

The Business of Social Media

Course Details

Course Designator & Number: BCLA 3017

Number of Credits: 3

Language of Instruction: English

Contact Hours: 45

Instructor: On-Site Faculty

Course Description

Currently the way in which people interact is changing. We live in a new digital and technological era, and an important actor in this change, without a doubt, is social networks. Social networks represent today a real revolution in the way we communicate. According to The Global State of Digital in 2019, prepared by HootSuite and We Are Social, it is estimated that 3,484 million people already use social networks regularly, 45 percent of the world's population. This data reveals the importance that these platforms already have in our lives. In different recent events, such as the so-called Arab Spring or the 2020 elections to the US presidency, the importance of social networks and how they can shape people's opinions was verified. If thanks to Facebook we can influence who will be the next president of a country or incite or promote a social revolution, how will it not be decisive to position a brand, sell a product, improve the image of a company, or launch a new service?

Companies are increasingly aware of this new reality and invest more and more money in advertising on networks with different objectives: to position their brand, increase the reputation of their company, increase their sales, communicate their innovations or launch a new product. In short, in maintaining close contact with their target audience through networks. In this course, students will learn how companies use social networks as marketing and communication tools. In this course, students will appreciate the strategic importance of social networks within an organization and will also be exposed to different examples from companies adopting social media through the analysis of case studies. Additionally, students will be able to perceive and understand the possible risks that a company may face if it does not know how to manage its use, and the importance of identifying and managing the so-called "fake news" in the communication policy (and trust) of a company.

Course Objectives

The objective of this course is to understand and value the importance of social networks as a strategic tool for companies. Students will also understand how social networks allow the company to improve in areas like strategic position, financial situation, increase in sales, improvement of the supply chain, etc. At the end of this course, students will have a command of the use of networks in the company's strategy as well as a strategic vision of its importance in the company's communication strategy. In order to achieve these goals, students must complete readings and case preparation, present these practical cases in class, and prepare a final project applying all the knowledge acquired during the course.

Learning Outcomes

At the end of this course, students should be able to:

- A. Understand the importance and benefits of social networks, as well as their main risks (such as fake news) and the building of consumer trust
- B. Develop a strategy in a company for social networks
- C. Design a marketing plan oriented to the use of social networks to accomplish business goals
- D. Understand and evaluate through practical cases the challenges and success factors that companies face in social networks
- E. Utilize different social networks for a marketing campaign to achieve higher levels of engagement and develop more accurate marketing strategies
- F. Analyze and evaluate the building of trust and reputation within the brand and examine and assess the impact of fake news (factors and effects) in the company and wider audience

Developmental Outcomes

Students should demonstrate responsibility and accountability, independence and interdependence, goal orientation, self-confidence, resilience, appreciation of differences, and critical thinking. They must analyze, evaluate, and assess possible business risks, models, and strategies. They will be able to communicate ideas and research findings both orally and in writing

Methodology

In this course there will be two kinds of classes: The first will consist of theoretical classes where students will acquire the necessary concepts in the field of social networks, business communications channels, and their connection with business. In the second, practical cases

will be presented where students must participate in the presentation and resolution of cases, presentation of projects, and discussion of articles. The practical classes will require individual or group work to prepare the cases, analyze the cases, and prepare projects.

Participation in virtual field activities for this course is required. Students will actively explore the global city in which they are studying using a variety of digital technologies and tools. Furthermore, they will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

Guest speaker (expert in the field): TBD Students are also strongly encouraged to participate in co-curricular program activities, among which the following are suggested: TBD

Course Prerequisites

There are no specific prerequisites for this course. It assumes no previous knowledge of this topic; relevant concepts and ideas will be introduced and explained. This course is mainly oriented to students interested in having a professional career in fields like business, marketing, international economics and trade, finance, accounting, and consulting, among others. Other profiles are also welcome to this course.

Required Reading / Materials

The course readings are mandatory for the class. Further reading materials are for students if they have a specific interest. Additional and further reading materials are available via the course modules. Presentations or supplementary notes used in class will be published on CANVAS shortly after the lesson.

- Stephen, A. and Bart, Y. (2015) "Social Media: Marketing and Principles." Ed Stukent. 1st ed

Case Studies:

- Cotte, J. and Mark, K. (2017) "Marketing Twitter: Competing as a Social Media Platform." Case in Harvard Business Review. Ivey Publishing
- Dubois, D., InYoung, C., Niessing, J. and Wee, J. (2016) "AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey." Case in Harvard Business Review. Insead Business School.
- Dubois, D. and Mastak, P. (2015) "The Nokia N8 'Push Snowboarding' Campaign: An Avant-Garde Social Media Strategy from Engagement to Sales." Case in Harvard Business Review. Insead Business School.
- Gupta, S (2015) "Volkswagen India: Das Auto Digitally." Case in Harvard Business Review. Indian Institute of Management.

- Haggerty, N., Pirouz, R. and Geng, G. (2011) “Decathlon China: Using Social Media to Penetrate the Internet Market.” Case in Harvard Business Review. Ivey Publishing.
- Paniagua, J. and Sapena, J. (2014) “Business performance and social media: Love or Hate?. Business Horizons, 57(6), 719-728.
- Pillai, A. and Sahay, A. (2012) “Social Media Content Strategy at Ayojak.” Case in Harvard Business Review. Ivey Publishing.
- Stephen, A. (2010). “Ford Fiesta Movement: Using Social Media and Viral Marketing to Launch Ford’s Global Car in the United States.” Case in Harvard Business Review. Insead Business School.
- Tybout, A. and Fahey, N. (2012) “Marketing The Nissan Micra and Tata Nano using Social Media.” Case in Harvard Business Review. Northwestern Kellogg School of Management.
- Wells, J., Winkler, C. and Weinstock, B. (2019) “Facebook Fake News in the Post-Truth World.” Case in Harvard Business Review. Harvard Business School.

Recommended Readings

- Kawasaki, Guy (2014). “The Art Of Social Media: Power Tips for Power Users.” Portfolio. 4th ed.
- Lipschultz, J (2018). “Social Media Communication: Concepts, Practices, Data, Law and Ethics” (English Edition). Routledge. 2nd ed.
- Stokes, Robert (2018). “eMarketing: The Essential Guide to Marketing in a Digital World.” The Red & Yellow Creative School of Business. 6th ed.
- Zimmerman, J. and Ng, D. (2017). “Social Media Marketing All-in-One for Dummies.” John Wiley & Sons. 4th ed.

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade	Learning outcomes
Midterm exam	15%	a, d, e
Case study analysis	30%	a, d, e, f
Case study presentation	10%	b, d, r
Final project	20%	a, b, c, d, e, f
Final exam	15%	a, d, e
Participation	10%	a, d, e, f
Overall grade	100%	

Assessment Details

The midterm exam consists of

- a. Short questions with open answers on topics covered in class to date (45–60 minutes)
- b. Case study analysis (30 minutes)

The final exam consists of:

- a. Short questions with open answers on topics covered during the second half of the course (45–60 minutes)
- b. Case study analysis (30 minutes)

Class participation (10%): Student participation is highly recommended for all courses taken at CAPA. The instructor will determine this grade, according to the following criteria:

Grade	Discussion	Reading
A	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings and relationship with internship; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and

		questions for the discussion.
B+	Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings and internship experience.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately
B/B-	Satisfactory: frequent contributor; basic grasp of key concepts, but little original insight; comments/questions are of a general nature and do not relate to the internship often.	Displays familiarity with some readings and related concepts but tends not to analyze them.
C range	Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways and makes little or no connection with the internship	Displays familiarity with few readings; rarely demonstrates analytical thought.
D/F	Very Poor: rarely speaks or illustrates a lack of active listening and does not contribute to group discussion; merely quotes text or repeats own comments or those of others with no connections made to the internship.	Little to no apparent familiarity with assigned material or application to relevant experience.

Case study presentation (10%): Each student will present a case study assigned by the professor. Content, preparation for the presentation (oral), and presentation (pictures, videos, etc.) will be taken into account for the grade. Each case is a real example of a company facing a situation in the topic of the course.

Case studies (30%): After each case study presentation, students should solve questions about the case. At the end of the class the analysis will be done by the professor with the collaboration of the class. Each student will deliver the answers before starting to solve the case. These answers and the participation will be graded by the professor.

Final project (20%): Each group will develop and present a marketing plan for a company using the social media. The instructor will provide the name of a company or the profile of a company and each group will develop a detailed marketing plan for this company.

Midterm exam & final exam (15% and 15%): The midterm and final exams will cover all material studied during the course: theory, case studies, field studies, and final projects. The format will be open questions. The final exam is not cumulative.

Course Content

Unit 1

- Overview of the course: expectations and syllabus
- Introduction to the syllabus, assignments, and the class social contract
- Overview of policies, procedures, and student resources
- Overview of the calendar for the course
- Chapter 1: Social Media Revolution

Unit 2

- Chapter 2: Connected Customers and Social Interactions
- Presentation & class discussion of Case study 1—“Ford Fiesta Movement: Using Social Media and Viral Marketing to Launch Ford’s Global Car in the United States.”
- Assignments
 - To read case 1: “Ford Fiesta Movement: Using Social Media and Viral Marketing to Launch Ford’s Global Car in the United States” assigned first class
 - To read case 2: “Marketing Twitter: Competing as a Social Media Platform”
assigned second class

Unit 3

- Presentation and class discussion of Case study 2—“Marketing Twitter: Competing as a Social Media Platform”
- Chapter 3: Strategic Usage of Social Media and Strategy Planning
- Assignments:
 - To read case 3: “Marketing the Nissan Micra and Tata Nano Using Social Media”
assigned second class

Unit 4

- Presentation and class discussion of Case study 3—Marketing the Nissan Micra and Tata Nano Using social Media

- Chapter 4: Managing Social Media Communications and Planning Cycles
- Assignments:
 - To read case 4: “Volkswagen India: Das Auto Digitally” **assigned second class**

Unit 5

- Presentation and class discussion of Case study 4—“Volkswagen India: Das Auto Digitally”
- Chapter 5: Designing Content for Social Media Communications
- Assignments:
 - To read case 5: “Decathlon China: Using Social Media to Penetrate the Internet Market” **assigned second class**

Unit 6

- Presentation and class discussion of Case study 5—“Decathlon China: Using Social Media to Penetrate the Internet Market”
- Presentation and class discussion of Case study 6—“AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey”
- Assignments
 - To read case 6: “AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey” assigned first class

Unit 7

- Review session
- Midterm exam second class

Unit 8

- Solution of the Midterm Exam and Article Study—“Business performance and social media: Love or Hate?”
- Chapter 6: Using Paid Social Media—Advertising on Social Media Platforms
- Assignments:

- To read case 7: “Social Media Content Strategy at Ayojak” assigned second class

Unit 9

- Presentation and class discussion of Case study 7—“Social Media Content Strategy at Ayojak”
- Chapter 7: Marketing Research Using Social Media
- Assignments:
 - To read case 8: “The Nokia N8 ‘Push Snowboarding’ Campaign: An Avant-Garde Social Media Strategy from Engagement to Sales” assigned second class

Unit 10

- Presentation and class discussion of Case study 8—“The Nokia N8 ‘Push Snowboarding’ Campaign: An Avant-Garde Social Media Strategy from Engagement to Sales”
- Chapter 8: New Product Development and Launches Using Social Media
- Assignments:
 - To read case 9: “Facebook Fake News in the Post-Truth World” assigned second class

Unit 11

- Presentation and class discussion of Case study 9—“Facebook Fake News in the Post-Truth World”
- Chapter 9: Managing Customers Using Social Media

Unit 12

- Final project presentations

Unit 13

- Guest speaker
- Review session
- Assignments:
 - Check and prepare doubts for review session assigned first class

Unit 14

- Final exam

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).