

Member Networks

Interesting Practice

RESEARCH PERSPECTIVE

Stine Bang, PARN



PARN

- Professional Associations Research Network
- Established in 1999
- Not-for-profit membership organisation
- Research, events, publications and consultancy for the professional bodies sector



PARN Member Networks Research 2009

Methodology...

- Surveyed 7,338 professionals from 26 professional bodies
- Case studies with nine organisations
- Telephone interviews with branch members

Outcomes...

- Benefits of engaging
- Challenges and barriers
- Leveraging existing networks
- Measuring the impact
- Recommendations



Professionals' Internet Use

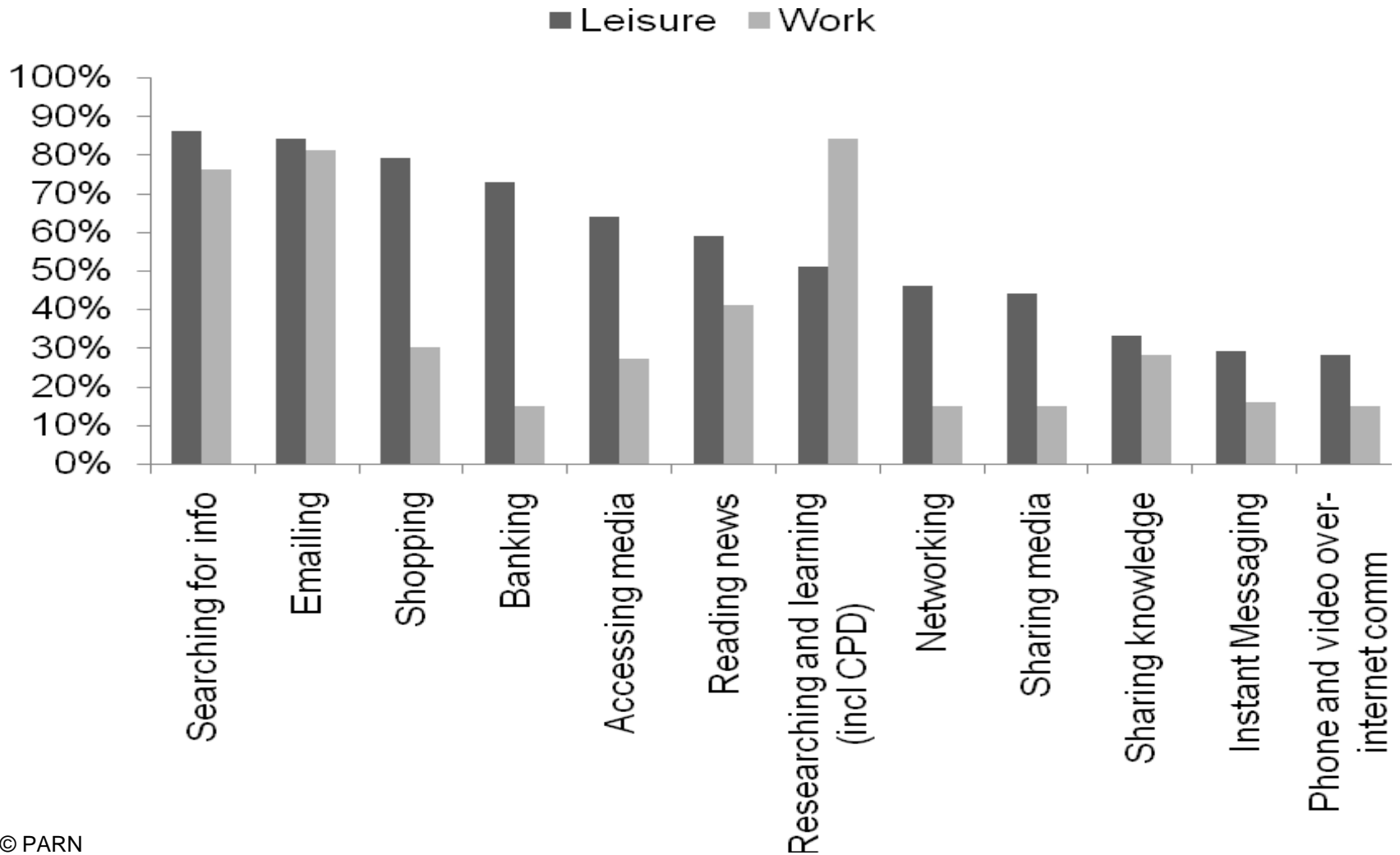
64% access Internet several times a day to support work

Top five activities Internet is used for

1. Researching and learning (84%)
2. Emailing (81%)
3. Searching for information (76%)
4. Reading news (44%)
5. Sharing knowledge (28%)



Professionals' Internet Use



Top 10 Social Media Sites

For Leisure

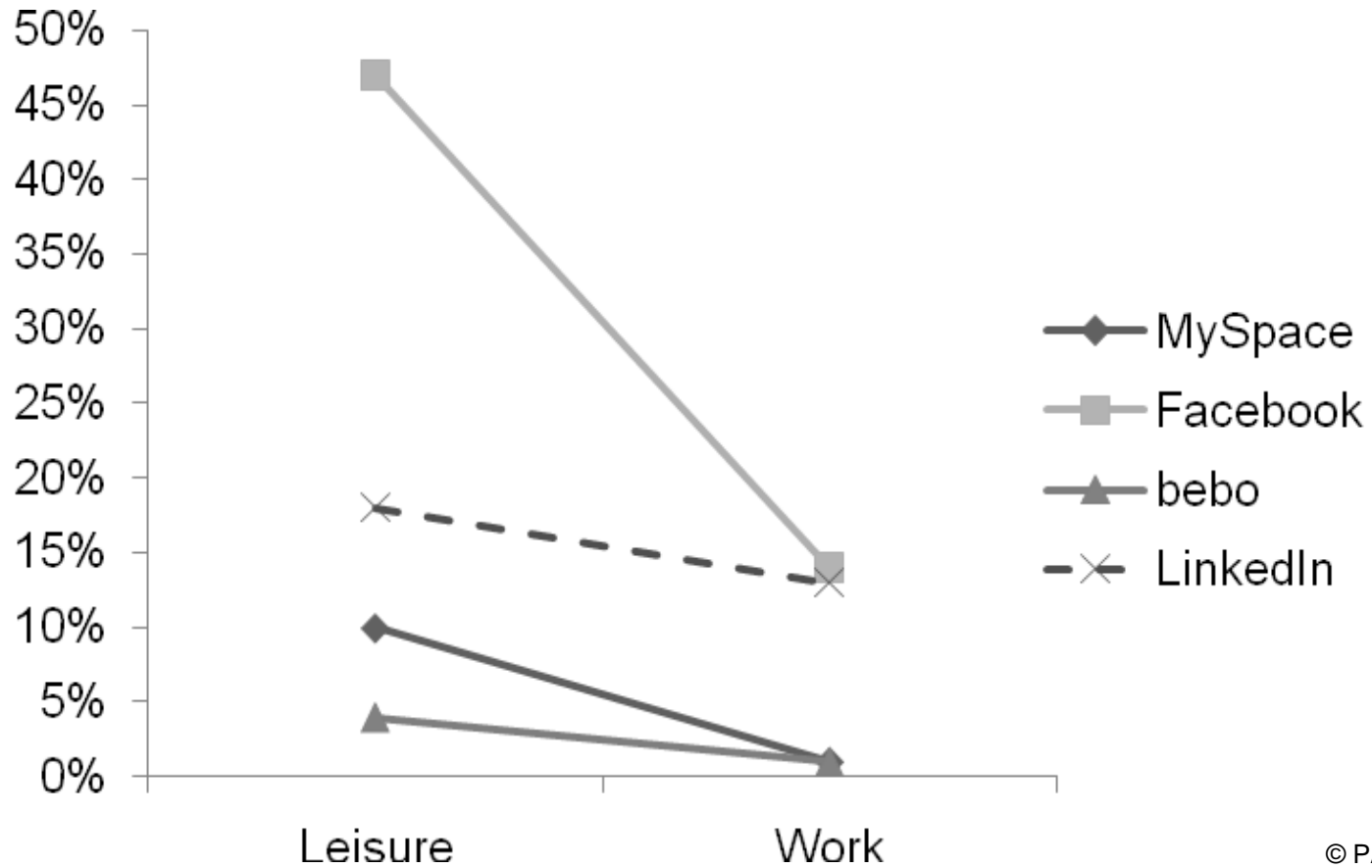
1. **Wikipedia (79%)**
2. **YouTube (66%)**
3. **Facebook (51%)**
4. **Other Wikis (44%)**
5. **Individuals' blogs (42%)**
6. **National media blogs (41%)**
7. **Photo-sharing sites (29%)**
8. **Friends Reunited (28%)**
9. **Flickr (24%)**
10. **LinkedIn (22%)**

For Work

1. **Wikipedia (66%)**
2. **Other Wikis (33%)**
3. **Individuals' blogs (26%)**
National media blogs (26%)
4. **YouTube (19%)**
5. **LinkedIn (16%)**
6. **Facebook (14%)**
7. **Photo-sharing sites (7%)**
8. **Twitter (6%)**
Flickr (6%)
Delicious (6%)
9. **Other (4%)**
10. **Music-sharing sites (3%)**



Use of Social Networking



Perceived Importance of Social Media

- For leisure and work, the importance of social media was on average rated in the region of **not important (2)**, though rating was lower for work than for leisure (1.9 compared with 2.3)
- Almost half (45% leisure, 48% work) rated the importance of posting/commenting anonymously as **not at all important**
- More than quarter (28% leisure, 29% work) rated having some knowledge of people interacting with as **highly important**



So why engage with social media?

With a well thought out and implemented strategy, you can...

- Improve your levels of knowledge and expertise
- Provide services that your members want
- Attract new members
- Engage with other stakeholders
- Influence how you are viewed



Challenges/Barriers

Challenges in implementing social media

- Engagement
- Moderation/control
- Technology (generic vs. bespoke)

Barriers it can help you overcome

- Inclusion
- Physical distance



Challenges/Barriers

Challenges in implementing social media **Engagement**

“There would occasionally be blogs or forums, discussion groups, that I’d often get information from and very occasionally I’d post to as well because after you’ve been doing it for 10 years you feel you’re a bit of an authority. So you’d see people posting questions and I’d take the time, during my working day, to answer them.”

Male, 41-50 years



Challenges/Barriers

Challenges in implementing social media

Moderation/Control

“I’ve only got 5 people based on this in London and 14 globally. What I may explore is the day, when instead of being 22 people doing our PR, I have half a million. I won’t have to mind if they say some rude words or nasty things about us because they are communicating on our behalf and that will be the moment when I know that we’ve done a good job.”

ACCA



Case Study with TES Connect

“Community is Key; doing it in a different way”

The screenshot shows the TES Connect website in a Windows Internet Explorer browser window. The browser's address bar displays the URL <http://www.tes.co.uk/home.aspx>. The website's header includes the TES Connect logo and navigation links: Home / My TES / Jobs / Community / Resources / The Paper / Register / Login. The main content area is divided into three primary sections: Jobs, Community, and Resources. The Jobs section features a search for 1081 education & teaching jobs with a 'Quick search Start here >' link and a map of the United Kingdom. The Community section highlights 995,280 education professionals and offers a 'Browse forums Start here >' link, accompanied by a photo of three people. The Resources section states there are over 46,000 free teaching resources & lesson plans, with a 'Quick search Start here >' link and an image of a computer monitor and globe. Below these sections are three promotional banners: 'Business Web Service of the Year at the 2010 PPA Awards', 'TES New Teachers' (Discover the essential online tools for NQTs and trainee teachers), and 'TES National headteacher audit' (Read the results now). The bottom of the page is organized into four columns: 'Featured jobs' (listing 0.6 Temporary Teacher of Science, Headteacher, and Head Teacher roles), 'Popular searches', 'Popular topics' (listing 'The shoes I wear. My right to choose?', 'catholic school goes over the top with CRB', and 'Summer Holidays'), and 'New members'. On the right side, there are sections for 'Top contributors' (listing teachers tv, rhawkes, and iop) and 'New resources'. The browser's status bar at the bottom shows the URL and the Internet icon.



Case Study with TES Connect

“Community is Key; doing it in a different way”

“Community” section is world’s largest online social network for teachers (900,000+ registered users)

Why they’ve been successful...

- Users have sense of ownership
- Users are the kinds of people who like to talk and share
- Users are recognised for sharing resources
- Users are given content based on their interests



Case Study with TES Connect

“Community is Key; doing it in a different way”

The screenshot shows the TES Connect website interface. The browser window title is "school trips art in resources - TES Connect - Windows Internet Explorer". The address bar shows the URL: <http://www.tes.co.uk/searchResults.aspx?area=resources&keywords=school+trips+art&subject=&phase=&resourceType=>. The page features the TES Connect logo and navigation links: Home, My TES, Jobs, Community, Resources, The Paper, Register, and Login. Below the logo, there are links for "Share your resource", "My shared resources", "Foundation", "Primary", "Secondary", "Whole school", and "Special needs".

The main content area displays search results for "school trips art in resources". It indicates "27 matches filtered by: school trips art x, [Clear all filters x]". The search criteria are "Keywords: school trips art". A filter table is shown below:

Subject	Key Stage	Special needs	Whole school	Resource Type	File Type
▶ English (1307)		▶ Art and design (971)		▶ Citizenship (733)	
▶ PSHE (612)		▶ Science (603)		▶ Mathematics (590)	
▶ Geography (470)		▶ Modern foreign languages (452)		▶ History (421)	
▶ More					

Below the filter table, there are sorting options: "Sort by: Relevance | Highest rated | Date added" and "27 results | 1 to 10 displaying". Two resource cards are visible:

- Resource: Multiple Subjects - KS1, KS2, KS3 (Worksheet)**
10 Questions
These can be used in galleries on school trips, introducing children to art, introducing pupils to projects. Its up to you. Year 7: Questions to ans...
- Resource: Art and design, Whole School**
Art and design scheme of work: Unit 9 – Visiting a museum, gallery or site
This unit provides a structure for a visit to a museum, gallery or site and provides a sequence of events which can be followed to provide a valuable...

On the right side of the page, there is a "Sign up – it's free!" section with the following benefits:

- Don't miss out on the latest jobs
- Connect and share with friends
- Download thousands of resources
- Chat in the forums

There are "Login" and "Register" buttons. Below this is a "Related articles" section with a link to "Rural children miss out on school trips" and another link "Where waters of Venice and the Baltic meet". A "Related Posts" section shows two posts by "wendy-lou" titled "geography field trip - opinions please". A "Related Jobs" section shows a job listing for "IGCSE/A-Level - Mathematics Teacher" at "No 9 Senior School" with a salary grade of "Attractive" and a closing date of "01 October 2010".

At the bottom left, there is a link: <https://account.tes.co.uk/Register>. At the bottom right, there is an "Internet" icon.



Case Study with Methodspace

“Recycle – use your existing resources”

The screenshot shows the Methodspace website in a Windows Internet Explorer browser window. The browser's address bar displays "http://www.methodspace.com/". The website's header features the Methodspace logo with the tagline "Connecting the Research Community" and a navigation menu including Home, My Page, Forum, Methods Q&A, Groups, Blog, Resources, Events, Chat, and Videos. A search bar is located in the top right corner.

The main content area is divided into several sections:

- Announcements:** A message encouraging users to join the community, stating "Join us on Methodspace! If you're not a member already, why not join us - you'll find lots of groups and resources relevant to your research."
- Forum:** A list of forum posts, including "Looking for feedback on our new Mixed Methods Research Web App" (10 Replies) and "Methodological issue" (1 Reply).
- Blog Posts:** A list of blog posts, including "Reaching the media better a researcher or Journalist?" and "SAGE's Little Green Books".
- Groups:** A row of group icons, including one for "srmo".
- Members:** A row of member profile pictures.
- Videos:** A section titled "Videos" featuring a video thumbnail for "Constant Comparison Stop Motion Demo" by Carol Vicours.
- Right Sidebar:** A "Welcome to Methodspace" message with "Sign Up" or "Sign In" links, a SAGE logo, and a section titled "What can you do on Methodspace today?" with links for "Read", "Share", "Blog", and "Look up events".

The browser's taskbar shows several open applications, including "Methodspace - home of t...", "Google Mail - Inbox (1372) - ...", and "TES school trips art in resources -...". The system tray at the bottom right shows the "Internet" icon.



Case Study with Methodspace

“Recycle – use your existing resources”

Social networking for researchers including general discussion forum, Q&A section, member groups, blogs, events promotions , synchronous chat and multimedia

Why they've been successful...

- Used existing free technical content to create “footfall”
- Used information already “to hand” to assess the potential for creating such a community
- Used platform to support e-mentoring and creation of learning communities
- Light-touch approach allowed groups to evolve based on interests of users



Measuring the Impact

Social networking not particularly amenable to traditional ROI

- Evidence shows that monetary investment does not have to be high if using existing technologies

Alternative approach to measurement is SROI

Adapting social and human capital indicators:

- Size, density and diversity of network
- Frequency and intensity of contact
- Spatial proximity
- Mobilisation of networks
- Relevance to professional life
- Structures and institutional arrangement



Measuring the Impact - benefits

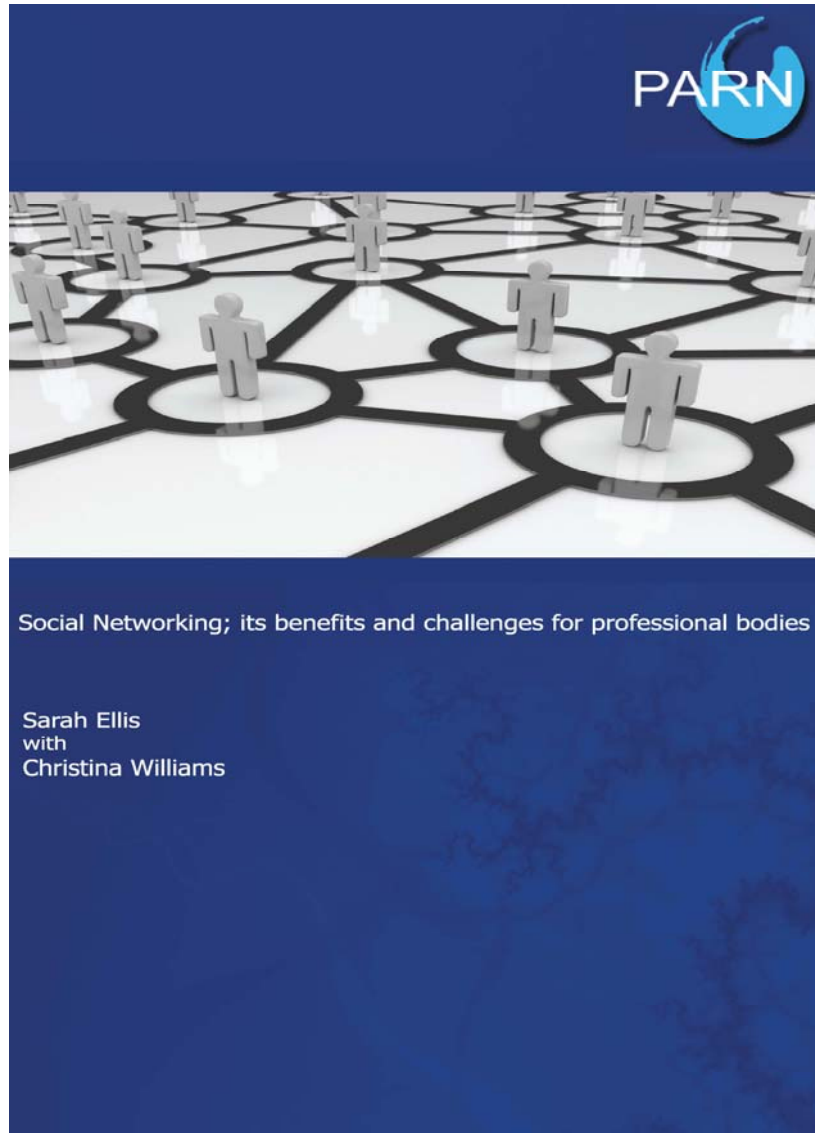
- Community engagement
- Increase in “community”
- Knowledge
- Participation
- New services developed
- New products
- Overseas member’s participation
- Access to experts.

Recommendations

- **Plan**
- **Leverage existing networks**
- **Evaluate, measure, analyse and learn**
- **Segment your audience**
- **Control**



Find out more...



Social Networking; its benefits and challenges for professional bodies

Sarah Ellis
with
Christina Williams

Resources

- Common Knowledge, NTEN and The Port (2009) *Non-profit Social Network Survey Report*.
www.nonprofitsocialnetworksurvey.com
- KPMG (2007) *Enterprise 2.0. The benefits and challenges of Adoption*.
<http://www.kpmg.com/Global/en/IssuesAndInsights/ArticlesPublications/Enterprise-fad-future/Pages/Enterprise-20-The-benefits-and-challenges-of-adoption.aspx>
- Wenger, E. (2006) *Communities of Practice: a brief introduction*. <http://www.ewenger.com/theory/index.htm>
- OFCOM (2008) *Social Networking: a quantitative and qualitative report into attitudes, behaviours and use*

Measuring the Impact

Resources

<http://socialnomics.net/>

<http://www.socialmediaplayground.com>

<http://mashable.com>

<http://www.socialmediaexplorer.com/2008/10/28/what-is-the-roi-for-social-media.>



QUESTIONS?

