and trust.

Practicing respectful engagement:

When we treat people with respect, we create a cycle of good feelings and positive energy that increase the happiness and positive action of everyone involved.

1. Be present

When we are present, we are telling people we are open and available to them, and letting them know that their thoughts, ideas and opinions matter.

2. Listening

When someone is talking to you, are you really listening? Or are you only half-listening, while you jump to conclusions, interrupt or think about what you want to say? Effective listening lets people know they have been heard, which conveys your respect.

3. Punctuality

Being on time shows that we respect other people's time, and that we understand the commitments they have to meet.

4. Authenticity

Be yourself. When we are authentic, you are telling people that you are honest, trustworthy and not "playing games"

5. Affirmation

It's important to communicate our awareness and understanding of someone's situation. Encouragement makes people feel noticed and appreciated

6. Communicating

The way we express ourselves also demonstrate our willingness and ability to engage respectfully with people. We can avoid miscommunication by using positive language, clearly defining terms and setting specific objectives.



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For built Trust:

Important in any relationship, trust is essential to the development of high quality connections.

7. Sharing

When we share something important or valuable, we are telling others that we trust them, and that they can trust us back.

8. Self-disclosure

Revealing our feelings, fears and worries can help building a stronger connection with people.

9. Feedback

By giving and asking for feedback we demonstrate that we value other opinions, ideas and points of view.

High-quality connections can energize us and people around us by improving health and wellbeing, increasing engagement with others and stimulating the desire to learn.

When we interact with people using respectful engagement and trust we can create a supportive environment that gives everyone to opportunity to live up to their potential and so be more effective and happy.



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Glossary – some definitions ¹²

Application Set of software that a researcher runs on a computer to answer a research question. Grid applications typically fall into a couple of categories: (1) simulations that model a natural process and are used by researchers to prepare for or compare to data, and (2) analysis programs for experimental data. An application executes computational jobs and/or manages data.

Confidentiality of communications The EU legal framework protects the confidentiality of communications made over a public electronic communication network. Therefore, listening into, taping and storage of communications by persons other than users without the consent of the users concerned is prohibited.

Cookies are short text files stored on the users' computer by a website. Cookies are normally used to provide a more personalised experience and to remember the users' profile without the need for a specific login. They can also be placed by third parties (such as advertising networks) in end users' devices and be used to track users when surfing across different websites associated to that third party. The EU privacy legal framework requires users' consent to store cookies in their terminal devices (computers, lap tops, smartphones) or gain access to information collected through cookies.

Copyright grants the exclusive right to the author of a creative work (e.g. a piece of music) to license or prohibit the use of the work. Uses include particularly the reproduction, distribution or communication to the public.

Creative Commons Licenses Models released by Creative Commons, a U.S. non-profit corporation. Many of the licenses, notably all the original licenses, grant certain "baseline rights", such as the right to distribute the copyrighted work without changes, at no charge. Creative Commons licenses are currently available in over 70 different jurisdictions worldwide. Licenses for jurisdictions outside the United States are under the purview of Creative Commons International.

Crowdfunding A collective effort by many individuals who network and pool their resources to support efforts initiated by other people or organizations, often over the internet. Individual projects and businesses are financed with small contributions from a large number of individuals; innovators, entrepreneurs and business owners utilise their social networks to raise capital.

Cybercrime commonly refers to a broad range of different criminal activities where computers and information systems are involved either as a primary tool or as a primary target. Cybercrime comprises traditional offences (e.g. fraud, forgery, and identity theft), content-related offences (e.g. on-line distribution of child pornography or incitement to racial hatred) and offences unique to computers and information systems (e.g. attacks against information systems, denial of service attacks and malware).

Cyber security commonly refers to the safeguards and actions available to protect the cyber domain, both in the civilian and military fields, from those threats that are associated with or that may harm its interdependent networks and information infrastructure. Cyber security strives to preserve the availability and integrity of the networks and infrastructure and the confidentiality of the information contained therein. The term cyber security also covers prevention and law enforcement measures to fight cybercrime.

Computer literacy Ability to use computers and related technology efficiently, with a range of skills covering levels from elementary use to programming and advanced problem solving. Computer literacy can also refer to the comfort level someone has with using computer programs and other applications that are associated with computers.

Data protection and Privacy Data protection refers to personal data, gathered and processed in a safe and secure manner. Legal provisions are laid down in EU legislation Privacy is the prerogative of individuals to be left alone, out of public view, and in control of the collection and sharing of information about themselves (informational privacy). There are different types of privacy: of a person, of thought and feelings, of location and space, of data and image, of behaviour and action, of communications, and of association, including group privacy. The right to privacy is enshrined in the Universal Declaration of Human Rights the EU Charter of Fundamental Rights as well as in the European Convention of Human Rights

¹² <https://ec.europa.eu/digital-single-market/en/glossary>



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Digital health literacy A person's ability to search for, successfully access, comprehend and assess health information from electronic sources, and enable the person to attempt to address a particular health problem.

Digital inclusion (e-inclusion) Refers to the target of achieving an inclusive information society (written e-Inclusion when referring to specific policies). New developments in technology turn the risk of a digital divide into "digital cohesion" and opportunities, for all segments of the population, including disadvantaged segments (education (a specific subset called e-Competences), age (called e-Ageing), gender, disabilities (called e-Accessibility), ethnicity, and/or those living in remote regions (subject to the geographical digital divide). E-Inclusion mainly covers the development of appropriate policies, maintenance of a knowledge base, research and technology development, deployment and dissemination of best practices.

Digital libraries Organised collections of digital content made available to the public by cultural and scientific institutions (libraries, archives and museums) and private content holders (e.g. publishers). They can consist of all kinds of "physical" material that has been digitised (books, audiovisual or multimedia material, photographs, documents in archives, etc.) and material originally produced in digital format.

Digital literacy Knowledge, skills, and behaviours used in a broad range of digital devices such as smartphones, tablets, laptops and desktop PCs, all of which are seen as network devices.

A digitally literate person will possess a range of digital skills, knowledge of the basic principles of computing devices, skills in using computer networks, an ability to engage in online communities and social networks while adhering to behavioral protocols, be able to find, capture and evaluate information, an understanding of the societal issues raised by digital technologies (such as big data), and possess critical thinking skills.

Digital Public Services s are public services delivered electronically via the internet.

e-Commerce (electronic commerce) Generic term used to describe trade over the internet. The activities concerned include selling goods online, offering online information or commercial communications, providing tools allowing for search of products and services, access and retrieval of data.

e-Government Use of ICT tools and systems to provide better public services to citizens and businesses. ICTs are already widely used by government bodies and businesses. e-Government means much more than just the ICT tools; effective e-Government also involves rethinking organisations and processes and changing behaviour so that public services are delivered more efficiently to the people who need to use them. Implemented well, e-Government allows citizens, businesses and organisations to carry out their business with government more easily, quickly and at lower cost.

e-Participation ICT-supported participation involvement in government and governance processes. They may concern administration, service delivery, decision making or policy making. eParticipation refers to all ICT-supported democratic processes except e-voting.

e-Skills, electronic skills The ability to make use, develop and apply Information and Communication Technologies (ICT). The European e-Skills Forum defines the three main Information and ICT categories:

1. practitioner skills
2. user skills
3. e-Business skills.

Freedom of expression The TEU stipulates that the Union shall respect fundamental rights as guaranteed by the European Convention for the Protection of Human Rights and Fundamental Freedoms of the Council of Europe, notably Article 10 on the right to freedom of expression. Article 11 of the EU Charter of Fundamental Rights on freedom of expression and information guarantees those same rights, as well as the freedom and pluralism of the media.



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Internet Governance The development and application by governments, the private sector and civil society, in their respective roles, of shared principles, norms, rules, decision-making procedures, and programmes that shape the evolution and use of the Internet (working definition of Internet Governance, which was agreed at the 2005 UN World Summit on the Information Society).

Media Literacy The capacity to access the media, to understand and critically evaluate different aspects of the media and media content and to create communications in a variety of contexts. Media literacy is an extremely important factor for active citizenship in today's information society. It is a fundamental skill not only for young generations but also for adults and elderly people, parents, teachers and media professionals.

Online Platforms Online platforms (e.g. search engines, social media, e-commerce platforms, app stores, price comparison websites) are playing an ever more central role in social and economic life: they enable consumers to find online information and businesses to exploit the advantages of e-commerce. Online platforms share key characteristics including the use of information and communication technologies to facilitate interactions (including commercial transactions) between users, collection and use of data about these interactions, and network effects which make the use of the platforms with most users most valuable to other users. Platforms have proven to be innovators in the digital economy. But they are also raising concerns. Some platforms can control access to online markets and can exercise significant influence over how various players are remunerated.

Open Source software is distributed freely with its code, allowing anyone to access, to study, to redistribute and to change it. It must be distributed under a license recognised by the Open Source Initiative or the Free Software Foundation (FSF).

Social collaborative platform A type of online platform for professional collaboration and knowledge sharing based on Web 2.0 features. The central components of a social collaborative platform are:

1. social messaging (e.g. e-mail, calendar and contacts)
2. team collaboration (e.g. file synchronisation, workflow, document)
3. real-time collaboration and communication (e.g. voice, web conferencing, video conferencing and instant messaging)
4. social networks (e.g. blogs, wikis, profiles, shared bookmarks)
5. activity-specific applications
6. integration (portals, intranets, extranets).

Social Media A group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content. It employs mobile and web-based technologies to create highly interactive platforms via which individuals and communities share, co-create, discuss, and modify user-generated content.

Web 2.0 Refers to an incremental development of the technologies behind the World Wide Web, allowing the user to participate and contribute directly to the production of information, rather than being a mere passive receiver of it.

WiFi / WiMAX International standards for high speed/high bandwidth services over wireless networks, often connecting to the mainstream fixed telecommunications networks.

Some useful links

<http://au.professionals.reachout.com/Search?s=social+media>

<https://www.saferinternetday.org/web/sid/resources/gallery>



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http://www.webwewant.eu/web/guest/artist_in_you

<http://socialnetworking.procon.org/>

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APPENDIX

Time: the acceleration of all societal processes

Let us begin with the most basic dimensions, those of space and time. The core of the opportunities of ICT according to many analyses and documents is that the technology works 24 hours a day and seven days in a week, and that this goes world-wide. The popular view is that ICT annihilates the significance of space and time and that this is a new phenomenon.

Promoting this view Cairncross declared 'the death of distance' (Cairncross, 2001). Some scientists such as Castells support this view with expressions such as 'the annihilation of time', 'timeless time' and a 'space of flows that replaces a space of places' (Castells, 1996)

In fact the importance of the dimensions of time and space grows in the contemporary network society (van Dijk, 1999/2006). Their significance radicalizes because they are used ever more selectively. The new media support this. However, this trend is not new. The acceleration of social life already appears from the start of Western modernization in the sixteenth century. After the industrial revolution it was set into a following gear. Without the intervention of ICT acceleration would have stepped-up again in the twentieth century, if only by the steep rise of transport means.

Giddens (1990) has described human history as an extension of the dimensions of space and time. Traditional societies rest on direct interaction between people living close together.

Modern societies expand more and more in both space and time. Time barriers are crossed by a turnover of tradition in all kinds of sources. Spatial barriers are crossed with transport and communication means. ICT has only continued this historical trend. Until the trend reaches a particular tipping point and bounces back. Then time and space actually start to shrink within expanding limits. For this phenomenon Harvey uses the term time-space compression.

The term compression best expresses what happens: a radicalization of the significance of these dimensions. The time and place options are treated ever more critically. The new media enable this treatment. Despite or by means of the existence of ICT the location of a company or institution becomes ever more important. With applications such as Google

Maps and the mobile phone we can make appointments on the exact spot of a meter. Our very precise electronic calendars stimulate to fill the last holes in a daily schedule. The plain fact that one is able to check ones email at home, or everywhere else gives us the opportunity to complete a task for Monday morning already on the Sunday night before.

Does this mean that the radicalization of the significance of time also has a decisive influence on our daily spending of time? This is not the case. The technological opportunity of time compression collides with the physical and social reality of human beings. These poor creatures are not able to meet the speed of systems of ICT for seven days a week, let alone 24 hours a day. Biological and social rhythms are standing in the way. The best proof of this statement is that 25 years of PC and Internet experience and the real opportunities of telework, teleducation and the like have not managed to break the nine to five daily rhythm. This stands solid as a rock (EWCS, 2005) for both full-time and part-time employees, though small fringes of the nine to five time-span are cut back by those trying to escape traffic jams going to work and returning home (Harms, 2008).

Future expectations are that these fringes will be stretched more with the aid of ICT, but not that the basic synchronization of humans living together or fixed rhythms for the day or the week will be broken. That would be a true revolution.

Space: increasing mobility

A comparable popular idea is that place is no longer significant with applications of ICT. After all one is able to get access about everywhere to the global network. Initially, this was linked to the assumption that getting access would happen primarily from the home. In 1980 Alvin

Toffler in his Third Wave still proclaimed the electronic cottage as a serious future perspective. In the meantime this appears to be a mistake of the same order as the paperless office projected in the same 1980s. Nothing has come true of this perspective, despite all marginal attempts to realize telework at home 8 . Actually the opposite has happened: a sharp rise of overall mobility in society (Breedveld et al., 2006, p. 31) and a strong support of this trend by ICT (Harms, 2008, p. 86; cf. Sciadas, 2006).



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Increasing mobility is a deeply rooted trend in modern society. By itself it has no relationship at all with ICT. Instead it has many social causes (Mokhtarian et al., 2004). On the field of demographics we are able to observe the shrinking household and the rise of the number of people living alone that drive people outdoors for social life and assistance. In the economy the geographical scale of labour processes is expanding and labour participation of women and housewives is rising. The growth of income and car ownership enable unimpeded travelling for work, study and leisure time. In a cultural respect spending leisure time outdoors is intensified and varied. ICT strongly supports all these trends. Below it will be argued that the new media enable an individualized existence and lifestyle. Simultaneously, these media maintain the possibility to keep in touch with employers and colleagues at work being on the road or working at home. These days appointments for our overfull calendars of leisure spending can only be realized with the aid of cars and modern communication means such as mobile phones, PDA's and e-mail.

As argued above the selectivity of space and places also increases. This goes for location of companies, the choice of places to live and of appointments for meetings and joint activities.

Better logistics is not only a secret of efficient modern business management, but also for the coordination of modern life. ICT is becoming an essential means for this purpose. However, the successful use of ICT for everyday logistics largely depends on the extent to which online communication can be a replacement of offline communication or a supplement of this. Or can both be successfully integrated in the coordination and realization of our daily activities?

Considering the relationship between online and offline communication we have witnessed three periods with different perspectives in the past 25 years. In the 1980s and the start of the 1990s online communication or CMC ('computer-mediated communication') was seen as a potential replacement for offline or face-to-face communication. The image of the electronic cottage as a replacement of outdoor living and working fits into this perspective.

Frequently online communication or CMC was immediately characterized as a secondrate substitute for familiar offline activities that regarding quality is no match for face-to-face communication.

After the breakthrough of the Internet and the World Wide Web in the second half of the 1990s the value of online communication was rated higher. For many activities this would be a serious supplement of offline communication with its own additional qualities such as independence from time, space and physical conditions. All kinds of e-activities, from eCommerce to eGovernment started to be viewed as required supplements for comparable traditional activities.

After the sudden end of the Internet hype in 2000 and with the rise of mobile equipment of ICT the perspective of the integration of online and offline communication appeared. As a supplement both types of communication are used in parallel. With integration both types of communication merge. Lightweight mobile equipment allows to be both or simultaneously active in online and offline environments. Undoubtedly, this is the perspective of the future. It enables us to attach an ever more selective importance to particular times and places. We can choose the best times and places for high-quality communication while keeping in touch with messages and events with a lower value for us.

The argument above implies that the trend of increasing mobility will only be reinforced more by ICT in the future. Until this trend also reaches its limits. Mobility will collide with the physical limitations of humans to be on the road all of the time, the material restrictions of rising transport costs and the limits of ecological non-sustainability.

Scale: globalization

That ICT supports globalization, is a statement almost everybody takes for granted, whether one believes in McLuhan's *global village* or not. Yet, a number of comments have to be added to this statement. Globalization is no new phenomenon either. It has occurred in many waves since the Western colonization of the world (Bayly, 2004). Each time progress in information and communication technologies offers a strong support. At the former turn of the century a worldwide industrial capitalism caused a new wave of globalization. This was supported by the technology of the first communication revolution of modern times (van Dijk, 1991/2006) that gave us telephony, photography, film, radio, television and an (inter)national press among others. The second communication revolution currently happening, marked by digital media, is indispensable for the acceleration and deepening of contemporary globalization characterized by the diffusion of borders in a worldwide production, circulation and consumer processes and by a liberalization of the world market. In the cultural sphere international satellite television and telephony have unified the world before. The Internet, email and wireless mobile communication have added a significant further step, particularly in the experience of people.

An important difference between the former and the current wave of globalization can be observed. While the former was dominated by scale extension, among others supported by powerful new mass media, the present wave is a combination of scale extension and scale reduction. The last trend is a reduction that among others appears in the growing attention to local activities or identities and in the basic process of individualization. Sometimes the term 'glocalization' is used for this combination of scale extension and reduction. Networks, among them networks of ICT have both a centralizing



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and a decentralizing effect, though many will emphasize the horizontal dimension of networks. In the course of the twentieth century information and communication networks have primarily supported a spread of transnational companies across the world. From the 1930s onwards they enabled a simultaneous process of downsizing and a division of production activities followed by expanding subcontracting with a central management still being able to keep an eye on the divided process by means of ICT. In this way the processes of centralization of capital and control of production have been combined with a decentralization of production itself (van Dijk, 1991/2006). ICT and forms of network organizations have realized this combination and created a sweeping flexibility of economic processes.

Social infrastructure: network individualization

This global infrastructure of scale extension and reduction combined is also reflected in the social infrastructure of contemporary Western societies. According to many sociologists individualization is the most important trend of these societies. This means that increasingly the individual is the basic unit of society instead of groups or collectivities. This process appears in quite a number of trends such as the reduction of average household size, a bigger part of the day that people are spending alone or in the company of media, the differentiation of needs and activities and greater personal independence from the immediate physical and collective environment. ICT is one of the technologies enabling this way of living, together with transport, energy and household technologies. All these technologies have supported this way and style of living. Sociologist Berry Wellman (2000) has invented the concept 'network individualism' for this trend, while van Dijk prefers the term 'network individualization' (van Dijk, 1999/2006). The increasing significance of social and media networks for our network society is the necessary counterpart of individualization. After all, the social, collective and societal aspects of our existence are not less important than before; they are only organized in a different way. Henceforward, the individual is the starting point, at least in Western societies.

From 1975 onwards the number of direct, physical social contacts, both in households and outdoors has been steadily reduced (Breedveld et al., 2006). This is a clear sign of individualization. However, from the 1970s onwards this decline of physical contacts is compensated by fast increasing telephone use. In the last fifteen years this has been stepped-up by mobile telephony, e-mail and instant messaging or chatting (Huysmans et al., 2004). So-called strong ties have partly been replaced by weak ties on a longer distance. In recent years we have witnessed the phenomenal rise social networking sites such as Facebook, Friendster, Hyves, LinkedIn and MySpace. In EU countries it is estimated that between 20 and 50 percent of Internet users have a profile on these sites (OECD, 2008; see also Fisch & Gscheidle, 2008). Another fast growing phenomenon is online dating that is estimated to be used by 20 to 25 percent of Internet users searching for a partner. These are all appearances of network individualization on a personal scale. The new media support this trend with ever more facilities that strongly stimulate our abilities of creativity in communication.

The classical sociological discussion on the question whether the Internet in general reinforces or reduces the sociability and the social cohesion in society, recently is ever more settled to the advantage of those who observe a reinforcement (see a.o. Katz & Rice, 2002 and Wellman & Haythornthwaite, 2002). According to Katz and Rice the Internet increases social capital in terms of social, citizen engagement and community. Only, the problem is that some sections of the population benefit much more than others from these opportunities (see below).

The Internet does not only offer unprecedented facilities for social contacting but also for community building. Existing communities are not only going online more and more ('communities online'). The Net also creates virtual communities that often are communities of interest ('online communities'). Does this mean that both types of communities are recovering the so-called 'lost communities' of traditional mass societies and that they will compensate the lost direct social contacts in online environments? Most likely this example of a technological fix will not occur. Traditional forms of sociability will not return. They will be replaced by new forms that might be new in their electronic or digital shapes but in fact will only extend a number of trends that are a hundred years old and that do not depend on ICT at all. These are trends such as the extension of social and personal networks across much larger distances than before, the support of our social relationships by telecommunication media and the blurring dividing lines between public and private communication (van Dijk, 1999/2006). The trend of greater personal discretion in choosing contacts according to one's liking instead of being determined by birth or location also is an older modernization trend.

Complexity: the rise of registration for control

That ICT offers the most important means to satisfy the growing need or drive for registration and control in all parts of contemporary society is easy to understand. The question what is the origin of this need is more difficult to answer. That requires a typification of our society. For this purpose a large number of classifications are offered that all are related to registration and control. The classifications information society and network society have a very general nature. The first indicates that all activities in our society have a growing information intensity. This implies the registration of these activities. The second classification points out that increasingly the organization and structure of society are carried by integrated social and media networks. Networks happen to be vulnerable social and technical (infra)structures that require control and need particular norms, codes, standards or protocols to operate (Lessig, 1999). What would be the Internet without the TCP/IP protocol?



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To communicate in decentralized environments and in peer-to-peer networks would be impossible. So, in certain respects a technology can be defining.

The use of the general terms information and network society does not rule out more traditional classifications. Clearly, European societies are capitalist in an economic view, constitutional democracies in a political sense, post- or late modernist in a cultural fashion and non-sustainable in an ecological respect. It would be possible to show the relationship between all these classifications and the needs for registration and control. That would go much too far here. After all, two other labels seem to be better suited to the trend discussed here.

Ulrich Beck (1992) has called contemporary society a risk society. This is a type of society that continually prepares itself on risks that are created by humans themselves, not so much the risks of nature. These self-made risks originate from her exceptionally complex present day technology and organization. These risks can only be kept under control by permanent control by, among others, registration and signal systems. According to David Lyon (1994) this leads to a surveillance society. This term indicates a society in which the individual is observed by a focused, systematic and permanent registration of personal data in order to reach more influence, to be able to lead, to manage and govern and to protect (Lyon, 2007).

Van Dijk (1999/2006) has tried to specify these general classifications linking them to the rise of ICT. He has done so via an extension of the historical analysis of James Beniger in his book *The Control Revolution* (Beniger, 1986). In this book Beniger describes a number of societal innovations in the second half of the nineteenth and the first half of the twentieth century as solutions for a crisis of control in production, distribution and consumption, a crisis that appeared in the aftermath of the Industrial revolution. These solutions were the innovations of the bureaucracy, new ways of transport and communication and the rise of mass communication and mass consumption. According to van Dijk these solutions became impediments for the organization of society in the twentieth century. For instance, it got caught up in bureaucracy. Gradually they have been replaced by new solutions, a large part of them carried by ICT. Now bureaucracy is replaced by '*infocracy*': organizational control supported by ICT. Old connections of transport and communication are supplemented and partly replaced by ICT networks. Finally, mass communication and mass consumption are partly replaced by narrowcasting and personalization in the media and in marketing. These processes are clearly backed by the Internet and other digital media. The three series of solutions or innovations completely depend on the registration and control potential of ICT.

So, in this respect ICT again is an amplifier of trends that are much older than 25 years. They are a consequence of the epochal trend so thoroughly analysed by Max Weber: the rationalization of politics, economy, culture and worldviews that started at least 50 to 100 years before the coming of ICT. In turn, rationalization is a response to the increasing complexity of modern society (Urry, 2003). Contemporary ICT only reinforces the registration drive and potential of present-day society, linking a longer existing database technology (already available before the computer came) with that of computer networks. Subsequently, these networks have become mobile and ubiquitous. They are currently penetrating in all pores of society and human lives, as no longer only humans are connected but also things with chips built inside. In the meantime individuals can be traced 24 hours a day, and in most of their activities and spheres of life. The loss of privacy linked to this trend is deplored by many. Nevertheless it continues unrelentingly.

Even so, the harm of privacy is no inescapable future prospect. The classifications of society defined above make a determinist impression. In fact, these characteristics of society are created by people that have other needs than efficient organization and safety only. For example, the needs of freedom and protection of personal life. In response to the privacy threats of ICT three kinds of protection have been developed: privacy law and regulation, self-regulation (from codes of conduct to Internet filters) and so-called '*privacy-enhancing technologies*' (among others encryption).

Capitalism: rejuvenation and growing instability

According to Manuel Castells (1996, p. 475) capital is global and, as a rule labour is local. He argues that the information revolution contributes to globalization and the concentration of capital precisely by using the decentralizing power of networks. Opposed to this, labour is disaggregated in its performance, fragmented in its organization and divided in its collective action. The ensuing loss of the strength of labour and the labour movement has led to a reconstruction, we would rather say rejuvenation of capitalism. Henceforward, the value of labour power all over the world can be used. New production and consumption markets, first of all those of China and other emerging markets, have created new sources of profit for capital. The international logistic transport and communication systems required have become so large and complicated that they could no longer be coordinated without ICT.

During the days of the Internet hype many thought that this would lead to a new economy without crises. This thought is a clear case of the idea of a total revolution. However, this expectation appeared to be untenable. There are very few rules and regularities of capitalism that substantially change on account of ICT. All in all, only three can be derived (van Dijk, 1999/2006).

The first is the reversal of the value chain. In electronic commerce the traditional preponderance of supply partly shifts to demand. Consumers become co-producers in self-service.



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The second change is the dematerialization and division of the value chain of production, distribution and consumption. All available information belonging to these parts can be detached from the material processes concerned, and divided among separate businesses.

Most often these are the most profitable parts of the whole chain. However, along the same track of dematerialization financial assets can also be uncoupled from the so-called real economy. On the financial markets ICT plays a major role.

The third change is a mitigation of the periodic crises of overproduction that haunt capitalism. Electronic stock management and production on demand can lead to more appropriate production planning.

However these innovations have a counterpart. This rejuvenation of capitalism and this uncoupling of 'virtual' from 'real' economic processes also create excessive complexity and instability in the system, despite the stabilization brought by the mitigation of overproduction.

Complexity is increased because the real value of financial products is very difficult to detect in the current far-reaching dematerialization of the value chain. The network society in general and the financial markets in particular have become very unstable because all social and economic processes are accelerated in electronic networks. Behind this acceleration so called network effects such as power laws ('the rich get richer' etc.) are working (Huberman, 2001; van Dijk, 1999/2006 and Grewal, 2008). Rumours and hypes are built and exchanged much faster than before.

A good example of more instability in the economic system and the role of ICT as a trend amplifier is the current credit crisis. ICT certainly is not innocent to this crisis. However, it is not the deeper cause of it that lies in the nature of contemporary advanced capitalism with its extended financial sphere. In at least three basic ways ICT has amplified the credit crisis:

1. ICT reinforces the volatility and speed of change in the economy. ICT enables yo-yomovements on the stock market and a crowd behavior of ever faster selling and buying on this market. This complicates government and regulatory reaction in case of problems. Fortunately, government reaction was faster than ever before in the current crisis.
2. As has been argued before, ICT reinforces the virtuality and immateriality of economic processes. Without ICTs no financial derivatives (packing, selling and securitization of loans, credit default swaps etc.) would have been possible to the extent they are used now⁹.
3. ICT delivers the software for all financial trade and product innovations, including automatic selling and buying.

Class: growing social inequality

Many social scientists and economists have observed a rise of social inequality, particularly income inequality worldwide, and especially in countries such as the United States since the 1980s (IMF, 2007 and Goldin & Katz, 2008). So, in countries where this trend occurs it precedes the advent of ICT. In this section we argue that ICT tends to reinforce this trend.

Many will have doubts about the assertion that a technology so appropriate to distribute unprecedented amounts of free information and understandable knowledge among the mass of the population would contribute to rising social inequality. Yet this can be shown and explained, provided that one considers ICT as a technology that is able to reinforce the position of some people in societal competition and weaken that of others. So this concerns relative inequality and much less absolute inequality: the complete inclusion or exclusion of access to computers and the Internet.

Without in fact supporting an instrumentalist view of technology – see above- it can be argued that ICT has a leverage effect on existing types of social inequality. Most research of digital media access, that often deals with the so-called digital divide shows that there is a strong correlation between access and personal or positional characteristics of people (Norris, 2001; Mossberger et al., 2003 and van Dijk, 2005). Primarily education, age and societal position appear to be important. Considering physical new media access income still plays a role caused by the regular expenses for purchase of new hardware and software and usage costs that have to be made. People that need ICT for their work or education have a much higher chance of having physical access.

It is important to make a distinction between kinds of access to ICT. Van Dijk distinguishes between four subsequent kinds of access (van Dijk, 2005). The process starts with motivation. Subsequently people will have to attain physical or material access to be able to work with digital media, than they will have to develop digital skills. Finally, they will make various uses of these media,

According to Eurostat in 2009 60% of the EU 27 population between 16 and 74 years regularly used the Internet. However, there are large differences between European countries ranging from 31% regular internet use in Romania to 86% in the Netherlands and Sweden¹⁰. Also there are significant divides between people with different levels of education, employment status, age and ethnic minority membership. Other digital media such as those for telephony, photography, video and music are used by larger sections of the population.



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The motivation to work with digital media has sharply risen in recent years. In most European countries all parts of the population, from young to old, and from low to high educated want to participate. The phenomena of computer anxiety and computer hatred have diminished.

The biggest access problems are now a lack of digital skills and very unequal use, both in time and in type of applications.

One of the main reasons for unequal use of computers and the Internet is a lack of digital skills. Four types of digital skills can be distinguished. First we have operational skills; the popular expression is 'button knowledge'. Then we have formal skills. Every medium has particular formal characteristics. Regarding the internet one has to learn to browse and to navigate using hyperlinks. The third type of skill is information skills: the ability to search, select and evaluate information in computers and on the Net. The last type of (so-called 'higher') digital skills is strategic skills: using computers and the Internet as a means to reach a particular personal or professional goal (van Dijk, 2005; van Deursen & van Dijk, 2009a and van Deursen & van Dijk, 2009b). Information and strategic skills appear to cause the biggest problems. Only a minority of Internet users master them sufficiently.

Unequal skills next to diverse interests of users are the main reason for unequal use of the Internet by different sections of the population. Usage can be measured in different ways.

Among others one can look at kinds of applications such as the classes of information and entertainment. On this issue van Dijk has observed a usage gap of Internet applications between the higher and lower educated in several studies (van Dijk & Hacker, 2003 and van Dijk 2005, 2009). The higher educated primarily use the advanced and 'serious' applications of the Internet that serve their occupational and educational careers, while the lower educated use the simple applications for entertainment, basic communication, shopping and auctions relatively more.

Unequal skills and differential use of the Internet reinforces existing social and economic inequalities. One social category or class benefits more than the other. Again, we are able to argue that the rise of social and economic inequality in the world is a longer existing trend. It has many causes that cannot be discussed here. It has to be noticed that this rise of inequality is bigger in a country such as the USA than in most countries of Europe. In their book *The Race between Education and Technology* Goldin and Katz (2008) have shown with abundant statistical data that except for economic reasons the extent to which the standard of education and the skills learned in education are able to keep up with technological progress explains a large part of growing wage inequality in America after the Second World War. Since 1980 the standard of education lags ever more behind technological development. This causes those who are able to keep up with this development to take a clear lead. This growing gap can also be observed on the level of countries according to the IMF (2007). The use of technology, particularly of ICT is the main cause. Previously, Dutch economists Nahuis and de Groot observed a skill premium on wages on account of ICT skills in a large-scale and longitudinal international comparison (Nahuis & de Groot, 2003). The expression of a race between education and technology indicates that future solutions of this problem have to be found in all kinds of education, both regular and adult education. Almost everybody has a need for better information and strategic digital skills. Seniors primarily need operational and formal digital skills.

Politics: civil emancipation and the rise of populism

In the past 25 years organized participation in society gradually has declined in many countries of Europe¹¹. Generally, voluntary work in associations also is diminished. In this period, already starting before the breakthrough of the Internet and ICT in general on a mass scale, a clear shift has occurred in kinds of societal participation. The trends are from institutional to personal participation and from physical to virtual or mediated participation.

Both trends have been reinforced by the coming of the Internet. Institutional participation is membership of political parties, trade unions, churches or other large-scale societal organizations, voting or working for these organizations and attending their meetings. This kind of participation has steadily been replaced by a more personal kind that is no more or less than an epiphenomenon of individualization. Personal characteristics, interests or concerns are deciding, not group identities given by birth and kept all life.

Conversely, these persons increasingly approach societal organizations in a functional and anonymous way. Membership cards are exchanged for check-book donations. These organizations have come to be seen as facilitators for individuals or citizens. This does not rule out personal contributions.

This businesslike and individualized approach of societal organization would have occurred without ICT. After all, check-books and donations are age-old technologies. And the telephone precedes the Internet as an online medium. This kind of personal citizen However, the Internet and ICT in general do enable individualized citizens to keep in touch with society much better than before. They are able to be kept informed, to exchange knowledge, to discuss views with other individual participants, to draft petitions and to be served with transactions and advice by professionals of the organizations they are linked to.



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Here the transition is made from physical to online participation. For many years now it has been argued that online participation would be able to compensate for declining collective and institutional participation, in the way virtual communities would revitalize traditional communities. Most data show that this does not occur. ICT does not cause more political and societal interest among citizens, no higher turn-out with elections and no higher membership for political parties, trade unions or churches (Katz & Rice, 2002 and Ward & Gibson, 2009).

However, online activities contribute to the individualized kind of participation and individual citizen emancipation described. The contemporary citizen acts from his/her own environment and experiences and s(h)e inserts these experiences in public opinion, among others the online public sphere. There is less deductive reasoning from collective political, social or cultural interests.

In politics this has led to the rise of populism in election campaigns and in parliamentary work. Increasingly, political candidates directly address individual citizens as persons, not as members of parties or other organized collective interests. Both more candidates and more voters or citizens prefer this personalized attitude. Political parties evolve from program parties and parties of elected executives to campaign parties. The campaign party supports the popular leader as a person with attractive single issues.

What is ICT contributing to this development? It certainly has not caused it. The rise of populism and the campaign political party took place in the age of television democracy and politics starting in the 1960s. Just like the program party was linked to the age of press democracy and politics before. In that sense McLuhan's expression 'the medium is the message' still carries some truth. However, the role of persons in politics and the media has much deeper roots than in the media only, according to the psychology and sociology of culture. It does not only belong to the epochal trend of individualization described, but also relates to the desire of intimacy and personal expression in an alienating mass society (Merelman, 1984 and Hart, 1994) and to the fall of public man in the privatized modern economies and societies (Sennett, 1977).

Once again, the Internet and ICTs mainly reinforce these trends of citizen emancipation and the rise of populism. Henceforward, favourite political persons and single issues can be consulted and supported by individual citizens on specialized websites. Slowly, but surely the age of Internet politics is approaching. It has not yet supplanted the age of television politics but in the USA and in Northern and Western Europe election campaigns are drawing to the Internet. Recently, Barack Obama could build a large online grass-root support and enormous funding via mainly small online donations. However, it should be noticed that he has spent by far the largest part of campaign funds to television ads and that face-to-face door-to-door propaganda and rally meetings were prominent parts of his campaign as well.

So, the integration of online and offline activities discussed above seems more like the future of politics and elections than a replacement by ICT activities alone (Ward & Gibson, 2009 and Davis et al., 2009).

Culture: the rise of participation in the media

A rise of participation in the mass media is a trend that precedes the Internet. From the 1960s and 1970s onwards the number of letters by readers of newspapers and magazines started to rise. Many young people applied for their favourite music numbers on the radio.

From the 1960s onwards one of television viewers greatest desires was to personally appear on television to have their '15 minutes of fame' according to the 1960s Pop Art artist Andy Warhol.

With the advent of the Internet the opportunities of participation in this medium and others sharply increased. In the perspective of so-called Web 2.0 and the rise of participatory new media such as weblogs, wiki's, social media (for social networking) and online civic journalism opportunities have again grown in the last five years. However, in the Web 2.0 perspective the individualized kind of participation described above is provided with a touch of utopianism that we know from the time of the rise and hype of the Internet. Once again the

Internet is seen as an empowering medium for users. This time users are expected to be able to create alternatives to institutional politics, the traditional mass media and knowledge institutions together with other users. Institutional politics is supposed to be ready to be replaced by forms of direct or teledemocracy, the traditional mass media by civic journalism or on demand media and the established knowledge institutions by peer-to-peer networking or wiki's. These expectations presuppose the following five characteristics of the Internet as a:

- *interactive* medium that departs from the one-sided communication of existing mass media;
- *active and creative* medium enabling users to transform from viewers, listeners and readers to participants;



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- *direct* medium in which individual users to determine at a distance what happens in the centre (of among others politics and the mass media);
- *platform* on which everybody is equal in principle as assumed expertise has to prove itself before being accepted;
- *network* medium enabling the collective creation of products online, not primarily by individual authors or businesses.

All these assumed characteristics exist to a certain extent. However, each one of them can be contested too. The Internet has substantially changed in the last ten years. The share of user-generated content has markedly increased by means of the number of personal websites, weblogs, chat boxes, online forums, contribution to online newspapers, journals and broadcasters, so-called wiki's, exchange sites for (partly self-created) music and videos and finally profiles in social networking and online dating. But that does not mean that the

Internet is sufficiently interactive for, among others, customer and citizen support. This still is massively given by call centers and service desks. Neither are online media on the Internet flooded with contributions of users. The relatively passive and consumption use of online contents still is much larger than the creative contributions. In 2006 downloading and exchanging online contents was three times as popular in the US than creating own contents (The Pew Internet and American Life Project, 2007). Apart from chatting, profile sites and the like 'serious' website contributions are provided by less than twenty percent of Internet users (ibid.).

That the Internet is a direct medium which serves as a platform and locus of exchange of knowledge, views and products of culture, such as music and video files does not imply that experts or intermediaries (editors, moderators, educators, researchers and advisories) have no function anymore. On the contrary: the information overload and the inferior quality of much Internet content require more, not less intermediaries. Only those who accept or agree to the abundance of low-quality content on the Internet would support the view that they are not needed anymore. In his book *The Cult of the Amateur* Internet critic Andrew Keen (2007) has argued that opinion is sold as fact, rumor as reportage, and insinuations as information. He claims that on the Net differences between information, advertising and sheer nonsense are blurring.

Finally, it has to be emphasized that networks, among other peer-to-peer networks are shaping a third mode of organization in the economy and in governance besides the hierarchy and the market, indeed (Benkler, 2005; Tapscott & Williams 2006; van Dijk, 2006 and Sunstein, 2008). However, this is not to say that it will become the predominant mode in the near term. The established economic and political institutions, the market and regulation will also keep playing an important, if not decisive role on the Internet of the future.

After the quality of user-generated content on the Internet the actual participation in the production of this content is another overrating that has been made in the Web 2.0 perspective. Serious user-generated content that could play a role in politics, the business world and societal participation is delivered by a minority of people with high education. One will not find many weblogs and much civic journalism among the average of the population.

Here one does find the exchange of music files, videos and photos. This is an instance of the usage gap that was discussed in a former section.

So, we are able to conclude that the Internet extends the opportunities of societal emancipation and participation. However, those who were already frontrunners in participation, the higher educated and those motivated to participate, benefit a lot more from these opportunities. This means that existing (relative) inequalities will remain, if not increase (see above). Users will not overtake the power of mass media editors. Institutional politics will not be swept aside by direct teledemocracy. Finally, it would be inconceivable for the extremely complex society we are living in that expert knowledge would be overrun by the lay knowledge of 'wise crowds'. These instances of a revolutionary transformation caused by ICTs will most likely not occur.

Daily life: increasing choice opportunities

With the growing prosperity in affluent societies, the increasing complexity of modern life and the individualization of social living the number of choice obligations and opportunities in daily life have multiplied. Evidently, ICT very much enables to conduct a life with so much complexity and choice. Perhaps the most important technological capacity of the new media next to speed, virtuality and interactivity is selectivity: the capacity to make choices among a seemingly endless number of products, contents and contacts (see van Dijk, 1999/2006).

The menus of choice in hyperlinked websites, both informational and commercial seem to be endless.

However, once again we should be aware of the fact that increasing choice opportunities and needs precede the advent of ICT in contemporary society. They are derived from the following epochal trends in Western society.



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As has already been discussed the individualization of daily life between and within ever smaller households has grown during the whole twentieth century and has accelerated in the 1960s with cultural emancipation and the rise of a youth culture. This life requires that individuals are able to make continuous choices for themselves. After the Second World War (mainly) young people started to make their own life and emancipate from their families and communities. The new media have only intensified this trend. The sharp rise of mobile telephony use is an indication of the need to connect individuals, rather than households.

Presently, even children and young teenagers are individualizing themselves from their families in their own rooms equipped with a computer, telephone, stereo and Internet connection.

The second basic trend is the increasing complexity of all spheres of life in modern society.

Tasks at work, in education and in leisure or family life have become more complicated and more difficult to coordinate. In the course of the twentieth century all kinds of information and communication means have been invented and introduced to cope with this complexity. ICT is just the latest of these means, though a much more powerful means for the coordination of modern life than those offered before. Not only mobile and fixed communication means are used for that purpose but also all kinds of information agent software. They range from search engines, price comparison sites and online dating profiles to self-therapy for mental and relational problems. But it must be noted that library assistants, consumer guides, marriage counsellors and therapists have performed similar functions.

The time compression and speed-up of modern living discussed before cause a further trend that was already visible before the advent of ICT: the intensification of daily life appearing in ever more busy daily schedules and the rise of an experience economy in culture. ICT supports this trend with all kinds of electronic calendars, contact lists and lists of favourites.

Though they make daily life outside work more businesslike their use seems to be inevitable for most people. ICT further enables the trend of intensification with multimedia and virtual reality experiences. Computer games have become one of the most popular new media applications. They add to much older massive music, dance and theatre events, (sport) games, cinemas and individual media games introduced in the last century. The most basic material trend is the abundance of products and services of mass consumption of increasingly prosperous developed societies. Mass consumption has two sides to it that are both supported by ICT. They are the differentiation and the standardization of products on large-scale markets. Long before the rise of ICT mass markets already contained a rising number of products and services. This variety could be supplied because production processes and product forms were standardized in mass production. With the introduction of ICT both differentiation and standardization could be supported. Most contemporary products and services to be chosen in online supply are just variants of the same basic product. The favourite choices of consumers are first marketed with techniques of segmentation and subsequently by personalization.

The rise of self-service in consumption was already prevalent in the twentieth century economy before, for example in supermarkets and hobby practices such as sewing and knitting at home. With e-commerce, online public services and online distance education self-service has multiplied. This has stimulated another, more active kind of consumer that is sometimes called 'prosumer'. Co-creation of products and services in networks is not an entirely new phenomenon but it certainly is proliferated in the (peer-to-peer) networks of ICT.

General conclusions

In this section it has been argued that the social impact of ICT has no revolutionary but an evolutionary nature. From a technical point of view ICT may be revolutionary, but her societal impact is not of that nature. This does not rule out that ICT contributes to important societal transformations. With ten contemporary trends it was observed that they are reinforced by ICT. Without ICT they would also have occurred, though to a lesser extent. This would have led to major problems in a number of societal domains such as a congestion of social and economic exchange and all kinds of organizational processes. These problems will be identified in the domain reports that come after this conceptual framework.

The non-revolutionary impact of ICT on society follows a historical pattern that has been observed many times before. Brian Winston speaks about the 'law of the suppression of radical potential' in the history from the telegraph, the telephone, radio and television through the Internet (Winston, 1998). On every occasion the anticipated revolutionary potential of a new communication technology is incorporated in existing societal relations after having become mature. Isn't that what happened with the Internet after the utopian prospects that came forward in the 1990s and the days of the Internet hype?

Again, this does not rule out important societal transformations on account of ICT. Only, they are still largely unknown. Currently, we can observe a number of tendencies that will be extensively analyzed in this report. Often these tendencies are opposed, such as with each technology of freedom and control, or every technology that requires compromises, such as between privacy and security in this case. The advantage of this state of affairs and a dialectical view of technology is that important choices can still be made and that many policy options are still open for us to choose.



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Critical and analytical thinking in the digital era

Council of Europe, How to develop the ability of students to access information from media and social networks? Council of Europe

Despite the fact that the skills needed for receiving, comprehending, analyzing, evaluating and using information have always been of vital importance at all stages of the development of mankind, today their importance is considerably greater for any individual in terms of their professional as well as personal lives.

Since today, any individual from any part of the world has access to any kind of information, and can become an author and a disseminator of any information, it is necessary to enable them to research, critically evaluate and analyze information, and to prevent discrimination, show respect for diversity, for the rights of others and to preserve their identity in the boundless world of the Internet.

This is necessary not only for the particular individual, but is also a requirement set forth by the modern world to ensure prosperity and peaceful co-existence. But why?

On the one hand there is too much information, and on the other hand – a “user” who needs to be able to overcome information overload and select relevant “correct” information. On the one hand, we enjoy easy access to information and, on the other hand, there is a greater likelihood of wrong information circulating. On the one hand, opportunities for self-expression have increased and on the other hand sensitivity towards human rights has increased.

In the light of the facts mentioned above, the ability of a person to critically analyses and evaluate information has become a crucially important survival skill, and that is why it is referred to as, and ranked as, one of the basic skills of the 21st century.

In addition, international literacy research works done in recent years have shown that those countries which rank highly for information assessment and critical analysis are the countries which enjoy a higher degree of economic stability and growth. Since this correlation is not a mere coincidence, we can say that investments made in education for the purpose of helping learners to develop the above mentioned skills, have guaranteed multidimensional returns not only with regard to the student’s personal and professional development, but also in terms of the country’s economic well-being.

The core competence of “digital literacy” implies the development of the skills required for dealing with Internet information, “behaviour” management in social networks and exercising freedom of expression. One of the main directions of digital literacy is “digital citizenship”, which implies raising informed, ethical and law-abiding individuals equipped with the skills required for the effective use of technology. Great importance is attached to the fact that not a single but a variety of disciplines provides the development of digital literacy supporting learners to develop skills so relevant such as:

7. communication
8. analytical thinking
9. synthetic thinking
10. creative thinking
11. critical thinking

How to distinguish different types of web sites

Resource based on and quoted from: Criteria to Evaluate the Credibility of WWW Resources.// Virginia Montecino, George Mason University, Fairfax, Virginia: <http://mason.gmu.edu/~montecin/web-eval-sites.htm>

Listing 6 different types of websites

1. Personal Home Pages - maintained by individuals for content of a personal nature. Social networks such as Face book, Linked In provide us with technical opportunities. However, the person he / she is responsible for the quality of information such as its accuracy, completeness and objectivity. Topics cover a wide range of issues such as details of domestic life or evaluation of political events, commercial advertising of a small business or artistic self-expression.
2. Special interest sites - maintained by non-profit organizations or activists dealing with special issues, such as environmental concerns, human rights, education, charity or social care. They can be relatively mainstream or radical in interests and vary widely in credibility of information. Special interest sites are, by their nature, biased. When using such sources, your readers should be aware of the source’s special interest. Therefore, it should be noted that the level of correctness information varies enormously.



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3. Professional sites - maintained by authorities, institutions and organizations. They are often specially designed to bring information together from diverse sources in a uniform way, such as the portals of the government, local authorities, international and national authorities or educational institutions. Such sites usually comply with the legislative requirements and publicity standards, with unambiguous references to the original sources and authors cited. The credibility of the institution or professional credential of the individual providing the facts gives clues as to the reliability of the information.
4. News and Journalistic sites - these include national, international news, online newspapers, magazines, and "home-grown" Web publications. Anyone can publish his or her own "news," on the Web. They could be electronic versions of existing and widely recognized newspapers, journals or news agencies. However, they can be newly created products, available only online. From a technical standpoint, it is relatively easy to create a news site. The challenge is to gain popularity and maintain the reputation of being an objective information source. The credibility of such news sites is judged by how often it is quoted by other popular and trustworthy media.
5. Forums – a specialized type of Website, aimed at promoting discussions. Their visitors share both opinions and experience on a variety of topics. The very fact that they are accessible to anybody upon registration in order to express individual opinion about the topics they are concerned with means that a variety of opinions can be expected in such forums. On the other hand, the administration of such a forum can block certain comments; remove any dissenting statements and even entire topics at their discretion.
6. Commercial sites – "are naturally biased in favor of their own products, so watch out for inflated claims for performance and quality. Although many legitimate businesses have Websites, some are not legitimate. Companies, with good and bad reputations, are in the business of making money and acquiring and keeping customers. Companies will not showcase their competitors' products. Many entrepreneurs use "rented" Web space to create their own Web sites to sell their services or products - buyer beware!" Beware of the commercial sites of unfair businesses!

1. How to assess credibility of online sources such as Web sites

Resource based on: Truth, Lies and the Internet. A report into young people's digital fluency. // Jamie Bartlett, Carl Miller. September 2011. http://www.demos.co.uk/files/Truth_-_web.pdf

An assessment check-list

1. Who is the person who created the Website, wrote an article or posted a comment? How does he/she introduce him/herself – by indicating the first and last name and the position occupied, by merely indicating a nickname or maybe the comment was posted anonymously?
2. Does the individual who posted information provide you with an opportunity to get in touch with him/her in order to verify the information? It could be a regular or an e-mail address, a telephone number of some other means of communication.
3. What else could be found on the Web about the individual who published information online? In what way is he/she related to the topic or events in question? What else has he/she accomplished in this particular sphere? How long and how regularly has he/she been posting similar information on the Web?
4. Is the individual who published online information a private person or is he a member of some non-governmental organisation, public authority or research institute?
5. Which public sources of information does he/she refer to? Are the persons, places and dates referred to in an accurate way?
6. If a source of information claims that he/she belongs to a certain famous organisation enjoying a good reputation, check whether a person (bearing such a name and occupying such position) is truly entered into the official Web site of that organisation. For example, if somebody claims that he/she is a reporter of Reuter's agency, his/her name should be included in the list of Reuter's journalists.
7. If a person introduces him/herself as a researcher and an outstanding professional of a certain sphere, check the list of books published by him/her, the articles published in the most prestigious scientific journals in that particular sphere and peer reviews about them.
8. Make sure that the domain name is in line with the nature of the Site. Domenus *.com, *.org, *.net can be acquired by any private person. Governmental organisations will not use such domains to publish their information. If a site using such an address makes an attempt to publicise official information it is hardly credible.



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9. Is the nature of the information published in line with the nature of the Website? It would be strange to come across random scientific articles in a Website specialising in entertainment. Likewise, it would be strange to find excerpts from the Law on Taxes in a personal home page.

This information could turn out to be true but it's important to double-check its credibility. Comparison with other sources could help verify such information.

10. Are there any other signs indicating a biased approach in the information or the author's attempt to impose his/her opinion, e.g., promotion of the product he/she is describing, selection of biased arguments in order to impose a personal opinion or political views?

11. To what extent is the published information new or outdated? Is it still topical for the reality of today?

Digg in the concept – Social Media different looks

<http://heidcohen.com/social-media-definition/>

Heidi Cohen (2011) compiles 30 definitions from experts:

1. Social media is defined as media for social interaction, using highly accessible and scalable communication techniques. Social media is the use of web-based and mobile technologies to turn communication into interactive dialogue – Wikipedia
2. Social media consists of various user-driven (inbound marketing) channels (e.g., Facebook, Twitter, blogs, YouTube). These channels represent a stark difference from the advertiser-driven (outbound marketing) push model. As the principal owner of the customer relationship in the firm, typically, the marketing department is responsible for managing these social media channels. Although some may argue that the customer relationship is "everyone's" responsibility in the firm, the overarching responsibility rests with the marketing department as the champion for the customer - Cheryl Burgess, Blue Focus Marketing
3. Social media is today's most transparent, engaging and interactive form of public relations. It combines the true grit of real time content with the beauty of authentic peer-to-peer communication - Lisa Buyer, The Buyer Group
4. Social media is not about what each one of us does or says, but about what we do and say together, worldwide, to communicate in all directions at any time, by any possible (digital) means - Michelle Chmielewski, Synthesio
5. Social Media is a new marketing tool that allows you to get to know your customers and prospects in ways that were previously not possible. This information and knowledge must be paid for with output of respect, trustworthiness, and honesty. Social Media is not a fad, but I also think it's just the beginning of the marketing revolution – not the end - Marjorie Clayman, Clayman Advertising, Inc.
6. Social Media are the platforms that enable the interactive web by engaging users to participate in, comment on and create content as means of communicating with their social graph, other users and the public. Social media has the following characteristics:
 - Encompasses wide variety of content formats including text, video, photographs, audio, PDF and PowerPoint. (Social content is a by-product of creating content with your community.)
 - Allows interactions to cross one or more platforms through social sharing, email and feeds.
 - Involves different levels of engagement by participants who can create, comment or lurk on social media networks.
 - Facilitates enhanced speed and breadth of information dissemination.
 - Provides for one-to-one, one-to-many and many-to-many communications.
 - Enables communication to take place in real time or asynchronously over time.



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- Is device indifferent. It can take place via a computer (including laptops and netbooks), tablets (including iPads, iTouch and others) and mobile phones (particularly smartphones).
 - Extends engagement by creating real-time online events, extending online interactions offline, or augmenting live events online. Heidi Cohen – Riverside Marketing Strategies
1. Social media broadly defined consists of any online platform or channel for user generated content. By this definition, for example, WordPress, Sharepoint, and Lithium qualify as social media, as do YouTube, Facebook and Twitter. Social media more narrowly defined includes only channels for user-generated content, as distinguished from platforms, which are referred to as social technologies. By this definition, for example, YouTube, Facebook, and Twitter are social media, and WordPress, Sharepoint and Lithium are social technologies - Joe Cothrel, Lithium Technologies, Inc
 2. Social media is digital content and interaction that is created by and between people. Sam Decker – Mass Relevance
 3. Social media is a shift in how we get our information. It used to be that we would wait for the paper boy to throw our news on the doorstep (or into the flowers) and we'd read the paper, front to back, with our morning coffee before going to work. Now we get information, 24/7 and on the fly, from anywhere. In the more traditional senses, online, on our phones, and through the social platforms. Social media allows us to network, to find people with like interests, and to meet people who can become friends or customers. It flattens out the world and gives us access to people we never would have been able to meet otherwise - Gini Dietrich, Arment Dietrich, Inc.
 4. We are still trying to come to terms with the definition of social media. To start I think we should look at what it is not. The biggest problem I have with the term "social media" is that it isn't media in the traditional sense. Twitter, Facebook, LinkedIn, and all the others I don't have the word count to mention aren't media; they are platforms for interaction and networking. All the traditional media — print, broadcast, search, and so on — provide platforms for delivery of ads near and around relevant content. Social media are platforms for interaction and relationships, not content and ads. This is quite similar to what Ted McConnell, General Manager-Interactive Marketing and Innovation at Procter & Gamble Co. likes to say about social media - Bryan Eisenberg, Author of Waiting for Your Cat to Bark (Affiliate link)
 5. Markets have become conversations. Social media are the online platforms and locations that provide a way for people to participate in these conversations. For individuals it is a way to connect and share content with friends and like-minded people. For businesses it's a way to tap into what people are saying about your brand, your product and/or your service, participate in the conversations, be open to new ideas and then use these insights to make better business decisions - Sally Falkow, APR, PRESSfeed
 6. Social media = people's conversations and actions online that can be mined by advertisers for insights but not coerced to pass along marketing messages. It's the new form of media that does not exist until it happens and that cannot be bought by advertisers to carry their messages. Dr. Augustine Fou – Marketing Science Consulting Group, Inc.
 7. Social media is the tools, services, and communication facilitating connection between peers with common interests. Chris Garrett – Chrisg.com
 8. Social media are the online technologies and practices that people use to share content, opinions, insights, experiences, perspectives, and media themselves. They are media for social interaction. You can tell social software because it is no fun to use by yourself – an account with no friends connected has no value. Howard Greenstein – Social Media Club-NYC
 9. Social media is an ever-growing and evolving collection of online tools and toys, platforms and applications that enable all of us to interact with and share information. Increasingly, it's both the connective tissue and neural net of the Web. Ann Handley – MarketingProfs, Author with C.C. Chapman of Content Rules (Affiliate link)
 10. Social media is a reflection of conversations happening every day, whether at the supermarket, a bar, the train, the watercooler or the playground. It just allows for those conversations to reach a broader audience due to digital being a megaphone for scale Sarah Hofstetter – 360i
 11. Social media is online text, pictures, videos and links, shared amongst people and organizations. Dave Kerpen – Likeable Media
 12. Most organizations approach social media wrong. They ask "who should own it?" as if it were simply another channel like email or search. Social media is not one thing. It's five distinct things:
 1. It's a strategic tool for uncovering business insights
 2. It's managing the influencers who are driving the conversation around your brand
 3. It's marketing that provides value and turns customers into evangelists



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4. It's a critical component customer care
5. It's transforming your organization to meet the transparency and humanity customers now expect of brands. Adam Kleinberg – Traction
6. Social media is digital, content-based communications based on the interactions enabled by a plethora of web technologies. Rebecca Lieb, author of *The Truth About Search Engine Optimization* (Affiliate link)
7. Social media is a collection of online platforms and tools that people use to share content, profiles, opinions, insights, experiences, perspectives and media itself, facilitating conversations and interactions online between groups of people:
 8. Social Media is the platform/tools.
 9. Social Networking is the act of connecting on social media platforms.
 10. Social Media Marketing is how businesses join the conversation in an authentic and transparent way to build relationships.
11. With social media, I think there's a literal definition concerning the media that people create and share online. But there's also the notion that social media is about the technology that facilitates individuals and groups of people to connect and interact, create and share. Unlike other software that works fine with a single user, social media applications and websites work better the more people there are using them. Technology that facilitates collective wisdom, engagement, creation and sharing – that's what I consider "social media". Lee Odden – *Online Marketing Blog*
12. Social media is any of a number of individual web-based applications aggregating users who are able to conduct one-to-one and one-to-many two-way conversations. Trey Pennington
13. Social media is the media channel that relies on listening and conversation, as opposed to a monologue, to get your point across, make a connection and build a relationship. Rob Petersen – *Barn Raisers*
14. Social media is all about leveraging online tools that promote sharing and conversations, which ultimately lead to engagement with current and future customers and influencers in your target market. The key to social media working, is having a content marketing strategy that involves the distribution of valuable, relevant and compelling content that promotes the behavior you are looking for that will ultimately drive your business. Most businesses start with the tools. Effective social media starts with a content strategy that helps to position you and your brand as the expert in your niche through provocative, informative and helpful content. Then, once that is accomplished, the social media tools are now available today that make the plan come together. Joe Pulizzi – *Content Marketing Institute* (Disclaimer – I write for Content Marketing Institute)
15. There are three hallmarks of social media: Evolution, Revolution and Contribution. First, it is an evolution of how we communicate, replacing email in many cases. It's a revolution: For the first time in history we have access to free, instantaneous, global communication. We're living in an exciting time! Third, social media is distinguished by the ability of everybody to share and contribute as a publisher. Mark W. Schaefer – *Schaefer Marketing Solutions*. Author of *The Tao of Twitter* (Affiliate link)
16. Social media is communication channels or tools used to store, aggregate, share, discuss or deliver information within online communities. The focus is on interaction and relationships, not the almighty dollar. Angie Schottmuller – *Interactive Artisan*
17. Social Media is simply another arrow to be shot in a company's marketing quiver. The first goal of all of the arrows used together is to generate revenue. Peter Shankman – *Help A Reporter Out (HARO)* and *Social Media Consultant*. Author of *Customer Service – New Rules for a Social Enabled World* (Affiliate link)
18. Social media platforms make it easier to share information—usually online. But a bulletin board at a grocery store or in a college dorm qualifies too. Jim Sterne – *eMetrics Marketing Optimization Summit* and author of *Social Media Metrics: How to Measure and Optimize Your Marketing*. (Affiliate link)
19. Most literally, social media would be any object or tool that connects people in dialogue or interaction — in person, in print, or online. In common usage, social media has come to mean a specific category practices, technology, tools, and online sites that involve social relationships, participation, and user-generated content. Liz Strauss – *SOBCon*



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20. Social Media is the new Wild, Wild West of Marketing, with brands, businesses, and organizations jostling with individuals to make news, friends, connections and build communities in the virtual space. A plethora of platforms ranging from Facebook, Twitter, LinkedIn and YouTube to a vast variety of newly emerging and rapidly dwindling services, like, Foursquare and MySpace, social media is all about influencing people one-on-one; and achieving P2P (person-to-person) communication that influences awareness, acceptance and behavior. Powerful tactics and tools of communication, social networks can and should play an important role in every brand-building, maintenance and protection strategy. Deborah Weinstein – Strategic Objectives

More information on Social Networks Sites (SNS)

Snapchat is a social networking app that thrives on instant messaging and is totally mobile-based. It's one of the fastest growing apps out there, building its popularity on the idea of self-destructing "snaps." You can send a photo or short video as a message (a snap) to a friend, which automatically disappears a few seconds after they've viewed it. Kids love this app because it takes the pressure off of having to share something with everyone like they would on traditional social networks. If you're unfamiliar, check out this step-by-step tutorial on how to use Snapchat. Snapchat also has a unique feature called Stories, which allows users to share snaps publicly when they want.

WhatsApp currently the most popular instant messaging provider worldwide, WhatsApp is a cross-platform app that uses your internet connection or data plan to send and receive messages. Users can send messages to individuals or groups using text, photos, videos and even voice messages. Unlike Kik and other popular messaging apps, WhatsApp uses your phone number rather than usernames or pins (despite being an alternative to SMS). Users can allow WhatsApp to connect to their phone's address book so that their contacts can be seamlessly transferred to the app. The app also offers a few customizable features like profiles, wallpapers and notification sounds.

StumbleUpon social bookmarking website, is a discovery engine (a form of web search engine) that finds and recommends web content to its users. Its features allow users to discover and rate Web pages, photos and videos that are personalized to their tastes and interests using peer-sourcing and social-networking principles.

Disqus isn't actually a social media platform so much as a social engagement platform, but it can definitely help you improve your social engagement. As a tool for commenting, managing feedback on your own website (or other Disqus-enabled websites), and managing spam/troll type messages, it's invaluable. Advanced features allow for social monitoring and upvoting.

Twoo this Belgian social network site is geared for the 25 and under crowd all over the world. Alongside normal social features like posts, updates, and photo sharing, it also boasts online games and chat features that make it popular with younger users who want to stay entertained while connecting with each other.

Vine is a mobile video sharing app owned by Twitter, and boy is it ever entertaining! If you don't have the attention span to watch a full YouTube video, then you'll love Vine. One of the most convenient things about Vine is that its videos can be directly embedded inline on Twitter when shared through a tweet. They can also be embedded on a website. Videos play on autoloop and are limited to a maximum of six seconds, but that doesn't stop it from being such a powerful social network. Several Vine stars have mastered the art of creating entertaining Vine videos, and many prefer it over Instagram video

Swarm by Foursquare has broken up its location-based app into two parts. While its main Foursquare app is now meant to be used as a location discovery tool, its Swarm app is all about being social. You can use it to see where your friends are, let them know where you are by checking in, and chat or plan to meet up at a specific location sometime later. Since launching Swarm, Foursquare has introduced some new features that turn interaction into games so that users have the opportunity to earn prizes.

Kik is a free instant messaging app that's very popular with teens and young adults. Users can chat with each other one-on-one or in groups by using Kik usernames (instead of phone numbers). In addition to text-based messages, users can also send photos, animated GIFs and videos to their friends. Although it's most useful for chatting with people you already know, Kik also gives users the opportunity to meet and chat with new people based on similar interests. And similar to Snapchat snapcodes, Kik users can easily scan other users' Kik codes to add them easily.



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Yik Yak is another social network that's big with the younger crowd. It's a location-based anonymous social sharing app that allows users to read short updates posted from people around their area. As you might imagine, it's very popular around high schools and on school campuses—so much so that it's gotten some kids into serious trouble in some cases. Because it's all anonymous, there's no friend adding with Yik Yak. All users make anonymous posts and then other users can upvote or downvote your post and reply anonymously.

Shots is another photo and video sharing social network that young kids love to use. The social network is largely centered around taking selfies, but users can also take VHS-style videos and one-on-one chatting. Many users have praised the app for being one of the only apps that doesn't include likes and comments on posts, which helps take the pressure off of users who get anxious about how their posts are received by friends and followers. It's sort of like a simplified version of Instagram.

Periscope is all about live web video broadcasting from your mobile device. It's a Twitter-owned app that's had its fair share of rivalry against another competing broadcasting app called Meerkat. Anyone who starts a new broadcast can send instant notifications to people so they can tune in to start interacting by leaving comments and hearts. Broadcasters have the option to allow replays for users who missed out, and they can also host private broadcasts for specific users. Anyone who just wants to watch something can open up the app and browse through all sorts of broadcasts that are currently being hosted live.

Medium is perhaps the best social network for readers and writers. It's sort of like a blogging platform similar to Tumblr, but features a very minimal look to keep the emphasis on content that's shared there. Users can publish their own stories and format them just the way they want with photos, videos and GIFs to support their storytelling. All content is driven by the community of users who recommend stories they like, which show up in the feeds of users who follow them. Users can also follow individual tags as a way to subscribe to content focused on topics of interest.

DIGG founded more than a decade ago (November 2004), Digg is a news aggregator with a curated front page that selects stories specifically for the Internet audience, The topics vary widely from trending political issues to science to viral Internet issues and anything in between. Digg supports sharing of content to other social media platforms such as Facebook and Twitter. In 2015, the company claimed that it had about 11 million active monthly users.

SoundCloud is the world's most popular social network for sharing sounds. Most users share music they've made or podcasts they've recorded. In fact, if you're looking for a new free music app, SoundCloud should be one to try out. While you won't exactly get to listen to all the popular songs you hear on the radio or can listen to on Spotify, you'll get to discover lots of covers and remixes that are often better than their original versions. Even so, many well-known popular artists use the platform, so you can follow your favorites to listen to what they've decided to promote on SoundCloud. You can also discover what's trending, browse by genre and create your own playlists with tracks that you love.

Tinder is a popular location-based dating app that matches you up with people in your area. Users can set up a brief profile that mainly highlights their photo, and then anyone who's matched up to them can anonymously swipe right to like their profile or left to pass on it as a match. If some who liked a profile likes theirs back, then it's a match, and the two users can start chatting privately with each other through the app. Tinder is completely free, but there are premium features that allow users to connect with people in other locations, undo certain swipes and get more "Super Likes" to let another user know they're extra special.

Slack is a popular communication platform for teams that need to collaborate closely with one another. It's basically a social network for the workplace. Team members can take advantage of real-time messaging, integration with other popular services like Dropbox and Trello, deep search for files and other information, configurable notifications and so much more. It's meant to keep everyone in the loop about what's going on at work or with a particular collaborative project and is super helpful for teams that include members working from different locations.

BizSugar is a social networking platform and niche resource for small business owners, entrepreneurs and managers. The site was created in 2007 by DBH Communications, Inc., a provider of award-winning business publications, and later acquired by Small Business Trends LLC, in 2009. The platform allows users to share videos, articles, blog posts, podcast among other content. It also allows users to view and vote on submissions by other members.



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Blab similar to Periscope, is another live streaming social network where users can enjoy watching interviews, talk shows, debates, workshops and more. The platform is currently in beta, but it's already growing to become a major player in the world of web broadcasting and streaming. One interesting feature Blab has that Periscope doesn't is the ability to launch a live broadcast with up to four people talking all at once in a split screen. Viewers can also interact by leaving comments or stream something to watch later by tuning in to the replay.



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List of virtual communities with more than 100 million active users

https://en.wikipedia.org/wiki/List_of_virtual_communities_with_more_than_100_million_active_users

Rank	Name	Registered users	Active user accounts	Date launched	Country of origin	Date of active user stat.
1	Facebook	2+ billion ^[3]	1.71 billion ^[4]	February 2004	United States	June 2016
2	WhatsApp	1+ billion ^[5]	1 billion ^[5]	June 2011	United States	February 2016
-	Facebook Messenger	2+ billion ^[3]	1 billion ^[6]	August 2011	United States	July 2016
3	Tencent QQ	1+ billion ^[7]	899 million ^[8]	February 1999	China	June 2016
4	WeChat	1+ billion ^[9]	806 million ^[8]	January 2011	China	June 2016
-	Tencent Qzone	1+ billion ^[7]	652 million ^[10]	May 2005	China	June 2016
5	Instagram	500+ million ^[11]	500 million ^[11]	October 2010	United States	June 2016
6	Twitter	1+ billion ^[12]	313 million ^[13]	March 2006	United States	March 2016
7	Skype	750 million ^[14]	300 million ^[15]	August 2003	Estonia	March 2014
8	Baidu Tieba	1.5 billion ^[16]	300 million ^[16]	December 2003	China	August 2016
9	Sina Weibo	503+ million ^[17]	282 million ^[18]	August 2009	China	June 2016
10	Viber	754 million ^[19]	249 million ^[19]	December 2010	Israel	June 2015
11	LINE	600 million ^[20]	218 million ^[21]	June 2011	Japan	March 2016
12	Google+	2+ billion ^[22]	212 million ^[23]	June 2011	United States	April 2015
13	YY	773 million ^[24]	141 million ^[25]	December 2010	China	June 2015
15	Snapchat	110+ million ^[26]	110+ million ^[26]	September 2011	United States	December 2015
14	LinkedIn	433 million ^[27]	106 million ^[27]	May 2003	United States	March 2016
16	BBM	190 million ^[28]	100 million ^[29]	February 2007	Canada	February 2015
17	Pinterest	100+ million ^[30]	100 million ^[30]	March 2010	United States	September 2015
18	Telegram	100+ million ^[31]	100 million ^[31]	August 2013	Germany	February 2016
19	Spotify	100+ million	100 Million ^[32]	October 2008	Sweden	June 2016



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Top Pro & Con Arguments – Let's talk about

<http://socialnetworking.procon.org/>

PRO'S	CON'S
<ol style="list-style-type: none">1. Social networking sites spread information faster than any other media2. Law enforcement uses social networking sites to catch and prosecute criminals3. Social networking sites help students do better at school4. Social networking sites allow people to improve their relationships and make new friends5. Social media helps empower business women6. Social media sites help employers find employees and job-seekers find work7. Being a part of a social networking site can increase a person's quality of life and reduce the risk of health problems8. Social networking sites facilitate face-to-face interaction9. Social networking sites increase voter participation10. Social media facilitates political change.11. Social networking is good for the economy12. Social media sites empower individuals to make social change and do social good on a community level.13. Social networking sites help senior citizens feel more connected to society14. Social networking sites help people who are socially isolated or shy connect with other people15. Social media allows for quick, easy dissemination of public health and safety information from reputable sources.16. Social media can help disarm social stigmas17. "Crowdsourcing" and "crowdfunding" on social media allows people to collectively accomplish a goal18. Social networking provides academic research to a wider audience, allowing many people access to previously unavailable educational resources19. Corporations and small businesses use social media to benefit themselves and consumers	<ol style="list-style-type: none">1. Social media enables the spread of unreliable and false information2. Social networking sites lack privacy and expose users to government and corporate intrusions3. Students who are heavy social media users tend to have lower grades.4. Social networking sites can lead to stress and offline relationship problems.5. Social networking sites entice people to waste time6. Using social media can harm job stability and employment prospects7. The use of social networking sites is correlated with personality and brain disorders, such as the inability to have in-person conversations, a need for instant gratification, ADHD, and self-centred personalities, as well as addictive behaviours8. Social media causes people to spend less time interacting face-to-face9. Criminals use social media to commit and promote crimes10. Social media can endanger the military and journalists11. Social networking sites harm employees' productivity12. Social networking sites facilitate cyberbullying13. Social networking sites enable "sexting," which can lead to criminal charges and the unexpected proliferation of personal images14. People who use social networking sites are prone to social isolation15. Social networking sites encourage amateur advice and self-diagnosis for health problems which can lead to harmful or life-threatening results16. Social media aids the spread of hate groups17. Children may endanger themselves by not understanding the public and viral nature of social networking sites



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<ul style="list-style-type: none">20. Social networking sites offer teachers a platform for collaboration with other teachers and communication with students outside the classroom21. Social networking sites offer a way for musicians and artists to build audiences even if they don't have a corporate contract.22. Colleges and universities use social media to recruit and retain students	<ul style="list-style-type: none">18. Social networking enables cheating on school assignments19. Social networking sites' advertising practices may constitute an invasion of privacy20. Social media can facilitate inappropriate student-teacher relationships21. Unauthorized sharing on social networking sites exposes artists to copyright infringement, loss of intellectual property, and loss of income22. Using social media can harm students' chances for college admission/ job-seekers changes to find work23. Social media posts cannot be completely deleted and all information posted can have unintended consequences24. Social networking site users are vulnerable to security attacks such as hacking, identity theft, and viruses.
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Benefits of Social Media on Children, Adolescents, and Families

O'Keeffe, G, Clarke-Pearson, K. (2011), The Impact of Social Media on Children, Adolescents, and Families in Pediatrics - April 2011, VOL. 127 / ISSUE 4, American Academy of Pediatrics;

Socialization and Communication

Social media sites allow teens to accomplish online many of the tasks that are important to them offline: staying connected with friends and family, making new friends, sharing pictures, and exchanging ideas. Social media participation also can offer adolescents deeper benefits that extend into their view of self, community, and the world, including:

1. opportunities for community engagement through raising money for charity and volunteering for local events, including political and philanthropic events;
2. enhancement of individual and collective creativity through development and sharing of artistic and musical endeavors;
3. growth of ideas from the creation of blogs, podcasts, videos, and gaming sites;
4. expansion of one's online connections through shared interests to include others from more diverse backgrounds (such communication is an important step for all adolescents and affords the opportunity for respect, tolerance, and increased discourse about personal and global issues); and
5. fostering of one's individual identity and unique social skills.

Enhanced Learning Opportunities

Middle and high school students are using social media to connect with one another on homework and group projects.

For example, Facebook and similar social media programs allow students to gather outside of class to collaborate and exchange ideas about assignments. Some schools successfully use blogs as teaching tools,¹² which has the benefit of reinforcing skills in English, written expression, and creativity.

Accessing Health Information

Adolescents are finding that they can access online information about their health concerns easily and anonymously.

Excellent health resources are increasingly available to youth on a variety of topics of interest to this population, such as sexually transmitted infections, stress reduction, and signs of depression. Adolescents with chronic illnesses can access Web sites through which they can develop supportive networks of people with similar conditions.

The mobile technologies that teens use daily, namely cell phones, instant messaging, and text messaging, have already produced multiple improvements in their health care, such as increased medication adherence, better disease understanding, and fewer missed appointments. Given that the new social media venues all have mobile applications, teenagers will have enhanced opportunities to learn about their health issues and communicate with their doctors.



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How to use social media to employability - knowledge is power

<https://www.psychologies.co.uk/work/use-social-media-to-get-a-job.html>

Employers can check out job candidates' social media profiles. Anyone who has a social networking profile can be Googled.

No matter how long ago you shared it, any information ever put online can be found. This can include misjudged photos, to inappropriate tweets, one mistake could cost you the job.

However, if used correctly, social media can be used to improve your chances of landing your dream job.

Check out some tips for using social media to enhance your job prospects:

1. Before starting job search, review and clean up your online footprint
2. Check if old profiles that you don't use anymore can still be found and ask a friend to google you for a more impartial review
3. Follow individuals or companies you want to work for on Twitter, Facebook and LinkedIn to learn more about job vacancies, have an insight of the company and search information on recruitment process
4. Use tighter privacy settings on social sites such Facebook than on professional networks like LinkedIn. Be aware that sites can regularly change privacy settings
5. Before going public review 'tags' and 'posts' and keep control over what others post about you
6. Employers can look at more than one online profile so be consistent across all of them
7. Built a responsible reputation by choosing your online connections carefully
8. Follow relevant individuals and groups and participate in online forums about your specific areas of interest

How to protect online reputation – responsibility is power

People use social networking sites in a whole host of ways, to communicate with their friends, to share photos and to find out new information. It's very important to be aware of the impact of online posting. Social networking sites are not a private space. Information posted online is public and can be spread very quickly and to a large audience. The blur between public and private expression can potentially put people at risk in two main ways:

1. **Content:** content which is uploaded online can be copied, altered and reposted by anyone and it is very difficult to 'take back' what may be later regretted. People who create or post inappropriate, offensive or even illegal content in their own or others' web pages could get them into trouble with their friends, family, community and even the police, depending on the nature of the material.
2. **Contact:** people need to be aware of how much personal information they upload onto these sites. If a user of a social networking site doesn't protect their information by enabling the correct privacy settings, they could be exposing their information to people with intentions to harm and hurt. Posting or chatting about personal details might enable someone to identify and establish contact online or in person. There is also the more likely risk of cyberbullying intentionally harming another person online.

Some advices



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1. **Privacy settings:** use the privacy tools available on the social networking site to protect personal information. Other tools available often include the ability to block other users completely from seeing your content or making any contact with you.
 2. **Online friendship:** choose carefully people to add contact lists on social networking sites.
 3. **Think before you post:** be aware that messages online can be misconstrued and misunderstood and think twice before posting or tweeting. What starts out as a joke can escalate quickly and can't be taken back.
1. **Consider the photos you upload:** keep in mind the impact that photos may have online, the attention that may be drawn to the photo, and who can see the photo. Always ensure to ask permission from others before posting pictures of them online.
 2. **Know how to report:** be informed on how to report abusive comments or illegal activity on social networking sites. Most services have rules about what kind of content is allowed on the site. Often if something is harassing an individual, pornographic or violent it breaks the rules. You can report this kind of content using the reporting tools on the sites. Popular social networking sites allow you to report a comment or user who is potentially breaking their terms and conditions, by clicking on a report button or sending the site an email. Cyberbullying or online grooming incidents should be reported to sites administrators and authorities

Social Media Use for News, Social Capital, Civil Engagement and Political Participation

Zúñiga, H.; Jung, N.; Venezuela, S. (2012) "Social Media Use for News and Individuals' Social Capital, Civic Engagement and Political Participation"; International Communication Association, Journal of Computer-Mediated Communication (17): 319–336

Recently, scholars tested how digital media use for informational purposes contributes to foster democratic processes and the creation of social capital. Nevertheless, in the context of today's socially-networked-society and the rise of social media applications (i.e., Facebook) new perspectives need to be considered. Based on U.S. national data, results show that after controlling for demographic variables, traditional media use offline and online, political constructs (knowledge and efficacy), and frequency and size of political discussion networks, **seeking information via social network sites is a positive and significant predictor of people's social capital and civic and political participatory behaviours, online and offline.**

The growing popularity of Social Networks Sites (SNS) has created a new debate:

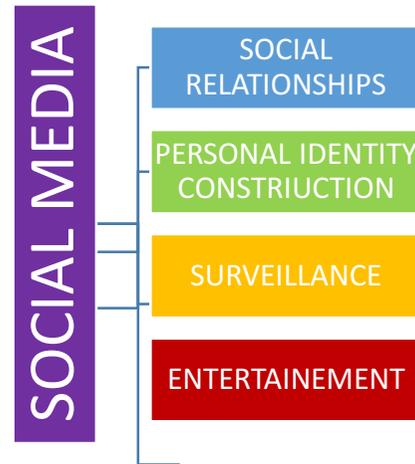
Do these Internet services contribute to society by allowing people to become informed, find common causes and participate in public life more often (e.g., Bennett, 2008), or do they foster shallower relationships, distract people from public affairs and deepen their political and civic disengagement (e.g., Hodgkinson, 2008)?

We chose as our variables of interest social capital and citizen engagement in public affairs because both represent key markers of healthy, strong democracies (Barber, 1984; Putnam, 2000).

Social capital - resources embedded in one's social networks, resources that can be accessed or mobilized through ties in the network' - facilitates associative behaviour, fosters a strong civil society and makes political institutions and officials more responsive, all of which translates into a more effective political system. On the other hand, when people participate in civic and political activities, they have a voice in public affairs, can hold authorities accountable and are empowered to act on their own behalf. **Civic participation** involves behaviour aimed at resolving problems of the community (Zukin, Keeter, Andolina, Jenkins, & Delli-Carpini, 2006), whereas political participation—both offline and online—refers to behavior seeking to influence government action and policymaking (Verba, Scholzman, & Brady, 1995).

Informational Motivations for Media Use

Katz and Gurevitch's classical typology use of media (1974)



The communication process among citizens also influences people’s civic attitudes and behaviors by allowing them to exchange information, elaborate on problems facing the community and learn about opportunities to participate in civic activities (Gastil & Dillard, 1999; Klofstad, 2007; McLeod et al., 1999; Rojas et al., 2005).

Social Network Sites for News and Citizenship

SNS are online services that allow users to create an individual profile, connect with other users—usually people known offline—and navigate through these networks of contacts (Boyd & Ellison, 2008, p. 211). Profiles allow users to learn detailed information about their contacts, including personal background, interests, music tastes, and whereabouts. Users can also communicate with each other through a variety of tools within the same site, including chatting, sending private messages, leaving public comments in users’ profiles, linking to outside content and sharing photos and videos.

There are important differences across SNS.

Sites such as **Facebook** target the general population, while other sites target a particular niche. For instance, TakingITGlobal.org and YouthNoise.org offer social network services for users interested in addressing social issues such as poverty and human rights (Raynes-Goldie & Walker, 2008).

Based on the previous discussion that it is not the specific affordances of a technology but the motivations for using it what matters (Zuniga et al., 2011), this study analyzes the effect of informational motivations for using any type of SNS.

Furthermore, we focus on **information about public affairs that is communicated through online network sites, such as when individuals learn about opportunities for community work, discuss information about hot political issues, and share links to stories in the mainstream media.**

Certainly, most of the information exchange that takes place in the most popular SNS is not related to public affairs, just as most of the content in television is for entertainment and not news.

However, as SNS are incorporated into daily life, as recent evidence demonstrates (see, e.g., Pew, 2009; Correa, Willard Hinsley & Zuniga, 2010), we should expect that the content available diversifies as well. Put in another way, people surely use SNS for personal identity construction, social relationships or entertainment; however, there is no reason to think that people who are motivated to follow public affairs will not use their SNS profile to use, contribute and share information that is public-oriented in nature (Hilbert, 2009).



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In addition to these political antecedents, **media use and informal discussion networks have also been found to be related to the production of social capital, and to individuals' participation in civic and political causes** (Zuniga, Veenstra, Vraga, & Shah, 2010). Patterns of media use related to information acquisition (e.g., television news) and community building (e.g., online communities) are positively associated with civic participation, whereas patterns of use related to entertainment and diversion (e.g., reality shows and online movies) have a negative impact on engagement (Shah et al., 2001; Wellman, Haase, Witte, & Hampton, 2001). Informational media, such as news programs, can also promote civic-oriented behaviors by triggering mental reasoning and elaboration of news events, which subsequently promote individuals' participation in public affairs (Eveland, 2001). **The communication process among citizens also influences people's civic attitudes and behaviors by allowing them to exchange information, elaborate on problems facing the community and learn about opportunities to participate in civic activities** (Gastil & Dillard, 1999; Klofstad, 2007; McLeod et al., 1999; Rojas et al., 2005).

At the same time, larger, **diversified networks tend to bring more mobilizing information for participants.**

Lake and Huckfeldt (1998) have suggested that individuals with larger networks participate more because they are more likely to be exposed to people who have higher levels of education. These educated individuals, in turn, provide knowledge and expertise that enables citizens to become engaged in ways that they might otherwise not. Beyond the individual characteristics of network members, having more contacts can also increase individuals' frequency of discussion about public affairs, which has been shown to have a direct effect on civic engagement (Shah et al., 2005). Even if people's networks do not expose them to knowledgeable individuals and are not characterized by frequent discussion of public affairs, sheer network size should still increase the likelihood of receiving nonredundant opportunities for and recruitment into participation (Huckfeldt, Beck, Dalton, & Levine, 1995). Consequently, the following analysis includes examining variables measuring these known factors.

The inherent structure of the SNSs facilitates not only the acquisition of information but also the discussion of its importance and relevance with other members of a particular individual's social network in situ, which may increase the elaboration and reflection mechanism for an individual to make sense of what they were informed about.

SNS also achieve the high interactivity component that the Internet may provide, which coupled with the simplicity to organize information and relate to similar topics also could enhance the way people get informed. This in turn, could also make possible a smooth mobilization process. A related explanation for the positive relationship between SNS use, social capital and citizen engagement may be found in the uses and gratifications approach (Katz & Gurevitch, 1974; Ruggiero, 2000). SNS can help with personal identity construction by enabling multiple channels for interpersonal feedback and peer acceptance, which have been found to be related to the production of social capital (Harter, 1999). Also, SNS can reinforce existing ties and communities by keeping users constantly updated about what is going on with their contacts (Park, Kee & Valenzuela, 2009). At the same time, increased information exchange among online group participants typically helps to build trusting relationships along with members, further enhancing the potential of SNS to increase social capital. In other words, by making users feel connected to a community and increasing their knowledge of other members, SNS can foster norms of reciprocity and trust and, therefore, create opportunities for civic and political engagement.



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Social Media Marketing – Some tips

<http://www.smartinsights.com/guides/free-guide-to-create-a-social-media-marketing-plan/>

Social Media Fast Start Checklist - 7 key steps to social media marketing:

1. Review your social media capabilities and set goals
2. Develop your social media strategy
3. Set up / update your social media accounts
4. Plan and create your content
5. Increase reach and build followers
6. Evaluation, tracking and optimization
7. Use content to build email lists/integrate with other marketing



1. Review your social media capabilities and set goals

Assess your current social media activities; Review your 'content hub' integration including website and landing pages; Review what the competition are doing; Audit the capability and resource availability of your team (in-house and agency) Review what the competition are doing; Define objectives for future social media marketing

2. Devise your social media strategy

Prioritize five key activities for managing social media marketing; Prioritise platforms - Which platforms? ; Prioritise platforms - Platform approaches? ; Delivery; Policy and governance decisions; Policy decisions: involve key stakeholders in developing policies around the following:

3. Set up / update your social media accounts

Update social media accounts; If this is all new to you, you will need to set up a profile on your chosen social media platforms. Regardless of newness, take this opportunity to

4. Plan and create your content



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Plan your content formats; Devise a list of different "physical" types of content you will use by platform. Consider frequency of each; Plan and implement your content types; Devise and implement content calendar

5. Increase reach and build followers

Improve organic distribution; *Explore and consider these non-paid techniques*

6. Evaluation, tracking and optimization

Explore and consider these optimisation and improvement techniques

7. Use content to build email lists/integrate with other marketing

Explore and apply techniques to increase email capture

High Quality Connections – Let's dig in

[Stephens, J., Heaphy, E., Dutton, Jane \(2012\) "High-quality connections" in Cameron, K. and Spreitzer \(eds\), Handbook of Positive Organizational Scholarship, New York: Oxford University Press](#)

Foundations of High-Quality Connections Research

Building on previous research (Dutton & Heaphy, 2003), we define work connections as the dynamic, living tissue (Berscheid & Lopes, 1997) that exists between two people at work when there is some interaction involving mutual awareness. Connections direct researchers' attention to the experience of discrete interactions that transpire on a single occasion, or within the context of an ongoing relationship between two people (e.g., a conversation, hallway interaction, or apology). While relationships refer to an enduring association between two persons (Reis, 2001), our definition of connections does not assume that the two people have a prior history or ongoing bond. Instead, exploring connections involves a focus on the micro-bits of interrelating at work that can contribute to a relationship over time, but are important in and of themselves.

Our assertion that connections are worthy of greater theoretical attention rests on four assumptions. First, we assume that humans are intrinsically social and have a need to belong (Baumeister & Leary, 1995; Maslow, 1968), making connections an important aspect of people's social experience in organizations. Second, we assume that connections are dynamic and change as individuals alter how they are feeling, thinking and behaving while interrelating with another person (Gable & La Guardia, 2007; Reis, 2007). Third, the work of organizations is performed through social processes, and connections are key elements for understanding how work is accomplished. Fourth, we assume that connections vary in quality. Differences in quality reflect variance in how healthy and well-functioning the living tissue (in this case, the dyadic connection) is at a particular point in time.

We are particularly interested in two clusters of connection-quality indicators (Dutton & Heaphy, 2003). One cluster focuses on the positivity of the subjective, emotional experience of each individual in the connection. The second taps structural features of the connection that enhance the potentiality and responsiveness of the connection.

Connection quality is marked by three subjective experiences. First, connection quality is sensed by the feelings of vitality in connection. People in an HQC are more likely to feel positive arousal and a heightened sense of positive energy (Quinn & Dutton, 2005). Second, the quality of a connection is also felt through a sense of positive regard (Rogers, 1951). Being regarded positively denotes a sense of feeling known and loved, or being respected and cared for in connection. Finally, the subjective experience of a connection's quality is marked by the degree of felt mutuality. Mutuality captures the feeling of potential movement in the connection, borne out of mutual vulnerability and responsiveness as both people experience full participation and engagement in the connection at the moment (Miller & Stiver, 1997). These three subjective markers help to explain why HQCs are experienced as attractive and pleasant, but also as life-giving. Literally and figuratively, one senses life or being more alive in these kinds of human-to-human connections.



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HQCs are also defined in terms of three structural features. These three features capture the structural capacity of the connection. First, higher connection quality implies greater emotional carrying capacity, which is evidenced by both the expression of more emotion when in the connection and the expression of both positive and negative emotions. The tensility of the connection captures the connection's capacity to bend and withstand strain and to function in a variety of circumstances. It is the feature of the connection that indicates its resilience or the capacity to bounce back after setbacks. The third characteristic of a connection's quality is its connectivity. Connectivity describes a connection's level of openness to new ideas and influences. The three structural features help specify why connections of higher quality between two people foster beneficial outcomes.

Our conception of positive connection quality originates in relational theory, with its focus on the human growth and development that can occur while in connection with – rather than separation from – others (Miller, 1976; Miller & Stiver, 1997). On the other hand, relational concepts important to organizational research, such as trust and social support, are based in exchange theory, which emphasizes the instrumental exchange of resources between people (e.g., Blau, 1964; Homans, 1974; Thibaut & Kelley, 1959). Trust, for example, is defined in terms of how one expects another to act (Holmes & Rempel, 1989; McAllister, 1995). Similarly, social support describes the amount and content of care and aid exchanged between people at work, and how these resources buffer negativity (Uchino, 2004). While these relational phenomena can be positive or at least lead to positive outcomes, we believe taking a different theoretical starting point broadens understanding of relational phenomenon in two ways. First, our theorizing about HQCs emphasizes the positive, mutually developmental experience of being in a connection, rather than the exchanges of resources and rewards. Second, by attending to the structural qualities of connection quality, we highlight how high-quality connections are associated with capacities that affect individual and dyadic performance, helping to explain why HQCs are associated with positive outcomes.

Why Do They Matter Theoretically? Impacts of High-Quality Connections

Since HQCs are shorter-term moments within ongoing relationships or encounters between strangers, the traces of their impact have received less research attention compared to ongoing relationships. Meta-analyses of the impact of relationships at work on a variety of outcomes suggest HQCs should be impactful (e.g., Chiaburu & Harrison, 2008), and we briefly summarize other pieces of evidence that point to their value.

Evidence suggests that HQCs improve individual functioning through affecting cognitive, physiological and behavioural processes. For example, experimental studies suggest that small amounts of interaction with others can improve both persons' cognitive performance in terms of speed of processing and working memory performance (Ybarra, Burnstein, Winkelman, Keller, Manis, Chan, & Rodriguez, 2008). Furthermore, in their review of medical evidence, Heaphy and Dutton (2008) show how brief interactions at work can have salutary effects on individuals through affecting the cardiovascular, neuroendocrine, and immune systems. Research also suggests that HQCs facilitate individuals' recovery and adaptation when employees are suffering from loss or illness (e.g., Lilius, Worline, Maitlis, Kanov, Dutton, & Frost, 2008), undergoing transitions in their careers or jobs (e.g., Ibarra, 2003) or need task-related help (Venkataramani & Dalal, 2007). HQCs are important means by which individuals develop and grow (Ragins & Verbos, 2007), enhance and enrich identities (Roberts, 2007), and form attachments to work organizations or to communities (e.g., Blatt & Camden, 2007). They can also create moments of learning and mutual inquiry in contexts as varied as negotiations (Kolb & Williams, 2003; Putnam, 2004) and organizational change (Creed & Scully, 2000; Meyerson, 2001).

At a more collective level, there is also evidence that HQCs can have beneficial effects. For example, HQCs amongst members of organizational units are associated with greater levels of psychological safety and trust. Higher levels of psychological safety, in turn, contribute to greater unit-level learning from failures (Carmeli, Brueller, & Dutton, 2009; Carmeli & Gittell, 2009). Higher levels of interpersonal trust can spawn spirals of increasing cooperation and trustworthiness (Ferrin, Bligh, & Kohles, 2008). Finally, HQCs are also associated with improving organizational processes such as coordination (e.g., Gittell, 2003) and error detection (e.g., Vogus, 2004). Given the short-term nature of HQCs, their association with coordination and error detection may well be linked to the performance of temporary work teams, where individuals depend on each other but do not necessarily know each other well or share longer-term relationships (e.g. Weick, 1993).

Given the evidence for the value of HQCs to individual and organizational functioning, it is important to understand how such connections are built and strengthened. We use the terms "building" and "strengthening" to refer to the initiation of a high-quality connection and the movement toward a connection of greater quality, respectively. We aim to further theory development by proposing mechanisms that help to build HQCs, rather than replicate research linking high-quality connections to positive outcomes (e.g., Carmeli, 2009; Carmeli, Brueller, & Dutton, 2009). In an effort to make our theory more flexible and precise (Elster, 1998; Stinchcombe, 1991), we explain how cognitive, emotional, behavioral and organizational mechanisms build and strengthen HQC connections. For the most part, these are "action-formation" mechanisms, in which one micro-component (e.g. cognition, emotion, or behavior) influences another (Hedstrom & Swedberg, 1998). Yet, since these connections are described within the work context, we also outline how this context shapes our action-formation mechanisms.

By opening up the "black box" of how high-quality connections are built, we hope to provide a stronger foothold for scholars interested in developing and testing theory about how to build and strengthen the connections that aid individual (Bradbury & Lichtenstein, 2000) and collective functioning in organizations (e.g. Hargadon & Bechky, 2006; Quinn & Dutton, 2005). For example, these mechanisms can help us understand key relational processes including relational initiation and resilience, and deepen our understanding of relational theories such as exchange theory. Our discussion of



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the cognitive, emotional, and behavioral mechanisms behind connection quality uncovers the myriad ways in which individuals can shape interactions more positively. Finally, describing how the connection-building process is further shaped by the organizational context presents potentially significant contingencies for how we are to understand the role of these mechanisms. Substantial contributions to both scholarship and practice can thus be gained by our exploration of how cognition, emotions, behavior and organizational context spur and strengthen HQCs.

Explaining High-Quality Connections: Three Sets of Mechanisms

We focus on three major categories of contributors – cognitive, emotional and behavioral – as they are basic social-psychological pathways through which HQCs at work are built and strengthened. Cognitive mechanisms highlight how conscious and unconscious thought processes predispose people to building HQCs. Emotional mechanisms point out how feelings open people up to connection and are shared between people in ways that build HQCs. Finally, behavioral mechanisms showcase the role of different kinds of moves (Goffman, 1959) and modes of interrelating that explain the quality of connection that two people form. By surveying key examples of each kind of mechanism, we aim to seed future research, rather than provide an exhaustive account of mechanisms leading to HQCs.

Cognitive mechanisms

Individuals' cognitions are key building blocks for connections because the mental processing of information about others shapes people's orientation towards forming connections with others. While cognitions ultimately inform actions (Gibson, 1979), we outline how mental processes such as other-awareness, impression-formation, and perspective-taking, matter for the formation of HQCs.

Other-awareness. A primary mechanism for establishing connection is being aware of another person's presence and behaviors, and recognizing that the other is a salient aspect of the environment (Davis & Holtgraves, 1984). As a basic human cognitive ability, other-awareness refers to the capacity to distinguish between the behavior, cognitions, and emotions of the self and that of others (Asendorpf & Baudonniere, 1993; Asendorpf, Warkentin, & Baudonniere, 1996). Other-awareness is necessary for accurately recalling the characteristics and behaviors that identify particular others (Overbeck & Park, 2001), and thus facilitates an initial knowing of and about individuals that is necessary for connection. Being aware of others (viz. supervisors) at work has also been linked with intentions to stay at a particular job (Gardner, Dunham, Cummings, & Pierce, 1987), further suggesting that some sort of focus on others fosters an orientation towards connecting and a willingness to maintain current connections. In addition to being aware of others' characteristics, awareness of others' behaviors is especially important for providing some context for one's own actions. For example, in a study of students in short-term, geographically distributed groups, other-awareness was displayed in requests for, and the provision of information about, what group members were doing or would do (Weisband, 2002). Even over e-mail, groups with members that were more aware of each other were able to better coordinate their actions, suggesting that other-awareness fostered the formation of higher-quality connections.

Impressions of others. While being aware of others, who they are, and what they do fosters interrelating in a more mutual and other-regarding way, the quick impressions we form about others can also shape how connections develop. People can make rapid judgments of whether particular others are accepting, supportive, and warm, based on observing "thin slices" (less than five minutes) of their nonverbal behaviours, such as gestures and facial expressions (Ambady, Bernieri, & Richeson, 2000; Ambady & Rosenthal, 1993). These initial impressions of warmth and acceptance attract individuals to each other, shaping the choice of who to connect with, and thereby increasing the chances of selecting someone who is able and willing to be mutually engaged.

Sensing who might be warm and accepting can aid both connection-building and strengthening. For example, for any new employee trying to get "on board" with their organization, gauging who will most likely be accepting and open to connection helps to determine who they initially approach for information and help (Rollag, Parise, & Cross, 2005). These judgments can potentially help one select someone to connect with who will be most likely to provide positive regard, and thus be a good bet for a HQC. At the same time, these impressions can also inform how connections are undertaken within the context of longer-term relationships. Perceptions of how "warm" or "supportive" someone is based on their current posture and facial expression can guide the decision to interact with that person at that time (cf. Elfenbein, 2007). For example, perceiving that someone is anxious and unable to provide support could either limit requesting help from them, which might further add to their frustration, or motivate providing support to them. On the other hand, sensing that the person is accepting and able to offer support could allow for a timely request for care and support (see Baron & Boudreau, 1987).

Perspective-taking. While employees form impressions about someone's disposition based on brief glimpses of their behavior, they also imagine themselves in another person's shoes, which is called perspective-taking. Perspective-taking goes beyond other-awareness in not only recognizing another's distinct behaviour and internal state, but also mentally representing the other's experience as one's own (Epley, Keysar, Van Boven, & Gilovich, 2004; Galinsky, Ku & Wang, 2005). Perspective-taking has been conceptualized as the cognitive component of empathy, which, in combination with empathy's affective component, motivates altruistic behavior and helping (Batson, Dych, Brandt, Batson, Powell, McMaster, & Griffitt, 1988; Batson, Early, & Salvarani, 1997). Perspective-taking facilitates predicting another person's behaviour and reactions (Davis, 1983), and the shaping of one's own behaviours in ways that demonstrate care and concern, and that can facilitate a positive response from the other. In one work example, being more adept at perspective-taking would have helped a consultant anticipate how developing changes to a project without involving his client could have threatened the client's sense of competency and made him angry (Williams, 2007). Being pre-disposed to imagine how the client might feel might have led the consultant to present his suggestions in ways that affirmed the client's abilities, and invited further improvement, ultimately building the connection.



THE CCEO MANUAL

This description of the role of cognitive mechanisms in building HQCs reveals two key points. First, certain cognitions can pre-dispose people to be more or less open to connect with others at work, as is the case with other-awareness and perspective-taking. Second, only small pieces of information are needed for cognition to shape organizational members' sensitivity to whether others are open to connection. In the following section, we build on these points by describing how emotions strengthen and build HQCs by altering individuals' orientations toward others and opening up and inviting in further interaction.

Emotional mechanisms

Emotions are part of people's everyday experience in organizations (Fineman, 1993), and help us know we are in connection with others (Sandelands & Boudens, 2000). Some psychologists argue that emotions help people navigate relationally by facilitating both their responses to problems they confront in their social worlds and the maintenance of social order (Keltner & Haidt, 1999; Morris & Keltner, 2000). We focus on three areas of emotions research useful for understanding how emotions explain the building of HQCs. Research on positive emotions, emotional contagion and empathy provides theoretical accounts for how emotions travel between people, building and strengthening connections in the process.

Positive emotions. Fredrickson's (1998; 2001) research on positive emotions has built evidence to support her hypothesis that positive emotions broaden our thinking and help build durable, social resources. This broadening and building includes the development of greater relationship closeness (self-other overlap) in new relationships (Waugh & Fredrickson, 2006), and the perception of inter-group similarity (Johnson & Fredrickson, 2005).

Positive emotions vary in their relationship consequences and one such emotion, gratitude, may be particularly relevant for building HQCs. Gratitude, or thankfulness, occurs when an individual perceives that someone intentionally provides something valuable to another (e.g., Emmons & Shelton, 2001; Fredrickson, 2004). Feeling grateful towards others boosts attention to the positive qualities of the benefactor and the motivation to relate to the benefactor (Algoe & Haidt, 2009). There is also evidence that gratitude has both immediate and enduring effects for both members of a dyad. When one person experiences gratitude, both members of a dyad experience greater connection over time (Algoe, Gable, & Maisel, in press; Algoe, Haidt, & Gable, 2008). In an example from a product innovation firm, when design team members enthusiastically demonstrated gratitude for each other's contributions in brainstorming sessions, this thankfulness, and the connection itself, was reinforced by inviting those particular team members to future meetings (Hargadon & Bechky, 2006).

Emotional contagion. Emotional contagion refers to the family of phenomena that describes the interpersonal influence of emotions (Elfenbein, 2007), or more specifically, how a person or group unwittingly or explicitly influences the emotions and attitudes of another person or group (Schoenewolf, 1990). Through emotional contagion, individuals can share similar emotional experiences as they unconsciously mimic each other's facial expressions, movements, and vocalizations (Hatfield, Cacioppo, & Rapson, 1992). This increased mimicry, in turn, has been linked to greater liking and rapport (Chartrand & Bargh, 1999; Lakin, Jefferis, Cheng, & Chartrand, 2003).

Emotional contagion can also occur through the conscious management of emotional displays through surface or deep acting, which may or may not be concordant with their underlying emotional experience (Grandey, 2000; Hochschild, 1983). These emotional displays influence how positive emotions travel between people. Researchers have studied these emotional displays in boundary spanning positions, such as customer service representatives, finding that emotions do travel between employee and customer (Pugh, 2001). This contagion positively affects the quality of the connection, as rated by peers or customers, when the emotional display is viewed as authentic (Grandey, 2003; Grandey, Fisk, Mattila, Jansen, & Sideman, 2005; Hennig-Thurau, Groth, Paul, & Gremler, 2006).

Empathy. Empathy occurs when a person vicariously experiences another's emotion (Mehrabian & Epstein, 1972). Empathy is viewed as the basis of human connection (Miller & Stiver, 1997). When people feel empathy for another, they experience warmth, compassion, and concern for the other, which, in turn, motivates altruistic (Batson, Duncan, Ackerman, Buckley, & Birch, 1981; Davis, 1983) and prosocial behavior (Brief & Motowidlo, 1986), which are markers of higher-quality relationships (Reis & Collins, 2000). In one example, McNeely and Meglino (1994) found in a study of secretaries that self-reported empathy was correlated with higher levels of prosocial behaviors towards others.

Empathy can also be skillfully enacted in order to facilitate quality connecting. Therapists such as Carl Rogers (1951) and Jean Baker Miller (Miller & Stiver, 1997) view empathy as an essential component of creating a relationship that can create a feeling of interpersonal support and promote growth and change. Empathy is also considered a core part of emotional (Salovey & Mayer, 1990) as well as social intelligence (Goleman, 2006). Studies have found, for example, that when one is skilled at understanding another's emotions, the other person reports greater liking (Mueller & Curhan, 2006). In caregiving organizations, service providers are trained to provide an experience of empathy to their clients (Kahn, 1992), while managers in all types of organizations express empathy for their colleagues and employees (Frost, 2003). Through the skillful use of empathy, HQCs can be built and strengthened.

In sum, emotions powerfully influence how people at work connect with others in a range of ways, from the unconscious non-verbal communication of emotional contagion, to the felt experience of empathy, and the ways in which positive emotions promote more openness toward others. Emotion-based mechanisms highlight how emotions coordinate the mind, body and feelings, orienting



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individuals towards others, and simultaneously inviting others to engage, build and strengthen HQCs. We now turn to perhaps the most observable of the three mechanisms, the behaviors that bring us together.

Behavioral mechanisms

Behaviors are observable elements of interpersonal communication and are critical means for the building of HQCs in the workplace. Research suggests that demonstrating respect, task enabling, and playing each facilitate the building of HQCs.

Respectful engagement. Respectful behaviors are defined by how they show esteem, dignity and care for another person (e.g., Ramarajan, Barsade, & Burak, 2008). Research on civility (and incivility, e.g., Cortina, Magley, Williams, & Langhout, 2000; Pearson & Porath, 2009), dignity (e.g., Hodson, 2001), and respect (e.g., Lawrence-Lightfoot, 2000) suggest that everyday behaviors and small moves communicate how one person values another. Research in the traditions of symbolic interactionism (Cooley, 1902; Goffman, 1967; Mead, 1934) and ethnomethodology (Garfinkel, 1967) describes how gestures, talk, and bodily postures convey and are interpreted as respect. Since the provision and interpretation of communicative behaviors occur through interaction (Sennet, 2003), when these behaviors demonstrate the basic human entitlements of respect and dignity (Rawls, 1971) they foster peoples' chances of experiencing a HQC.

We see the link between respectful engagement with others and HQCs in several research domains. First, psychological presence or being engaged with others displays respect and encourages continued interaction (Kahn, 1992). When presence is lacking, such as when communication modes like electronic mail limit access to non-textual cues, or when multi-tasking limits attention to the other, connection suffers (Hallowell, 1999). Second, actions that communicate affirmation and reflect respect and worth can potentially enable connections, and make interactions quite meaningful. This was the case for hospital cleaners who felt respected by how they were spoken to by patients; these cleaners derived meaning and satisfaction from such interactions (e.g., Wrzesniewski & Dutton, 2001). Third, respect is important for the connections involved in recruitment and selection, in which information is exchanged between those inside and outside of an organization. In a video-analysis of interview conversations, LeBaron, Glenn, and Thompson (2009) detail how micro-behaviors convey respect-in-interaction, which in turn, shapes the possibility of the interviews' outcomes. Fourth, expressions of gratitude or thanks also affirm a recipient's worth and value. In turn, this affirmation fosters a motivation to help others, and thus increases connection quality (Grant & Gino, 2010).

Task enabling. A second form of behavior important for HQCs is task enabling, or interpersonal actions that help someone complete or perform a task (Dutton, 2003b). Research on interpersonal helping (e.g., Lee, 1997), interpersonal citizenship (e.g., Podsakoff, MacKenzie, Paine, & Bachrach, 2000; Williams & Anderson, 1991) and prosocial motivation (e.g., Penner, 2002) all suggest that the interpersonal provision of information, emotional support and other resources can cultivate perspective-taking and gratitude, which fosters connection quality. Researchers tend to examine how the quality of a relationship enables helping (e.g., Settoon & Mossholder, 2002), and not the reverse. However, the role of reciprocity would suggest that acting generously towards another would encourage the same in return (Gouldner, 1960), engendering the mutuality, vitality and positive regard that define an HQC. Receiving help in a way that ensures fairness, dignity and respect elicits positive responses from recipients, such as increased commitment to the overall relationship (e.g., Flynn & Brockner, 2003). In turn, if recipients feel that help is being provided for some instrumental purpose, they are less likely to experience an HQC (Ames, Flynn, & Weber, 2004).

Play. A third form of interaction conducive to building HQCs is play. Play is a distinctly human capacity that develops over a person's lifetime (Huizinga, 1950), and by some is seen as a direct expression of human community (Sandelands, 2010). Specifically, playful activities provide goods internal to the activities (e.g., skills and pleasures that are only available when participating in a playful activity; MacIntyre, 1981), are actively engaged in, contain social rules, are learned through participation, contain elements that are repeated, and transcend the selves of individuals and involve risk (Stone, 1989). Accordingly, play enables connection at work in at least two important ways. First, play enables variation in response patterns during interaction, promoting learning about another that is less possible or likely in a work or non-play mode. For example, in a community hospital billing department, employees developed extensive playing routines that involved squirt gun fights, elaborate play with a mascot, and routinized sunshine breaks. These instances of connection-as-play were useful for reducing stress, taking people outside their normal roles and behaviors, and thus allowing employees to see and know each other differently (Dutton, 2003a; Worline, Lilius, Dutton, Kanov, Maitlis & Frost, 2009).

Second, as is the case with games, being fully engaged with others in the rules that set play apart from the "real world" can encourage more interpersonal risk-taking, and a loss of self-consciousness (Czikszentmihalyi, 1975; Eisenberg, 1990). Through developing a concern for both self and other, and being fully present in the moment, people experience a sense of freedom and happiness. These positive feelings help open people up to connecting with others they may otherwise not know. For example, in a regional unit of the Make-A-Wish Foundation, playing is seen as an important means for cultivating connections amongst employees, as well as between employees and the clients they serve (Grant & Berg, 2009). Playfulness broke down hierarchy and a sense of bureaucracy, creating a different form of connection between employees used to being separated through formal roles, and developing rapport with donors, volunteers and families that were being served (Make-A-Wish families).



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These behavioural mechanisms all suggest that what we do and how we do it in our interactions with others at work are important for changing the possibilities for and means of connecting. The focus on respectful engagement, task enabling and playing shows us that small moves matter for building connection and that modes of interacting can transform people's understandings of how they relate to others. Since this all occurs within the context of work, we now examine how features of the workplace would further modify these basic causal mechanisms.



Training Resources



WHAT IS IT FOR A TELEPHONE?



An old telephone is for ...



WHAT IS IT FOR A TELEPHONE?



A mobile telephone is for ...



INTERNET USERS IN THE WORLD

Internet users on June 30, 2016

Africa	Middle East	Asia	North America
Oceania and Australia		Europe	Latin America and the Caribbean

www.internetworldstats.com/stats.htm



INTERNET USERS IN THE WORLD

Internet users on June 30, 2016

Africa 9.3%	Middle East 3.8%	Asia 50.2%	North America 8.7%
Oceania and Australia 0.8%		Europe 16.7%	Latin America and the Caribbean 10.5%

www.internetworldstats.com/stats.htm



60 SECONDS GAME In 60 seconds how many actions take place?

 Searches	 New songs added	 New blog posts	New Domain Registered
 Tracks downloaded	Websites Created	 New photos added	 New photos added
 Active users	 Professional searches	 Tweets	 Hour of video uploaded
 Photo views	 Posts	 Minutes connecting with each other	 Photos shared

www.fiswebdesign.com/wp-content/uploads/2015/07/online-in-60-seconds.png



60 SECONDS GAME In 60 seconds how many actions take place?

 Searches - 2 million	 New songs added - 14	 New blog posts - 347	New Domain Registered 70
 Tracks downloaded – 15,000	Websites Created 571	 New photos added - 20 000	 New photos added - 3,600
 Active users - 11,000	 Professional searches - 11,000	 Tweets – 278,000	 Hour of video uploaded - 72
 Photo views - 20 million	 Posts - 41,000	 Minutes connecting with each other - 1,4 million	 Photos shared – 104,000

www.fiswebdesign.com/wp-content/uploads/2015/07/online-in-60-seconds.png



60 SECONDS GAME In 60 seconds how many actions take place?

Answers

2 million	14	347	70
15,000	571	20,000	3,600
11,000	11,000	278	72
20 million	41,000	1,4 million	104,000

www.fiswebdesign.com/wp-content/uploads/2015/07/online-in-60-seconds.png

Laminate and cut numbers, so each group has number squares to place on 60 seconds template



HOW WOULD YOU USE SOCIAL MEDIA?



HOW WOULD YOU USE SOCIAL MEDIA?

Some tips

	<p>Use relevant keywords in your content.</p> <p>You should customize your LinkedIn profile URL.</p> <p>Have a link from your website to your LinkedIn profile.</p> <p>Keep your page clean and organized.</p> <p>The best times to share content: 7:00-8:30am, 5:00-6:00pm.</p> <p>The worst times to post: Monday and Friday, 9:00am-5:00pm.</p>
	<p>Keywords are an essential part of your pins.</p> <p>Don't forget to include links.</p> <p>Attribute images if not your own.</p> <p>Word count for pin should be in the 100-200 range.</p> <p>Use a shortened URL.</p> <p>Best times to pin are on Saturdays, 2:00-4:00pm and 8:00-11:00pm.</p> <p>The worst times are 1:00-7:00am and 5:00-7:00pm.</p>
	<p>Posts containing photos are more engaging</p> <p>Keep your posts under 250 characters.</p> <p>Use emoticons to get your post liked.</p> <p>Most engagement occurs towards the end of the week - Wednesday to Friday.</p> <p>Posting between 9am and 7pm is acceptable.</p> <p>Question posts get more comments than standard text-based posts.</p>
	<p>Make sure your tweets are relevant and urgent.</p> <p>Show your personality.</p> <p>Tweet 2 to 5 times daily.</p> <p>Use a tool like Buffer to schedule tweets throughout the day.</p> <p>Image links can get more engagement.</p> <p>Tweets with links will get retweeted</p> <p>Make sure links come from mobile friendly sites.</p> <p>Use hashtags to gain more engagement.</p> <p>Keep tweets under 100 characters.</p> <p>Tweet later in the day while people are commuting.</p>
	<p>Add links to your other social networks.</p> <p>Grab viewers attention within first 15 seconds.</p> <p>Feature a call-to-action by asking viewers to like or subscribe.</p> <p>Create content on a frequent basis.</p> <p>Make sure that you have relevant and attention-grabbing titles/description/ tags.</p>

<https://www.searchenginejournal.com/social-media-platform-use/108057/>



SOCIAL MEDIA PROS & CONS

Pros

Cons

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SOCIAL MEDIA PROS & CONS Some tips

Pros	Cons
<ul style="list-style-type: none"> • Social networking sites spread information faster than any other media • Law enforcement uses social networking sites to catch and prosecute criminals • Social networking sites allow people to improve their relationships and make new friends • Social media helps empower business women • Social media sites help employers find employees and job-seekers find work • Being a part of a social networking site can increase a person's quality of life and reduce the risk of health problems • Social networking sites facilitate face-to-face interaction • Social networking sites increase voter participation • Social media facilitates political change. • Social networking is good for the economy • Social media sites empower individuals to make social change and do social good on a community level. • Social networking sites help senior citizens feel more connected to society • Social networking sites help people who are socially isolated or shy connect with other people • Social media allows for quick, easy dissemination of public health and safety information from reputable sources. • Social media can help disarm social stigmas • "Crowdsourcing" and "crowdfunding" on social media allows people to collectively accomplish a goal • Social networking provides academic research to a wider audience, allowing many people access to previously unavailable educational resources • Corporations and small businesses use social media to benefit themselves and consumers • Social networking sites offer teachers a platform for collaboration with other teachers and communication with students outside the classroom • Social networking sites offer a way for musicians and artists to build audiences even if they don't have a corporate contract. 	<ul style="list-style-type: none"> • Social media enables the spread of unreliable and false information • Social networking sites lack privacy and expose users to government and corporate intrusions • Social networking sites can lead to stress and offline relationship problems. • Social networking sites entice people to waste time • Using social media can harm job stability and employment prospects • The use of social networking sites is correlated with personality and brain disorders, as well as addictive behaviours • Social media causes people to spend less time interacting face-to-face • Criminals use social media to commit and promote crimes • Social media can endanger the military and journalists • Social networking sites harm employees' productivity • Social networking sites facilitate cyberbullying • Social networking sites enable "sexting," which can lead to criminal charges/ personal images unexpected proliferation • People who use social networking sites are prone to social isolation • Social networking sites encourage amateur advice and self-diagnosis for health problems which can lead to harmful or life-threatening results • Social media aids the spread of hate groups • Children may endanger themselves by not understanding the public and viral nature of social networking sites • Social networking enables cheating on school assignments • Social networking sites' advertising practices may constitute an invasion of privacy • Social media can facilitate inappropriate student-teacher relationships • Unauthorized sharing on social networking sites exposes artists to copyright infringement, loss of intellectual property, and loss of income • Using social media can harm students' chances for college admission/ job-seekers changes to find work • Social media posts cannot be completely deleted and all information posted can have unintended consequences • Social networking site users are vulnerable to security attacks such as hacking, identity theft, and viruses.

<http://socialnetworking.procon.org/>



Question

How often should you post on social media?

Tip:

Posting and engaging with your followers regularly will grow your following. You have to start a conversation and follow the conversation. Out of sight is in social media out of mind.

Question

If you have a great photo you can use it anywhere, but is it is a not such good image where would be best to use it?

Tip:

A not so good image is best suited on Twitter because Twitter represents fleeting moments. Ask yourself, "Do I want to see this image again?"

Question

If you have a strongly visual product what social media should you use?

Tip:

Consider Pinterest, Flickr, Tumblr, Instagram and You Tube

Question

In social media does the delete button exist?

Tip:

Technically yes, but by the time you have deleted a post there is a strong likelihood that someone will have taken a screenshot. Words live on for ever! Remember before posting pretend that the delete button does not exist.



Question

When building a professional network should I share personal information?

Tip:

If it's really personal then do not put it out there. Don't shatter your professional image by sharing "dirty" little secrets of your personal life. Remember that you are always 100% being judged.



Drawing

Searching on line

Tip:

When seeking new business on line use the search function on Titter and other social media. Use keywords.

Drawing

Keyword

Tip:

Use keywords on social media to find new business contact and opportunities.

Drawing

Content is King

Tip:

What this really means is the more ways you can come up with ways to enhance your brand – without outright selling anything – the better. Sprinkle in the commercial once in a while, but the rest of the time tell a really good story. Try behind the scenes or fly on the wall approaches

Drawing

Build it and they will come.

Tip:

It is important to build a community before you need one. Establish your network before you want them to experience whatever it is that you want to put out there.



Drawing

Timeline

Tip:

Curate your timeline. You need to watch the order in which you're posting. If your tweeting start with posting original content, then respond back to some comments and finally share other people's comments.

Drawing

Multiple handles

Tip:

If you manage multiple handles on the same platform, always pause and consider if you're posting the right content to the right handle before you do.

Drawing

Spam

Tip:

Too many consecutive posts may seem like spam. If you find that you are posting too frequently why not just "favourite" or "like" a few posts instead.



Charade

Begging for friends

Tip:

Do you beg for friends in real life? So why beg for friends online! Posting “Follow me” is probably the easiest way to alienate people.

Charade

Starting a conversation

Tip:

The easiest way to start a conversation on line is to ask a smart question or complement on a recent achievement. People rarely pass up an opportunity to say thank you.

Charade

Build a follower base

Tip:

How to build a follower base is the result of three things:

- 1. Putting out great content*
- 2. Engaging with the people who speak to you*
- 3. Proactively reaching out to others*

Charade

A social snob

Tip:

Keep the “social” in social media. The more friendly you are and the more open you are to the people your speaking to the bigger your community will grow.



Charade

Play nicely in the sandbox (sandpit)

Tip:

Brand to brand love, even with a competitor, shows you're confident and comfortable in your own skin. An example of this is when Microsoft congratulated Sony on its PS4 launch and later Sony with friendly banter to Microsoft on its Xbox. To the public it made the brands more likeable.

Charade

Showing up for a fight

Tip:

Don't show up for a fight. People on line tend to get a little aggressive, perhaps because they are not face to face.

Charade

Inspire

Tip:

People love to be inspired. Quotes on social media go a long way. The best quotes are the ones that come from you. Remember that any piece of advice is tweetable.

Charade

Internet Troll

Tip:

People whose sole purpose it to create havoc and upset in order to elicit an emotional response. Always always ignore them.



SOCIAL MEDIA LEARNERS QUIZ

The phone rings. You have a call from a distant relative.

After some minutes you finally remember, its Amelia! The cater-cousin who lived on the other side of the world and whom you never came to meet personally.

She is now 20 years old and planning to change her life. With some money aside she is leaving behind the small village where she was born and worked since young age in a farm.

You agree to receive her visit and give her some support in adapting to her new life in the city. When you finally meet her and talk some more you realize that she has little experience of ICT use ... and has no idea about what social media is What a challenge!

1. First, you introduce her to social media explaining that ...

- a) There are many types of social media but no matter what people say, all of them have the same purpose: meeting new people and finding a boyfriend or a girlfriend!!!
- b) Social media different websites and applications main utility is talking with friends without paying
- c) Social media include a wide range of opportunities that people can explore, you can stay in touch with your friends and family, connect with people of similar interests and background (social networks); upload and share pictures and videos (multimedia sharing), and participate in online forums and blogs to hold conversations by posting messages around different topics (blogs and forums). These are only some examples, I can show you how it's done ...

Amelia is now starting to understand that are different resources she will be able to access through social media but doesn't have a computer or a mobile phone with internet connection. You manage to get her a 2nd hand smart phone in a Facebook group page for 2nd hand products exchange and take her to several places in the neighborhood where she can freely access a wifi connection - a community centre, a public library, the bus terminal, school gardens, citizen office support, etc

You then present her the challenge of building a page on Facebook – one of the most popular networking sites, trying to explain the main advantages of social networking ...

2. On facebook it's possible to ...

- a) Know everything about people, what they are doing, thinking, feeling, and try to discover their innermost secrets
- b) Connect to other people and develop social relationships, discover new areas of interest and explore creative things, take part in group discussions and share information, peer-to-peer learning, organize activities or events for a wider audience
- c) Compare the numbers of Facebook friends with others and try to beat social life record by having more on line friends

Amelia builds a Facebook page and starts to connect to people she has been recently introduced and discovers childhood friends she had lost contact. She now starts to feel less isolated and engages on line to a group of people, commenting news, sharing ideas, photos. But Amelia savings are getting short, so she really needs to find a job! How can social media on that?



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3. You want to explain Amelia what is the best way to explore employment opportunities and potential connections on social media so you give her some tips ...

- a) Post a message every day in your Facebook page remembering the “world” that you need a job, just repeating the same message often turns out to solve problems
- b) Enhance your image in social networks by creating a fake profile in Facebook and LinkedIn (a social networks for professionals that allows you to share resumes on education and work experience, make connections with other professionals, interact in group discussions, search and applying to jobs)
- c) Protect your online reputation, choose your online connections carefully and keep your personal life separate from your work contacts – you can create a Facebook page for your professional identity or a profile on LinkedIn

It's been some weeks after the arrival of Amelia, she seems to be feeling more adapted to the new city. She has been learning more about ICT, exploring opportunities on social media and building a social network, both on line and off line.

In one of your regular conversations, Amelia finally feels confident to reveal her passion for art. She started drawing and painting some years ago, inspired by the natural environment of the small village where she grew up. You have seen her work and you found it amazing! “The world has to see this” immediately cross your mind. But at the same time, you are not an art expert and don't personally know any artist ...

4. You strongly advise her to ...

- a) Explore social networking sites, discover people with the same interest on art, discuss and develop ideas with the collaboration of others and share artistic work looking for some feedback
- b) Approach people in the street and try to talk with them convincing them to see your work
- c) Should have the drawings in a nice frame and hang them at home. By chance, you may one day, receive an unexpected visit from someone who is in the arts world

Checking how is Amelia in a short exchange of messages on Facebook you suddenly realize Amelia is not so well after all, she mentions feeling undervalued and anxious. She has spent many hours a day in social networking sites trying to make conversation with everyone and getting more and more frustrated with the result – no feedback to messages, misunderstandings about her posts, people with provocative behavior and aggressive response.

You realize Amelia is probably doing something wrong because of her inexperience in online communication and needs some support to figure out a better strategy to establish interactions that make her feel engaged and motivated, positive connections adding social value to parts involved.

5. In your opinion, key issues on social networking approaches are related to

- a) Understand platforms “social norms” by observing others, think and evaluate situations before giving feedback, being able to interact and communicate with sensitivity and diplomacy – including knowing when to participate in an online discussion and when to hold back – while consistently adopting a positive attitude of respectful engagement to be regarded as a trusted connection
- b) Focus on your own values and opinions, expressing yourself in a spontaneous and emotional way regardless of the conversation theme and of whom who are addressing your message. You will have the control of the interaction by limiting others to participate.
- c) Humor is a key to successful conversations in social networking. Placed out of context, a good joke can be used as an icebreaker and a teaser, attracting everyone's attention. To be ambiguous on the



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purpose of your online presence can be a good strategy for not compromising with specific opinions and be friend with everyone.

Amelia follows your tips and starts getting the expected feedback from social networking activities. She actively takes part in artistic online communities, connecting with people who share the same interest and are motivated to collective action.

She now faces a new challenge, wishing to organize an art exhibition. The idea is to show the work of a group of creative people with whom she has being networking, both on line and offline, including her own drawings. She already managed to get the right space – local community centre.

But how can she promote a wide participation on this event?

6. You can share with her some of your ideas on the best communication strategy ...

- a) Distribute handmade leaflets in local mail boxes and car windshields
- b) Pay for an actor to do some promotional performance in front of the community centre during the exhibition event
- c) Create an appealing image to publicize the art exhibition in interest related social media sites with some pictures of the artworks and biographic notes on the authors, create a Facebook public event and get in touch with local news online services

Amelia event was a success!!! Who knows now what the future will bring ...



SOCIAL MEDIA LEARNERS QUIZ

Classification

Questions	Right answers
1	<p>c)</p> <p>Social media include a wide range of opportunities that people can explore, you can stay in touch with your friends and family, connect with people of similar interests and background (social networks); upload and share pictures and videos (multimedia sharing), and participate in online forums and blogs to hold conversations by posting messages around different topics (blogs and forums). These are only some examples, I can show you how it's done ...</p>
2	<p>b)</p> <p>Connect to other people and develop social relationships, discover new areas of interest and explore creative things, take part in group discussions and share information, peer-to-peer learning, organize activities or events for a wider audience</p>
3	<p>c)</p> <p>Protect your online reputation, choose your online connections carefully and keep your personal life separate from your work contacts – you can create a Facebook page for your professional identity or a profile on LinkedIn</p>
4	<p>a)</p> <p>Explore social networking sites, discover people with the same interest on art, discuss and develop ideas with the collaboration of others and share artistic work looking for some feedback</p>
5	<p>a)</p> <p>Understand platforms “social norms” by observing others, think and evaluate situations before giving feedback, being able to interact and communicate with sensitivity and diplomacy – including knowing when to participate in an online discussion and when to hold back – while consistently adopting a positive attitude of respectful engagement to be regarded as a trusted connection</p>
6	<p>c)</p> <p>Create an appealing image to publicize the art exhibition in interest related social media sites with some pictures of the artworks and biographic notes on the authors, create a Facebook public event and get in touch with local news online services</p>