



# Building the JEMSS brand

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## **1. Introduction**

JEMSS is a collaboration of several EU universities in cooperation with industry professionals who have created a joint European masters programme in Digital and Social Media Marketing. The new course aims to implement and enhance digital and social media skills among people aiming to work in the marketing sector or wishing to learn marketing skills.

While there is certainly room for improvement in the digital marketing skills of the UK's graduate population, in eastern European countries we see more pronounced skills shortfalls. With many eastern European countries now gaining economic wealth through their entry into the EU, lack of knowledge and expertise in the digital and social media marketing sector is a key area to be addressed (JEMSS Research Project, 2014).

The aim of this group project is to increase awareness of the JEMSS brand and the content of the course, in order to attract the interest of prospective students, with a special emphasis on the multicultural and technologically-advanced characteristics of the course.

This report discusses the literature and market research around the campaign, which is followed by an outline of the group's organisation and final artefacts. These artefacts demonstrate the integration of several social media networks for the attainment of JEMSS's goals. Evaluations and recommendations are outlined at the end of this report.

## **2. PART ONE: SCHOLARSHIP**

### **2.1 Literature Review**

#### **The rise of Digital Marketing**

The technological advances of the 21<sup>st</sup> century are oft cited as a major force in the changing face of marketing. Although this might be true to a certain degree, it has to be acknowledged that technology has always been integrated in marketing (Ryan, 2014).

While technology is vital here, it is the outcomes rather than the specific advances that are most pertinent, as according to Ryan (2014), the only purpose of technology in this aspect is to connect with people more effectively.

In the past people tended to ask their families and relatives for advice on purchase decisions, but in recent years we can observe a major shift, with consumers now heavily relying on internet word-of-mouth. They read online reviews, discuss options on social networking sites and compare prices online (Edelman, 2010). All these factors should be taken into account when developing a marketing strategy, as the strong involvement of consumers has led to a two-way marketing concept, with consumers having more power than ever (Wymbs, 2011).

The digital marketing sector is one of the world's fastest growing industries (Peters, 2014). Social networks are the core of digital marketing, and much cheaper to employ than traditional methods. This makes it easy to target young people who constitute a large proportion of social media users.

#### **Communication mix**

Buha (2010) described SEO (Search Engine Optimisation) as "the art or science of gaining top search engine placement for relevant keyword phrases through making search engine believe your site is ... relevant". People tend not to go beyond the first results page, so a high ranking gives organisations immense advantages when promoting a campaign (Jansen and Spink, 2006).

To optimise a website, the choice of relevant keywords is essential as these represent the web content. Furthermore, all related online profiles or websites should be linked to each other to generate traffic, whether in the form of blogs, emails, Facebook, Twitter or other networks.

It is not always easy to ensure that people read posts, and several scholars have tried to identify the right strategy. Most researchers generalise the findings to identify the most popular times for different networks (eg: Cooper, 2013a).

A study outlined by Cooper (2013a) showed that people's engagement on Facebook was 18% higher on Thursday and Friday. As Cooper (2013b) explained "the less people want to be at work, the more they are on Facebook". The ideal time of the day, however is rather debatable; often stated was any time after dinner and before work.

Twitter is a social media network majorly used on mobile devices, with research showing that users are 181% more active on it whilst commuting, which makes it harder to identify the best time to post.

It was found that people's engagement was 14% higher on weekdays, and the best time for retweets was around 5pm.

Another way of targeting customers is email advertising. In this case it depends heavily on the type of email, which Dan Zarella analysed in the following table.

Time	Explanation
22:00 - 06:00	at this time people barely open emails
06:00 – 10:00	the best time to send consumer-based marketing mails
10:00 – 12:00	people unlikely to open emails, due to work
12:00 – 14:00	updates on news and magazines are often read during lunch breaks
14:00 – 15:00	people likely to ignore checking on emails after lunch
15:00 – 17:00	the early afternoon is popular time for financial-related offers
17:00 – 19:00	Promotions on B2B and holidays most popular during early evening hours
19:00 – 22:00	after dinner best time for consumer promotions

*Table 1: Best times for email marketing (Source: Zarella)*

It is useful for marketers to understand how these blocks work, since only 23.63% of consumers open their emails within the first 60 minutes of receiving them.

It can be advantageous to post blogs during times when online traffic is low, as the chance of the blog getting lost within all the competition is less pronounced. Blogs were found to be read mainly in the morning and to receive the most traffic on Mondays (Cooper, 2013a).

These findings were based on recent statistics, and since research in this area is not well developed yet, it might be argued that they are not authoritative. In order to get maximum results, a company must create a strategy that is tailored to their particular brand and users (Cooper, 2013a).

## **Higher Education Marketing**

In recent years higher education institutions have begun to engage in social media marketing in order to attract and reach potential students (Constantinides and Zinc Stagno, 2011).

A reason for this is that the educational sector has become extremely competitive, with many online courses joining the market (Maslowsky). Furthermore, student expectations of university courses are continuously rising (Maslowsky).

Moreover, it has become beneficial for universities to engage in such marketing activities, as rising tuition fees in the UK have led to a drop in the number of undergraduate students going to university (Howse, 2014). However, the number of masters students is growing (Morrison, 2013), and includes national as well as international students (Bowman, 2005).

## **Studying internationally**

Many educational organisations, such as JEMSS, have recognised the value of offering students international experience during their academic studies. More and more companies nowadays prefer international experience and this has been facilitated by the ease of movement across the European Union. A major force behind the internationalisation was the Bologna Declaration in 1999, the main goal of which was the freedom of EU citizens to work and study across the member states (Powell and Solga, 2010). They achieved the introduction of a standardised two-cycle (bachelor and masters) university system, which demanded that countries like France and Germany had to disband their old long cycle programmes (Byrne et al., 2012).

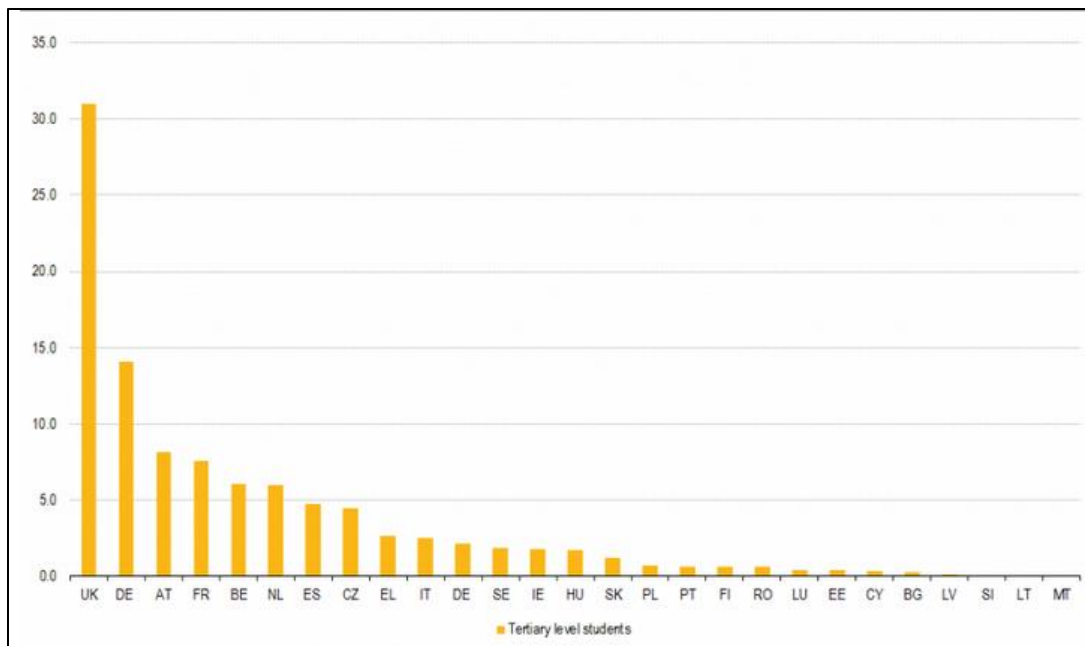


Figure 1 (Source: Eurostat, 2010)

This table (Figure 1) depicts the percentage of students studying in a non-home country, which shows that the majority of EU students prefer studying in the UK.

When considering this table it might be a difficult task for JEMSS to attract students to study in countries like Lithuania and Poland. However, these countries have their advantages and could be attractive to students with an appropriate marketing strategy that emphasises benefits like the low living costs and beautiful landscapes (Giurca, 2013).

It is important that universities do not underestimate the cultural differences which still exist across European countries (SmallBizConnect.com). These include the cultural dimensions of power distance and individualism identified by Geert Hofstede (Hofstede Centre).

Hofstede's research shows that eastern European countries do not distribute power equally and thus have a more distanced relationship to authorities. As such it might be useful to maintain a more formal approach to prospective eastern European students, than that which UK students are used to.

Many European students now prefer studying in English (JEMSS Research Project, 2014). The number of European countries offering taught masters courses in English is steeply increasing, with an amount four times higher than ten years ago (Telegraph.co.uk, 2014). This facilitates many aspects within joint courses, which can include studying across more than one country. However, the fact



that JEMSS is only offered in English could in some ways be an obstacle, since some European students may be sceptical about studying in a language they are not fluent at.

### **3. Analysis**

#### **3.1 Market Research**

The JEMSS course in Digital and Social Media Marketing is based on the needs of small to medium enterprises (SMEs), students and digital agencies. Market research carried out by the JEMSS team highlights the gap in the market for this course and is based on the findings of questionnaires, surveys and focus groups. Overall it was discovered that while students in the non-UK countries (including Poland, Greece, Lithuania, Romania and Bulgaria) were fairly unified in their requirements and reasons for wishing to join the course, UK students valued different skills and positions (JEMSS Research Project, 2014). This was probably a result of the fact that there are many more opportunities for studying digital marketing in the UK than there are in the other countries (JEMSS Research Project, 2014).

For example, UK students expected to acquire largely technical skills such as SEO and social media monitoring, while students in the other countries based more importance on 'soft skills' like creativity (JEMSS Research Project, 2014). For agencies, the most important skills were communication and skills related to running digital marketing campaigns, while SMEs placed most importance in communication, teamwork and self-learning (JEMSS Research Project, 2014).

Creativity and communication were highly valued across the board. As such, we will endeavour to emphasise the possibility for acquiring these skills (in a digital marketing environment) in our artefacts.

A key finding was that nearly one third of students had no practical search and social media experience. This shortfall in digital skills is another key point that will be highlighted in our artefacts.

Research showed that the preferred language of instruction is English. This is a positive area for differentiation as competitor European universities largely teach in the native tongue. Non-English students may see the use of English as a chance for them to improve their language skills in the world's 'lingua franca' (Gobry, 2014). We will demonstrate recognition of this preference by running our pilot campaign in English.

The most popular reasons for wanting to join the JEMSS course were the possibility for greater job opportunities and the chance to achieve a higher salary. In recognition of this, our artefacts will emphasize the career aspects associated with the course and focus on the relationship between digital marketing skills and employability.

### 3.2 Influencers

In promoting the JEMSS course it is important to know who are the key influencers that will help the campaign to spread. These are outlined below.

<b>Academic Influencers</b>		
	<b>Strengths</b>	<b>Weaknesses</b>
Salford Business School, University of Salford (partner)	Facebook – 2,225 likes. Twitter – nearly 1,600 followers. YouTube Channel – lots of digital marketing content and 233 subscribers (appendix 1).	Low ranking university at 84 (The Complete University Guide).
University of Lodz, Poland (partner)	Facebook - 2,184 likes.	Low Twitter presence with 90 followers and no image (appendix 2).
Kaunas University of Technology, Lithuania (partner)	Facebook – nearly 16,000 likes (appendix 3). Twitter – 369 followers. YouTube channel – 385 subscribers.	YouTube videos all in Lithuanian. No digital marketing content found using Google translate.
The University of National and World Economy (UNWE), Bulgaria (partner)	Facebook – 4,615 likes.	Low Twitter presence – just 148 followers.
City College, Thessaloniki	Facebook – nearly 10,000 likes.	Couldn't find Twitter

(partners University of Sheffield), Greece  (partner)	YouTube channel with 143 subscribers.	presence.
Sheffield University, UK	Voted best student union for three consecutive years ( <a href="http://www.Sheffield.ac.uk">www.Sheffield.ac.uk</a> , 2014).  Twitter - 40.3k followers.  Facebook – 69,000 likes.	Potential competitor of University of Salford.
Other universities	Potential partners.  Strong combined social media presence.  Possibility for greater legitimacy of course.	May not have suitable digital marketing resources or teaching.
<b>Business influencers</b>		
TheCandidate.co.uk, digital marketing recruitment agency, Manchester (partner)	Digital marketing specialities/skills.  Careers links valued by students.  Strong social media following.	Manchester base could mean limited reach.
Ilyan.com, creative digital agency, Bulgaria  (partner)	Digital marketing specialities/skills.  Strong commercial experience.  Bases in London, Bucharest and Sofia.	Relatively low social media presence, eg: 209 Twitter followers.
SMEs and agencies surveyed by JEMSS for market research	Already-established links to JEMSS.  Confirmed need for digital marketing talent, i.e.: vested interest in JEMSS students and graduates.  Companies in all the partner countries.	Some SMEs have expressed lack of SSMM skills, could mean negligent influence for online promotion of course.
<b>Social media-related organisations</b>		
NothingButEpic, social engagement and marketing platform, Manchester	Links to Salford Business School.  Potential for cross-channel social media capabilities and wide promotion of JEMSS.  Opportunities for skills-exchange with lead partner, University of Salford - mutual benefits.	Start-up company, not yet established.  Lacking international links.

Chris Hackett, analytics developer at FastWebMedia, Manchester (search marketing company)	Links with Salford Business School.  Works for search marketing specialists.  Facebook marketing expertise.	Not much incentive for him to promote JEMSS.
<b>Social media platforms</b>		
Facebook	Biggest social media channel. Popular with students.	Likes and followers do not necessarily lead to conversions.
Twitter	Lots of digital marketing content posted highly regularly.  Good for building strong industry contacts.  Many digital marketing influencers have Twitter presence.  Good channel for posting short updates.	Follows and favourites do not necessarily convert.  Not much room for information (limit of 140 characters per Tweet).
Instagram	Great for visuals.	Limited on descriptive content.
LinkedIn	Business-oriented platform.	Not particularly strong for B2C communications.
Google Plus	Business-oriented platform.  Good for Google rankings.	Relatively new platform -not as widely used as Facebook.

### 3.3 Competitor analysis

JEMSS's competitors are other academic institutions offering digital marketing courses and education. Findings from the JEMSS Project Survey (2014) show that while the non-UK partner countries had very few competitors, within the UK there is a plethora of opportunities to study digital marketing. The research identified 15 MSc and MA programmes with 'digital marketing' in the title. These were derived from [www.findamasters.com](http://www.findamasters.com) (see figure 2). Here, we analyse five of these competitors. Non-UK competitors are not analysed here as they number very few and have websites that are primarily non-English and that do not show up on SEMRush tool.

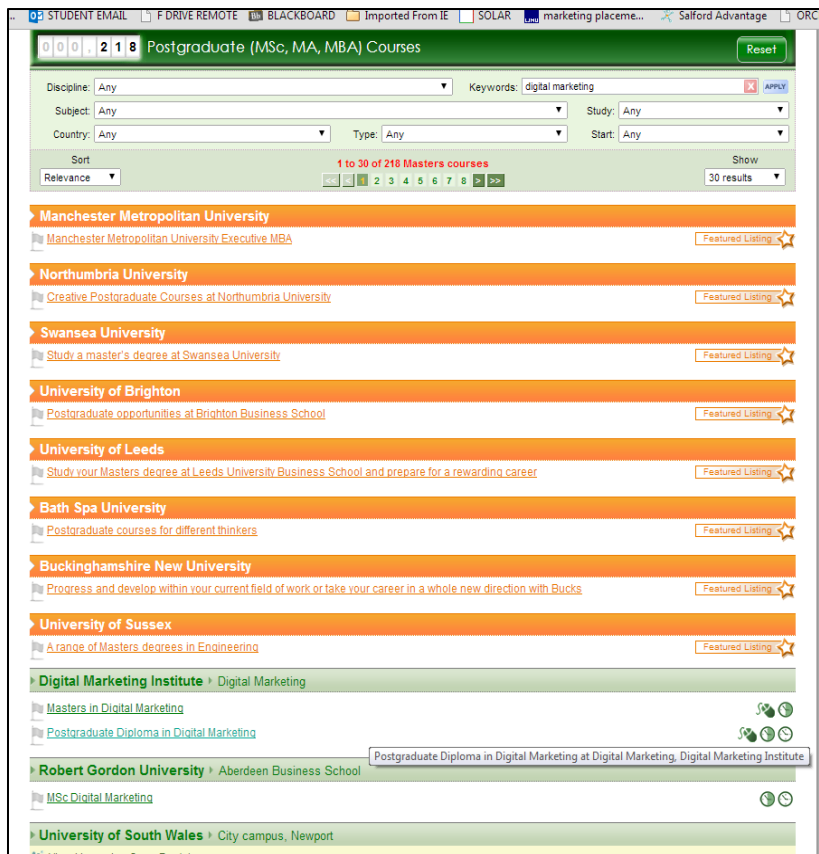


Figure 2. Digital marketing courses in UK, findamasters.com

Competitor	Strengths	Weaknesses
<b>University of South Wales, MSc Digital Marketing</b>	<p>YouTube – ‘Study Digital Marketing’ video (Digital Newport, 2013). Four minutes long. Justifies importance of digital marketing. Interviews of students and lecturers. 233 views since 2013.</p> <p>Twitter- 13k followers.</p> <p>Keywords: 4 optimized (see 1.5 competitors’ keywords). 3 in first SERP (appendix 5).</p>	<p>Facebook – only one university-wide page. No specific digital marketing content (appendix 4).</p> <p>Twitter not optimised to digital marketing.</p> <p>Flickr account not optimised to digital marketing.</p> <p>Highest SERP position for keywords is 9.</p>
<b>University of Southampton,</b>	Twitter (@UoSManagement)	Facebook profile not optimized

<b>MSc Digital Marketing</b>	<p>optimized for 'digital' keyword. MOOC digital marketing course promoted (appendix 6).</p> <p>YouTube – management school's video channel includes interview with programme director of MSc Digital Marketing. 1,634 views since 2013 (appendix 7). 1:16 minutes (SIM GE, 2013).</p> <p>Keywords: 8 optimized (see 1.5 competitors' keywords). 7 in first SERP and 2 at position 1.</p>	to digital marketing (appendix 8).
<b>University of Portsmouth, Digital Marketing MA</b>	Twitter – 17k followers.	<p>Facebook profile not optimized to digital marketing.</p> <p>Twitter profile not optimized to digital marketing.</p> <p>YouTube – no digital marketing-related content.</p> <p>Keywords – only 2 optimised. Neither in first SERP (see 1.5 competitors' keywords) (appendix 9).</p>
<b>Robert Gordon University, MSc Digital Marketing</b>	<p>Twitter – 1,090 followers.</p> <p>YouTube channel with digital marketing MSc video (appendix 10). Interview of lecturer who outlines need for digital skills. 30 views since July 2014. 1:10 minutes (Robert Gordon University, 2014).</p>	<p>Facebook profile not optimized to digital marketing.</p> <p>Twitter profile not optimized to digital marketing.</p> <p>Social media channels not directly navigable from MSc Digital Marketing page.</p>

	Keywords: 4 optimized (see 1.5 competitors' keywords) (appendix 11).	Keywords: 2 not in first SERP.
<b>Aberystwyth University, Digital Marketing MSc</b>	Facebook – lots of pages targeting different markets, eg: prospective postgraduates.  Twitter – 15.6k followers (appendix 12).	Facebook not optimized to digital marketing.  No digital marketing content on YouTube channel.  Twitter not optimized for digital marketing.  Keywords – only 2 optimised. Neither in first SERP (see 1.5 competitors' keywords) (appendix 13).

### 3.4 Keyword research

### 3.5 Competitors' keywords

A SEMRush analysis of the above competitors' digital marketing masters pages showed which keywords had been optimized and to what effect. A summary of the findings is in the below table. The individual results can be seen in the above appendices.

	University of South Wales	University of Southampton	University of Portsmouth	Robert Gordon University	Aberystwyth University
Keyword					
Digital marketing	n/a	14	18	n/a	n/a
Digital marketing MSc	9	1	n/a	7	n/a
MSc digital marketing	9	1	n/a	n/a	20
Masters in digital	11	3	n/a	n/a	n/a

marketing					
Masters digital marketing	10	3	16	7	20

### 3.6 JEMSS keywords

JEMSS's identified keywords

Ad group ideas

Keyword ideas

Search Terms		Avg. monthly searches	Competition	Suggested bid
digital marketing		5,400	High	£5.48
social media marketing		4,400	High	£6.56
social media jobs		1,900	High	£0.86
search marketing		720	High	£6.07
seo jobs		720	High	£2.45
digital marketing masters		50	High	£4.63
social media skills		50	Low	£3.07
seo skills		50	Medium	£4.01
joint masters		10	Low	-
search and social media marketing		10	High	-

**Source: JEMSS Project Debrief**

As can be seen in the above table, the JEMSS website has differentiated itself by optimizing for jobs-related keywords. This is consistent with the primary research findings, that job opportunities were students' greatest reason for wishing to join the course. JEMSS also optimizes for 'social media' keywords, which has not been seen in the analysed competitors' pages.

Our artefacts (and blogs in particular) will be optimized for keywords identified by JEMSS and some derived from research. For example, the keyword 'msc digital marketing' has been derived from the competitor analysis, where it was found to be highly-optimized. See below.



### Search terms derived from research:

Search Terms		Avg. monthly searches	Competition	Suggested bid	Ad impr. share	Add to plan
msc digital marketing		90	High	£3.74	0%	»
masters course		210	Medium	£5.02	0%	»
social media skills		50	Low	£6.30	0%	»
digital marketing career		30	Medium	£1.21	0%	»

### Search terms derived from JEMSS stated keywords:

Search Terms		Avg. monthly searches	Competition	Suggested bid
social media marketing		4,400	High	£5.50
digital marketing		6,600	High	£10.74
social media skills		50	Low	£6.25

### Keywords used in blogs:

(Key to success) digital marketing, social media skills

(Take me to the top) social media marketing,

(Achieve digital marketing success) digital marketing, masters course

(Algorithm) digital marketing career

(European masters) digital marketing msc

## 4. PART TWO: ORGANISATION

### 4.1 Internal Organisation

In order to effect a well-executed and consistent social media campaign, it is essential that a team is well-ordered with equally-distributed roles that are allocated in line with each team member's strengths. Based on the group discussion and the results and analysis of the Belbin test (appendix 14), we allocated tasks to each member and set deadlines. These can be seen in the tables below. Minutes for our group meetings can be found in (appendix 15).

### 4.2 Task allocation table

<b>SCHOLARSHIP</b>		Deadline	Comments
Analysis (keywords, competitor analysis, influencer analysis, market research)	Lucie	Mon 18 August	100%
Literature Review	Ayse	Mon 18 August	100%
Final edit of scholarship	Lucie	Weds 19 August	100%
<b>ORGANISATION</b>			
Project Management	Namitha	Continuous	50%
	Lucie		50%
Campaign plan	Namitha	Mon 18 August	60%
	Fianna		40%
SMART objectives	Ayse	Mon 18 August	100%
Gantt chart for teamwork	Lucie	Weds 13 August	100%
Gantt chart for campaign launch for one year	Katrina	Mon 18 August	100%
Creative proposals for each segment (200 words)	Namitha (outlining key messages for each segment and how they will be delivered)	Mon 18 August	100%
Overall Budget	Fianna	Mon 18 August	75%
	Lucie		25%
Internal meetings	Katrina	Weds 20 August	100%

minutes coordination/writing			
BELBIN test analysis	Katrina	Weds 20 August	100%
BELBIN test results	Katrina  Fianna  Ayse  Namitha  Lucie	Mon 18 August	20% x 5
KPIs	Katrina  Fianna  Ayse  Namitha  Lucie	Mon 11 August	20% x 5
KPIs coordination	Fianna	Mon 18 August	100%
Risk Assessment Campaign	Ayse	Weds 19 August	100%
Risk Assessment Team	Ayse	Weds 19 August	100%
Final edit of organisation	Lucie	Weds 19 August	100%
<b>ARTEFACT</b>			
Film YouTube video	Fianna  Ayse  Namitha  Lucie	Fri 8 August	25% all
Edit video	Katrina	Sun 10 August	100%
Email text	Namitha	Sun 10 August	100%
E-mail design	Fianna	Sun 10 August	100%
UX review	Katrina  Fianna		20% x 5

	Ayse Namitha Lucie		
Infographics	Fianna	Sun 10 August	100%
Ebook text	Namitha	Sun 10 August	100%
Ebook proofread	Lucie	Weds 13 August	100%
Ebook design	Fianna	Wed 12 August	100%
Facebook and Twitter posting	Everyone	Continuous	20% all
Infographic research	Namitha	Sat 09 August	100%
Infographic design	Fianna	Sun 10 August	100%
Instagram	Katrina	Continuous	100%
Analytics of pilot campaign	Fianna	Wed 20 August	100%
Blogs	Everyone	Sun 10 August	20% all
Final blog edit	Lucie	Wed 12 August	100%
Final edit and appendix	Lucie (words) Katrina (formatting)	Thurs 21 August evening	50% 50%

#### 4.3 Team Gantt chart

	AUGUST 2014 DATE																
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
<b>Plan video</b>	E	E															
<b>Film video</b>		E															
<b>Edit video</b>						FK											
<b>Create infographic</b>						FK											
<b>Campaign plan</b>			N														
<b>Plan JEMSS tweets/fb posts</b>			E														
<b>Write blogs</b>			E	E													
<b>Promote</b>								E	E	E	E	E	E	E	E	E	E

blogs																	
Complete KPIs							E										
Analysis part of scholarship							L	L	L								
Literature review								A	A	A	A	A	A				
SMART objectives														A			
Creative proposals														N			
Budget													FL				
Complete minutes and register																K	
Risk assessment															A		
Complete ebook							NF			LF							
Do analytics															F	F	
Final edit																LK	LK

Key: L – Lucie A – Ayse F- Fianna K- Katrina N- Namitha E - Everyone

#### 4.4 Team Risk Assessment

Within a team you always have a range of people with different personalities and this may lead to implications in terms of group performance. This table analyses risks that may arise within the team.

Risk	Probability	Impact	Assessment	Mitigation/Mitigation
A member exits the group/class	1	4 The rest of the group would be left with the work and has to redistribute the tasks	1 x 4 = 4	Spread major tasks between several people instead of leaving it up to one
A member does not complete her section	2	4 This would increase the amount of work for other members, and change schedules	2 x 4 = 8	Frequent controls of work process of each member; offer help if member is unable to fulfil task on her own
Having problems with other team	3	5 Causes a negative work climate, and impacts the	3 x 5 = 15	trying to resolve problems through open communication; reminding her of her professional

members		work performance negatively		responsibility, regardless of personal preferences
Members work individually instead of collaboratively	2	4 Member might not know what the other person is working at, and that leads to chaos and prevents a structured and clear campaign strategy	$2 \times 4 = 8$	Exchange contact details and keep communicating with each other through whole project; exchanging information and involve everyone in processes
Member not being satisfied with the decision of the group	3	5 Member might be unhappy and have a negative impact on group performance	$3 \times 5 = 15$	Involve everyone in decision making and be open for critique; however sometimes not possible to meet everyone's interest, thus democratic decision making
Team members lack in skills and knowledge	2	5 Miss out many opportunities to outset the competition, especially in technical aspects; negative performance on overall task	$2 \times 5 = 10$	Identifying the strengths of each member and allocating her tasks she is likely to perform successfully

## 5. Campaign Organisation

**SMART Objective:** To create a targeted one-year campaign (with potential to continue beyond that timeframe) to attract undergraduate students to the JEMSS course through outreach on relevant social networks, measuring our results via user engagement.

### 5.1 Creative proposal

#### SEGMENT:

Undergraduate students who might be interested in digital marketing education and careers

Since we have identified our target market to be undergraduate students who are interested or may have a potential interest in social media and digital marketing, we based our strategy on the following student profile.

The potential students

1. Have an approximate idea of the meaning for the terms 'digital marketing' and 'social media marketing'
2. Have experience of carrying out research using multiple online avenues. They are able to draw solid conclusions from this research
3. Are active on multiple social media channels
4. Prefer being communicated with via visual and online media, as opposed to audio media
5. Are open to a multicultural perspective and are ambitious

With the above considerations in mind, we choose to focus on the visual element by creating a YouTube video. We communicate information to the segment by way of infographics, blogs and an e-book which appeal to their online research skillsets. And we respond to their interest in social media by posting interactive content on popular social networking sites such as Facebook, Twitter and LinkedIn.

## 5.2 Pilot Campaign Results and Analysis

Our pilot campaign ran for one week. During this time, we created a YouTube video, an e-book, a marketing email and an infographic. These were promoted on Twitter, Facebook and Instagram. More details of these can be found in the artefacts section. Our results were as follows:

## 5.3 KPIs

The SMART objective mentions that our results will be measured through user engagement. Accordingly, each team member has produced KPIs for the pilot campaign in relation to engagement on different social media platforms. The below table demonstrates overall KPIS and results.

Channel	KPI target	Achieved
YouTube	250 views	301
Facebook	85 likes	96

Blog	235 views	663
Blog	14 comments	14
Twitter	41 engagements (retweets, favourites, replies)	139
Instagram	30 likes	60
Instagram	8 follows	9
Instagram	10 comments	8

## 5.4 Social Media Analysis

Social media channels drove an astonishing 50.28% of the overall traffic to the website during the JEMSS campaign. *(Figures from Social Acquisitions total chart)*. We have analysed the findings from the analytics for the overall follower growth per channel and also engagements on the key channels used in the campaign which were Facebook, Twitter and YouTube.

### Overview of channels follower growth

Overall follower growth was highest on Facebook and Instagram. It could be suggested that Facebook has grown the most due to the regular posting and promotion of these posts by team members. Facebook is ideal for a target market of undergraduate students.

Instagram closely followed Facebook in terms of percentage increase; however, the number of followers at the start of the campaign was much lower than Facebook's number of followers. Therefore a small increase in follower numbers increased the percentage growth drastically. *All figures are taken from individual channels.*

Channel	13th August Followers	19th August Followers	% Increase
Facebook	22	79	259.00%



Twitter	39	61	56.40%
LinkedIn	10	12	20.00%
Google+	2	2	0%
Instagram	3	9	200%

## Twitter

Overall for our tweets on the JEMSS channel we achieved 77 favourites and 62 retweets. The overall engagement for all JEMSS channels during the length of the campaign was 198, therefore our team's content produced 70.2% of the overall campaigns engagement on the Twitter channel. 4 of our tweets were placed in the top 5 most engaging tweets for the duration of the campaign and 8 were also placed in the top ten. *(Figures from Twitter Analytics)*.

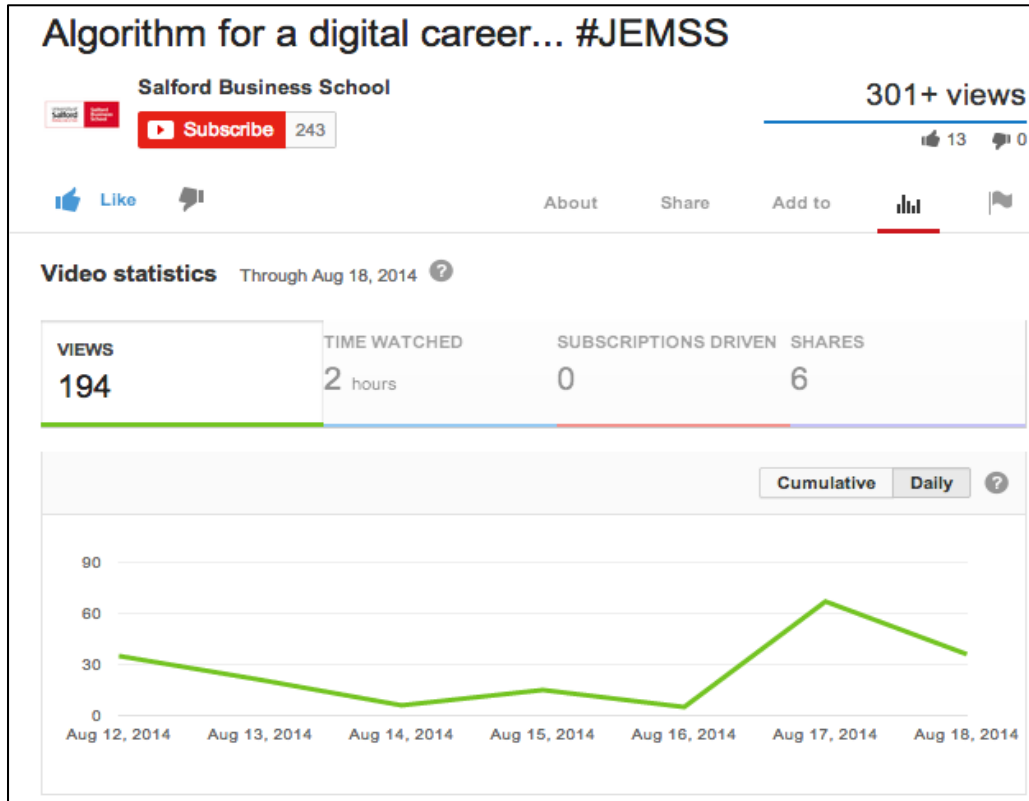
Our personal KPI for the Twitter channel was to achieve 41 engagements overall (on both personal accounts and the JEMSS account) however we achieved 239% above this target just on the JEMSS Twitter account. *(Figures from Twitter Analytics)*. JEMSS-related tweets on our personal accounts gained 48 engagements; therefore combined we were 356% above our original KPI. *(Figures from personal Twitter accounts)*.

## Facebook

Overall on the JEMSS channel we acquired 37 likes and 1 share. On our personal accounts, with our JEMSS related posts we gathered 59 likes and 8 shares; we therefore gathered 96 likes and 9 shares across all Facebook pages. It could be fair to say that this would have contributed to web acquisitions through Facebook, which overall during the week's campaign was 50.28% of all the acquisitions. *(Taken from Facebook Analytics and individual profile pages)*. In terms of Facebook like KPI's we were 12.9% above target.

## YouTube

Traffic was driven to the YouTube channel through blogs, Facebook and Twitter. Our YouTube video had 300+ views over the duration of the project. The views peaked on the 17th of August at approximately 70 views on that day alone. (Figures via YouTube Analytics).



Source: YouTube Analytics

## 5.5 Website and Blog Analytics

The second part of the results analysis focuses on the [mastersindigitalmarketing.org](http://mastersindigitalmarketing.org) website and the blogs posted on this site.

Blogs achieved a total of 633 views across the 5 blogs with the results detailed:

Link	Views
<a href="http://mastersindigitalmarketing.org/algorithm-digital-marketing-career/">http://mastersindigitalmarketing.org/algorithm-digital-marketing-career/</a>	183
<a href="http://mastersindigitalmarketing.org/social-media-marketing-take-top/">http://mastersindigitalmarketing.org/social-media-marketing-take-top/</a>	211
<a href="http://mastersindigitalmarketing.org/msc-digital-marketing/">http://mastersindigitalmarketing.org/msc-digital-marketing/</a>	67
<a href="http://mastersindigitalmarketing.org/international-digital-marketing/">http://mastersindigitalmarketing.org/international-digital-marketing/</a>	80
<a href="http://mastersindigitalmarketing.org/masters-digital-marketing-key-success/">http://mastersindigitalmarketing.org/masters-digital-marketing-key-success/</a>	92

Source: Google Analytics

Our most successful blog 'Social Media Marketing Take me to the Top' gained 12.13% of the overall web traffic during the campaign, closely followed by 'Algorithm for a Digital Marketing Career' which achieved 10.52% of the overall web traffic. Combined, our team's blog posts totalled 36.39% of the overall web traffic for the duration of the campaign. The blog views were 182% above our KPI. It would be fair to say that the keywords in this blog could've had a positive effect on the website's SEO, however this would need to be monitored over a longer period of time to prove specific results. *(Figures taken from Google Analytics).*

### Blog comments

Our KPI for blog comments was 14; we managed to reach this target. The results were as follows:

*(Results taken from blogs).*

URL	Comments
<a href="http://mastersindigitalmarketing.org/algorithm-digital-marketing-career/">http://mastersindigitalmarketing.org/algorithm-digital-marketing-career/</a>	3

<a href="http://mastersindigitalmarketing.org/msc-digital-marketing/">http://mastersindigitalmarketing.org/msc-digital-marketing/</a>	0
<a href="http://mastersindigitalmarketing.org/masters-digital-marketing-key-success/">http://mastersindigitalmarketing.org/masters-digital-marketing-key-success/</a>	4
<a href="http://mastersindigitalmarketing.org/social-media-marketing-take-top/">http://mastersindigitalmarketing.org/social-media-marketing-take-top/</a>	6
<a href="http://mastersindigitalmarketing.org/international-digital-marketing/">http://mastersindigitalmarketing.org/international-digital-marketing/</a>	1
<b>Total</b>	<b>14</b>

## 5.6 E-mail marketing analytics

The final part of the results analysis focuses on the e-mail newsletter. E-mail marketing drove 3.2% of the overall traffic during the JEMSS campaign. *(Figure from Google Analytics).*

The figures from the Mailchimp email campaign were as follows:






- Open rate 13.37%
- Bounces 66/963
- Click through rate 2.7%
- Unsubscribes: 9













The chart below shows the popular links from the email campaign:

URL	% Clicks
<a href="http://mastersindigitalmarketing.org/algorithm-digital-marketing-career/">http://mastersindigitalmarketing.org/algorithm-digital-marketing-career/</a>	7.18%
<a href="http://mastersindigitalmarketing.org">http://mastersindigitalmarketing.org</a>	6.15%



<a href="http://mastersindigitalmarketing.org/msc-digital-marketing/">http://mastersindigitalmarketing.org/msc-digital-marketing/</a>	5.13%
Twitter	4.10%
<a href="http://mastersindigitalmarketing.org/masters-digital-marketing-key-success/">http://mastersindigitalmarketing.org/masters-digital-marketing-key-success/</a>	4.10%
<a href="http://mastersindigitalmarketing.org/social-media-marketing-take-top/">http://mastersindigitalmarketing.org/social-media-marketing-take-top/</a>	3.80%

## 5.7 Social Acquisition Statistics

	Acquisition		
	Sessions ↓	% New Sessions ↓	New Users ↓
	714	50.14%	358
1  Social	359	<div><div></div></div>	
2  Direct	238	<div><div></div></div>	
3  Organic Search	50	<div><div></div></div>	
4  Referral	44	<div><div></div></div>	
5  Email	23	<div><div></div></div>	

			<b>1,739</b> % of Total: 100.00% (1,739)
<input type="checkbox"/>	1. /		<b>266</b> (15.30%)
<input type="checkbox"/>	2. /social-media-marketing-take-top/		<b>211</b> (12.13%)
<input type="checkbox"/>	3. /blog/		<b>198</b> (11.39%)
<input type="checkbox"/>	4. /algorithm-digital-marketing-career/		<b>183</b> (10.52%)
<input type="checkbox"/>	5. /digital-and-social-media-marketing/		<b>109</b> (6.27%)
<input type="checkbox"/>	6. /viral-marketing/		<b>95</b> (5.46%)
<input type="checkbox"/>	7. /masters-digital-marketing-key-success/		<b>92</b> (5.29%)
<input type="checkbox"/>	8. /digital-marketing-career-jemss/		<b>88</b> (5.06%)
<input type="checkbox"/>	9. /international-digital-marketing/		<b>80</b> (4.60%)
<input type="checkbox"/>	10. /digital-marketing-trends/		<b>69</b> (3.97%)
<input type="checkbox"/>	11. /msc-digital-marketing/		<b>67</b> (3.85%)
<input type="checkbox"/>	12. /digital-marketing-msc/		<b>61</b> (3.51%)

#### Social Acquisitions Total Chart

			<b>359</b> % of Total: 50.28% (714)
1.	Facebook		<b>173</b> (48.19%)
2.	Twitter		<b>162</b> (45.13%)
3.	LinkedIn		<b>19</b> (5.29%)
4.	Google+		<b>4</b> (1.11%)
5.	Pocket		<b>1</b> (0.28%)

## 6. Long-Term Campaign Plan



Figure 3: Facebook advert mock-up

The 12-month Gantt chart below demonstrates our one-year plan for the JEMSS campaign. Decisions were based upon both results of our pilot campaign and environmental research. For example, the 'April push' outlined in the chart is based on Google Trends results (see Figure 4) that show a yearly April spike for interest in the search term 'masters course'. Our allocation of budget to paid Facebook adverts (see figure 3) in the last few months of the timeframe is based on research from ThinkwithGoogle.com (see Figure 5). This shows that paid marketing channels are most effective as a 'last interaction' strategy, while social media and email marketing are effective during the earlier 'path to purchase'. However, we will allocate budget into paid Twitter marketing (boosted posts) for the duration of the campaign as this is for the attainment of new followers, which will build our profile, and therefore awareness. We have included a later push for email marketing with a new campaign beginning in April that will provide prospective students with more in-depth details about the course. For example, there will be profiles of lecturers and details about resources across various campuses. This later campaign is designed to appeal to users who are seriously considering joining the JEMSS course.

Analysis of our pilot campaign showed that social media drove 50% of the overall traffic to the JEMSS website during that time period, while results for engagement on Twitter were 239% above our targets. In response to this we will continue to post frequently on Twitter and Facebook for the duration of the year in order to garner more engagement that will ideally lead to conversions.

Our most viewed blog during the pilot campaign was 'Social Media Marketing: Take Me to the top'. The popularity of this career-focussed blog is in line with the results of the JEMSS Market Research Project (2014) that found improved job opportunities to be a major concern for students. As such, at least half of our blogs will have a strong career focus to retain the interest of prospective students. Popular blogs engender low bounce rates, greater site engagement and more organic sharing, so will hope to improve our organic search rankings through the regular and relevant posts. We will also be holding monthly web seminars (webinars) on digital marketing-related subjects in order to engender interest in the full master's course by demonstrating the subject expertise that JEMSS possesses on this topic.

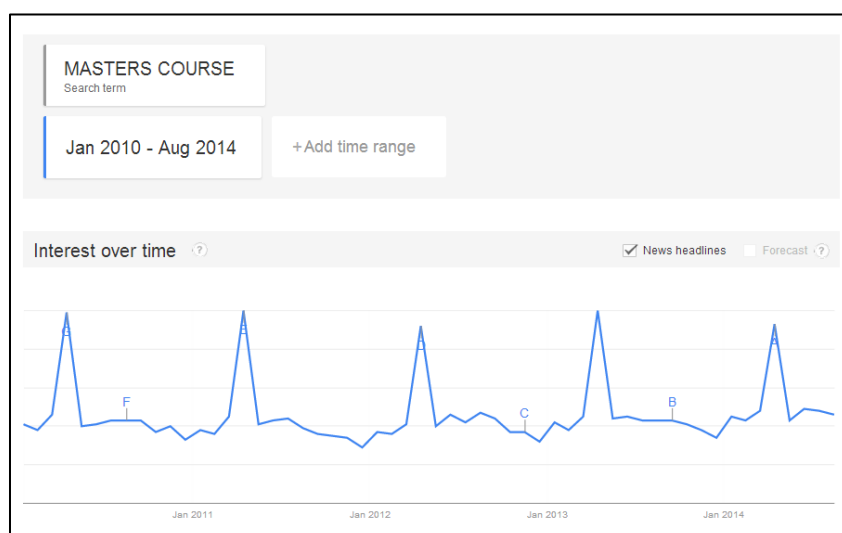


Figure 4. Trends for search term 'Masters Course'. (Source: UK Google Trends, 2014)

[spikes: all in April]



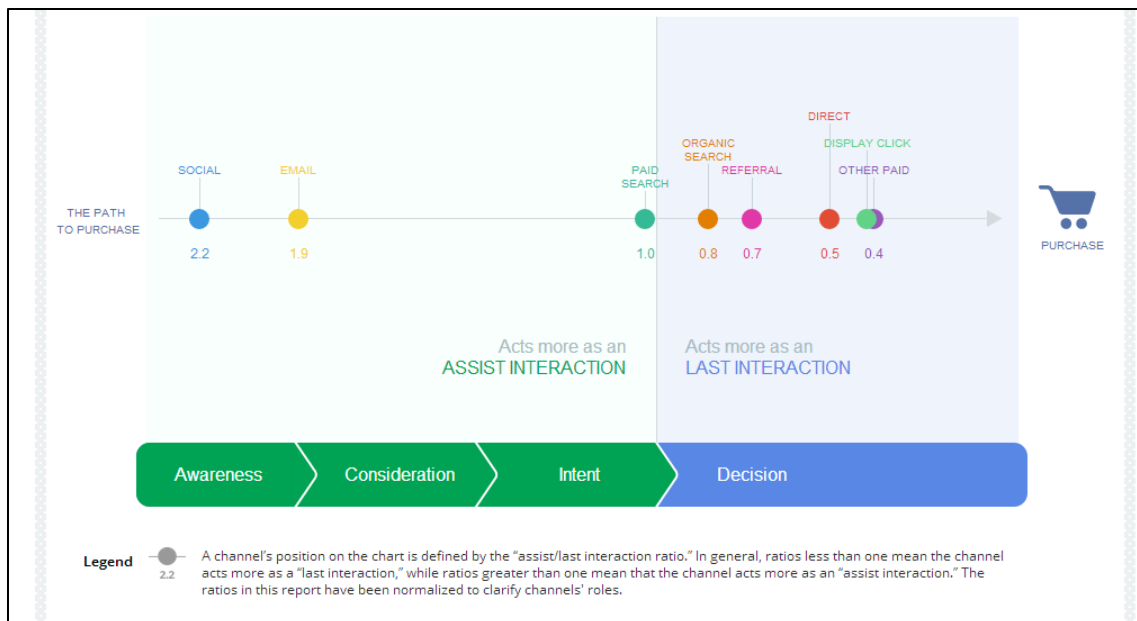


Figure 5. Customer journey to online purchase. (Source: ThinkwithGoogle.com 2014)

## 6.1 12-Month GANTT Chart

	12 Month Campaign Plan (Starting September 2014)											
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug ust
Plan and review FB posts/tweets on a weekly basis (approx. 4 x per month). Particularly promoting 'Algorithm' YouTube, E-Book and blog posts.	x	x	x	x	x	x	x					
Post frequently on FB and Twitter (approx. 8 x weekly) – interacting with audience continuously. Hashtagging keywords and #JEMSS.	x	x	x	x	x	x	x					
'April push' Facebook and Twitter (approx. 12 x weekly) Particularly promoting new YouTube video, E-Leaflet and E-Book and hashtagging keywords and #JEMSS.								x	x	x	x	x
Paid social media advertising – Twitter and Facebook.										x	x	x
Continue with email campaign containing JEMSS newsletter. Send 2 x per month. Call to action – individual blog posts	x	x	x	x	x							

and JEMSS social media accounts.												
Post on Instagram (3 x weekly) and Vine (2 x weekly). Call to action of website in bio and continuously throughout descriptions. Hashtag keywords and #JEMSS.	x	x	x	x	x	x	x	x	x	x	x	x
Write blog posts 2 x monthly. Include call to action of JEMSS social media accounts and mailing list.	x	x	x	x	x	x	x	x	x	x	x	x
Begin new email campaign – email a JEMSS newsletter 2 x per month. More details about specifics of course, compared to first email campaign. Twitter/Facebook/Google+/Instagram/Vine and new blog posts.								x	x	x	x	x
PPC ads – Google AdWords.							x	x	x	x	x	x
Release of new E-Book, YouTube video and E-Leaflet.								x				
Plan and review FB posts/tweets - on weekly basis to stay current (approx. 4 x per month).								x	x	x	x	x

## 6.2 Budget

The below table outline the spending plan for 12 months. The budget allocation is justified in the long-term campaign plan. Advert planning can be seen in appendix 16.

Marketing Communications	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sub Totals
Adwords							£304	£304	£304	£304	£304	£304	£1,825
Email marketing	£18	£18	£18	£18	£18	£18	£18	£18	£18	£18	£18	£18	£218
Paid Twitter Advertising	£62	£62	£62	£62	£62	£62	£62	£62	£62	£62	£62	£62	£744
Paid Facebook Advertising								£160.6	£160.6	£160.6	£160.6	£160.6	£803
Webinars	£47	£47	£47	£47	£47	£47	£47	£47	£47	£47	£47	£47	£566
<b>Sub Total</b>	<b>£127</b>	<b>£127</b>	<b>£127</b>	<b>£127</b>	<b>£127</b>	<b>£127</b>	<b>£432</b>	<b>£592</b>	<b>£592</b>	<b>£592</b>	<b>£592</b>	<b>£592</b>	<b>£4,156</b>

### Breakdown of costs

Adwords	approx £10 per day budget for AdWords campaigns
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Email marketing	Mailchimp costs for 2,500 subscribers on premium package (can expand if needed)
Twitter Advertising	£2 per day on follower advertising
Facebook Advertising	£5.25 per day on advertising website (objective: conversions)
Webinars	Cost of Go To Webinar package based on yearly subscription, for up to 100 viewers at once

### 6.3 Campaign risk assessment

The following table shows the risks influencing the successful performance of the campaign.

Risk Identification	Probability	Impact	Assessment	Mitigation/Management
Low number of people responding to our social media networks	3	4 Would lead to a low SERP rank, which reduces JEMSS's reach.	3 x 4 = 12	Optimise networks, blogs, and other content, link all profiles to each other in order to generate traffic; constant engagement in these networks
Copyright infringement	1	5 Major impact, due to possible fines and other implications	1 x 5 = 5	Make sure pictures and other content is creative common content; otherwise ask for permission and reference everything
Insufficient optimisation and monitoring of all networks	2	4 Would lead to low rank on Google SERP and thus hide valuable content, and benefit competitors	2 x 4 = 8	Evaluate if content is relevant and delete irrelevant content; having a focus on the important networks, by developing a clear optimisation strategy
Message could not be clearly transmitted to audience	2	5 Students would not engage and apply for this course as they are not aware of its benefits and characteristics	2 x 5 = 10	Identifying goals of campaign and then of target audience, develop then a strategy that meets both interests
Campaign not appealing to target students	4	5 Lack of participation on course and networks of people would lead to loss of customers and possible loss of industry partners, due to missing success of campaign ; low rank on SERP	4 x 5 = 20	Develop different approaches to meet various interests, also five different blog perspectives on social media marketing; conducting market research and highlight main interests of students

				within the campaign
Users feeling personally offended by campaign content	1	5 Would have negative impact on business reputation of JEMSS, and lead to loss of interested students	1 x 5 = 5	Avoid religious, and political sensitive topics; due to the international character of campaign, take cultural differences into account and be sensitive to these
Miscalculation of the budget	2	5 Not having the financial resources for further advertising the campaign effectively; cut in other departments leads to negative impact on success of campaign	2 x 5 = 10	Analyse the expenditures and costs of marketing activities; make sure never going over limits of budget
Delays of posts on social media networks, due to weak time management	2	4 Causes chaos in conduction of marketing strategy and prevents a clear overview on networks	2 x 4 = 8	Developing a Gantt chart with strict time tasks, and continuous controls of this
Technical breakdowns, due to system issues	2	5 Important content could get lost, and hinder campaign plans	2 x 5 = 10	Always back up data on external devices, and keep maintaining all our technical equipment with an anti-virus software

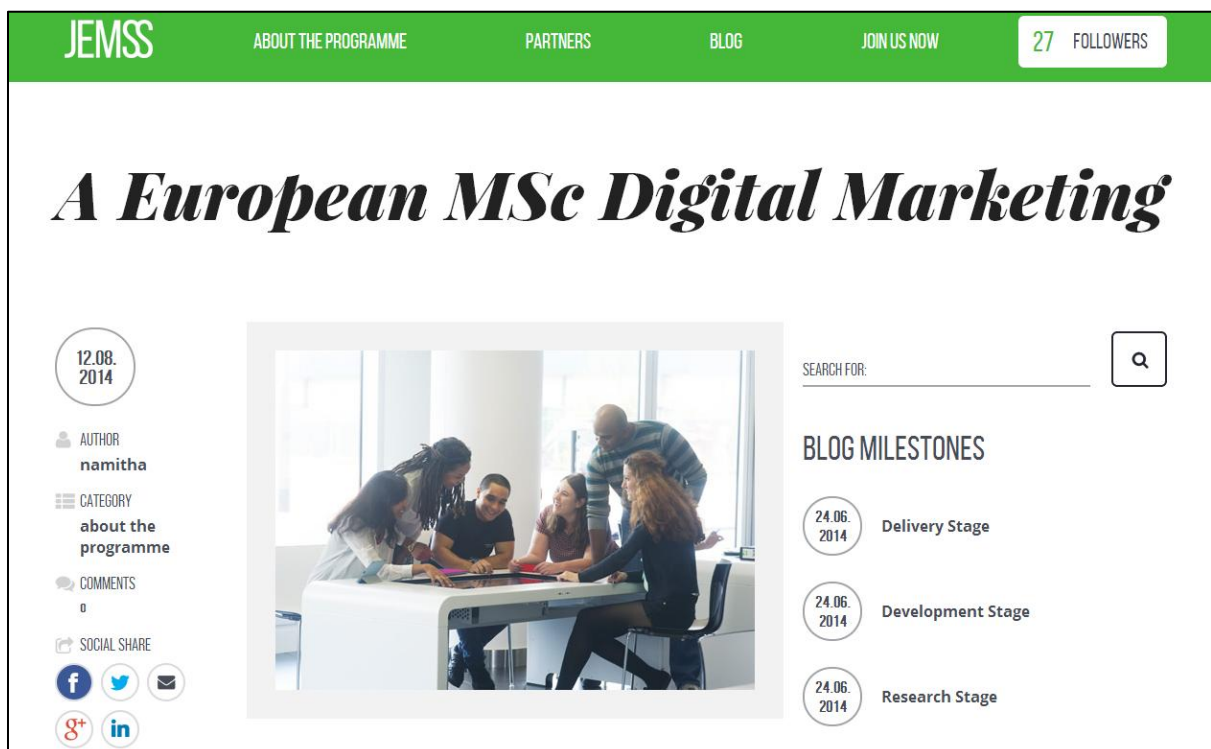
## 7. PART THREE: ARTEFACTS

Below are screenshots of examples of our final artefacts that include the YouTube video, the blogs, the infographic and the e-book. Examples of our other artefacts can be found in appendix 17.

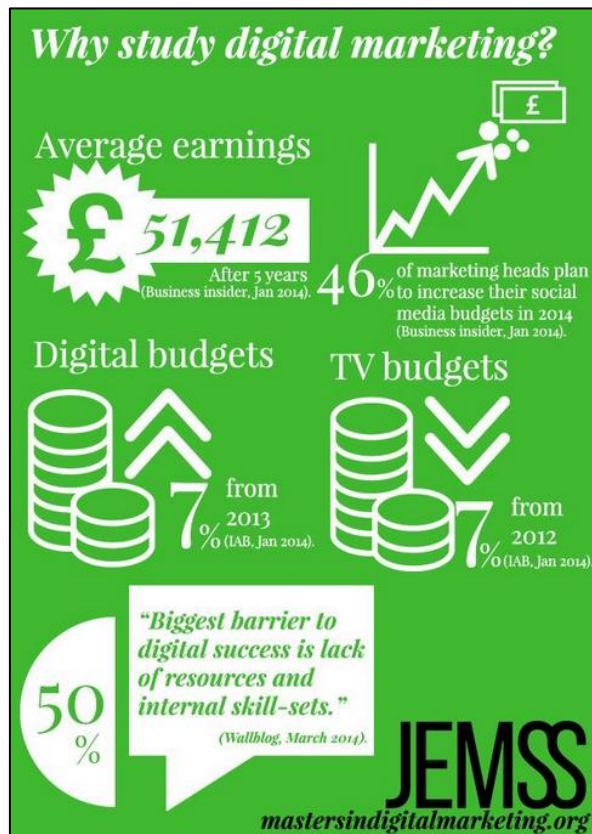
### YouTube video



### Blogs



## Infographic



## e-book



## **7.1 Evaluations and recommendations**

The analysis above demonstrates a performance that has largely exceeded the team's expectations as displayed in the KPIs. On completion of this pilot campaign, we have produced both evaluations of the work, and recommendations for the future continuance of the JEMSS campaign.

### **Blogs**

Creating five blog posts meant taking a risk of effective resource utilisation, in that we could have ended up choosing quantity over quality. However, due to the engaging content, keyword utilisation and cross promotion, the blogs outperformed our targets and increased site traffic. It should however be noted that while collectively all blogs performed well, not all individual blogs were as effectively optimised as they could have been.

If we were without the time constraints of one week, we would prefer to release one blog a week and focus on gaining a uniform achievement of KPI per blog. This is important as it is then concluded that the reader is engaged continuously over a period of time.

It was also difficult to share the blogs as effectively as we would have liked to, due to the fact that the JEMSS website does not allow for an image preview alongside the blog preview. This would work to make the page look more varied and engaging.

### **YouTube video**

The YouTube video was created with a clear vision. The content in the video was based on JEMSS research and the views it reached exceeded our KPIs. For future consideration we might wish to make a video that goes more in-depth into the appeal of the JEMSS course, featuring for example, interviews with lecturers.

### **Social media schedule**

The social media schedule was created for Twitter and Facebook and followed diligently. The posts were also interactive and gave the reader a reason to click the link. Though short sentences were used, the AIDA principle (which is used for blogs) was utilised in creating the posts. # and @ were used liberally in tweets and retweets. In future, it might be advisable to interact with more educational institutions and interested parties beyond the extended group of the University of Salford and its partners.

## **The JEMSS brand**

The JEMSS website does need a considerable amount of development. For example, a section on videos is not available. If a video section would have been part of the website, the number of YouTube views may have been higher.

Since there is a lack of press articles and mentions of JEMSS on third-party platforms it becomes difficult to estimate the credibility of the course. This lack of credibility is further enhanced by the fact that the website has only 27 followers. Ideally we would wish to promote an educational brand with at least 1000 followers as this would demonstrate a more established brand to site visitors. An apparent lack in credibility of JEMSS has been cited by users who have viewed our blogs and are concerned that the views expressed may be from a self-promotion perspective only, as opposed to promoting a genuine educational brand.

As the JEMSS social media platform did not actively involve either the Google+ page or the LinkedIn page the visibility of the product was limited to the primary two platforms. A presence on the aforementioned platforms could lead to greater credibility and engagement. JEMSS's Twitter profile is also highly under-optimised with only 61 followers.

The blogs could not be shared directly from the JEMSS website, which limited the post engagements. However, tweets were limited due to the nature of the task. In the future, these limitations would not apply and we could send out more Twitter updates, potentially increasing brand awareness.

A further issue with blogs, was in regards to mobile optimisation, in that the blog images do not scale down proportionately when viewed on mobile. The blog comments section also states 'replay' as opposed to 'reply'.

Overall, the JEMSS brand and product is a very strong one, supported by solid primary and secondary research. However, in order to achieve its full potential, the long-term marketing plan would need to be executed in tandem with changes to the limitations discussed above.



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## Facebook

Joint Masters In Digital & Social Media Marketing

Developed by the European JEMSS project team

**JEMSS** Joint Masters In Digital & Social Media Marketing Education

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Why should you join JEMSS? The answer is WHY NOT. You cannot cater to a new and emerging market with outdated knowledge.

With the whole marketing industry turning online you cannot keep up unless you have the right skills and knowledge, which JEMSS can help you with.

<http://mastersindigitalmarketing.org/viral-marketing/>

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After 5 years (Business insider, Jan 2014), 46% of marketing heads plan to increase their social media budgets in 2014 (Business insider, Jan 2014).

Digital budgets from 7% (LAB, Jan 2014) to 17% (LAB, Jan 2014).

TV budgets from 7% (LAB, Jan 2014) to 17% (LAB, Jan 2014).

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