



**BCLA BUSN/COMM 3389
The Business of Social Media**

CAPA BARCELONA PROGRAM

Course Description

Currently the way in which people interact is changing, we live in a new digital and technological era and an important factor 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 last 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 inciting or promoting a social revolution, how it will 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 your target audience through networks. In this course, students will learn how companies use social networks as marketing and communication tools. They will realize about the strategic importance of social networks within the organization and will also be exposed to different examples from companies adopting social media through the analysis of case studies. Additionally, the 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 Aims

The objective of this course is to understand and value the importance of social networks as a strategic tool that companies have. The student will also get a notion of how social networks allows the company to improve in areas like: strategic position, financial situation, increase of sales, improvement of the supply chain, etc. At the end of this course, the student will have a command in the use of networks in the company's strategy as well as a strategic vision of its importance in the communication strategy of companies. In order to achieve these goals, the student will be required to do continuous reading and case preparation work. Students will have to present these practical cases in class and will prepare a final project applying all the knowledge acquired during the course.

Requirements and 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. Although this course is mainly oriented to students willing to have a professional career in fields like: Business, Marketing, International Economics and Trade, Finance, Accounting, Consulting, among others. Other profiles are also welcome to this 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 its main risks (as fake news) and the building of consumer trust.
- b. Develop a strategy in the 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. Use of social media in order 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 & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences, and critical thinking. They need to analyze, evaluate, and assess possible business risks, models, and strategies. They will be able to communicate their ideas and research findings in both oral and written way.

Class Methodology

In this course there will be two kinds of classes: The first will consist of theoretical classes where the student 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 will have to participate in the presentation and resolution of cases, presentation of projects and discussion of articles. The practical classes will require the student to do individual or group work to prepare the cases, analyze the cases, and prepare projects.

Field Components

Participation in field activities for this course is required. You will actively explore the global city which you are studying. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component is:

Guest speaker (expert in the field): t.b.a.

Students are also strongly encouraged to participate in **co-curricular** program activities, among which the following are suggested: tbc.

Mid-Term & Final Exams

The mid-term exam consists of:

- A) Short questions with open answers on topics covered in class to date (45-60 minutes)
- B) Case study analysis (30 min)

The final exam consists of two parts:

- C) Short questions with open answers on topics covered during the second half of the course (45-60 minutes)
- D) Case study analysis (30 min)

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7
				1.0
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	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

Assignments

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

Grade	Discussion	Reading
A range	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings and relationship with the class; 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 class learning.	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 class often.	Displays familiarity with some readings and related concepts but tends not to analyze them.

Grade	Discussion	Reading
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 class.	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 class.	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, ...) 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. 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 Materials

The course readings are mandatory for the class. Further reading materials are for students to use 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 made available shortly after the lesson.

Dress Code

None

Required Readings:

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 Reading(s):

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

Weekly Course Schedule

<u>Week 1</u>		
Session 1: <i>Overview of the course: expectations and syllabus</i>	<u>In Class Activity</u>	Discussion of expectations and learning outcomes for the course Introduction to the syllabus, assignments, and the class social contract. Overview of policies, procedures, and student resources. Overview of the calendar for the course
Session 2:	<u>In Class Activity</u>	Chapter 1: Social Media Revolution

<u>Week 2</u>		
Session 3:	<u>In Class Activity</u>	Chapter 2: Connected Customers and Social Interactions
	<u>Assignments</u>	To read case 1: "Ford Fiesta Movement: Using Social Media and Viral Marketing to Launch Ford's Global Car in the United States"
Session 4:	<u>In Class Activity</u>	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".
	<u>Assignments</u>	To read case 2: "Marketing Twitter: Competing as a Social Media Platform"

Week 3		
Session 5:	<u>In Class Activity</u>	Presentation & class discussion of Case study 2- <i>Marketing Twitter: Competing as a Social Media Platform</i>
Session 6:	<u>In Class Activity</u>	Chapter 3: Strategic Usage of Social Media and Strategy Planning
	<u>Assignments</u>	To read case 3: <i>Marketing The Nissan Micra and Tata Nano using social Media</i>

Week 4		
Session 7:	<u>In Class Activity</u>	Presentation & class discussion of Case study 3- <i>Marketing The Nissan Micra and Tata Nano using social Media</i>
Session 8:	<u>In Class Activity</u>	Chapter 4: Managing Social Media Communications and Planning Cycles
	<u>Assignments</u>	To read case 4: <i>Volkswagen India: Das Auto Digitally</i>

Week 5		
Session 9:	<u>In Class Activity</u>	Presentation & class discussion of Case study 4- <i>Volkswagen India: Das Auto Digitally</i>
Session 10:	<u>In Class Activity</u>	Chapter 5: Designing Content for Social Media Communications

	<u>Assignments</u>	To read case 5: “Decathlon China: Using Social Media to Penetrate the Internet Market”
--	---------------------------	--

<u>Week 6</u>		
<u>Session 11:</u>	<u>In Class Activity</u>	Presentation & class discussion of Case study 5 - “Decathlon China: Using Social Media to Penetrate the Internet Market”
	<u>Assignments</u>	To read case 6: “AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey”
<u>Session 12:</u>	<u>In Class Activity</u>	Presentation & class discussion of Case study 6 - “AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey”

<u>Week 7</u>		
<u>Session 13:</u>	<u>In Class Activity</u>	<u>Review session</u>
<u>Session 14:</u>	<u>In Class Activity</u>	<u>Midterm Exam</u>

<u>Week 8</u>		
<u>Session 15:</u>	<u>In Class Activity</u>	Solution of the Midterm Exam & Article Study – “Business performance and social media: Love or Hate?”
<u>Session 16:</u>	<u>In Class Activity</u>	Chapter 6 - Using Paid Social Media – Advertising on Social Media Platforms

	<u>Assignments</u>	To read case 7: “Social Media Content Strategy at Ayojak”
--	---------------------------	---

<u>Week 9</u>		
<u>Session 17:</u>	<u>In Class Activity</u>	Presentation & class discussion of Case study 7 - Social Media Content Strategy at Ayojak”
<u>Session 18:</u>	<u>In Class Activity</u>	Chapter 7 - Marketing Research Using Social Media
	<u>Assignments</u>	To read case 8: “The Nokia N8 'Push Snowboarding' Campaign: An Avant-Garde Social Media Strategy from Engagement to Sales”

<u>Week 10</u>		
<u>Session 19:</u>	<u>In Class Activity</u>	Presentation & class discussion of Case study 8 - The Nokia N8 'Push Snowboarding' Campaign: An Avant-Garde Social Media Strategy from Engagement to Sales”
<u>Session 20:</u>	<u>In Class Activity</u>	Chapter 8 - New Product Development and Launches Using Social Media

	<u>Assignments</u>	To read case 9: "Facebook Fake News in the Post-Truth World"
--	---------------------------	--

<u>Week 11</u>		
<u>Session 21:</u>	<u>In Class Activity</u>	Presentation & class discussion of Case study 9 - "Facebook Fake News in the Post-Truth World"
<u>Session 22:</u>	<u>In Class Activity</u>	Chapter 9 - Managing Customers Using Social Media

<u>Week 12</u>		
<u>Session 23:</u>	<u>In Class Activity</u>	<u>Final Project presentation</u>
<u>Session 24:</u>	<u>In Class Activity</u>	<u>Final Project presentation</u>

<u>Week 13</u>		
<u>Session 25:</u>	<u>In Class Activity</u>	<u>Guest speaker</u>
	<u>Assignments</u>	Check a prepare doubts for the review session
<u>Session 26:</u>	<u>In Class Activity</u>	<u>Review session</u>

<u>Week 14</u>		
-----------------------	--	--

<u>Session 27:</u>	<u>In Class Activity</u>	<u>Final Exam</u>

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program. If a student arrives late for a scheduled class, it is the student's responsibility to notify the instructor to ensure that they are added to the class register for the session.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excusedabsencesbarcelona@capa.org ahead of time and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting excusedabsencesbarcelona@capa.org, it is the responsibility of the student to contact their instructor and make up any missed assignments.

Class Participation: Students are expected to participate in all classes and to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assigned reading BEFORE the class and arrive at the session on time. Participation is a vital part of students' grade: students are expected to participate in class and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others will not be tolerated.

Academic Accommodations: Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the Director of Academic Affairs privately to discuss their specific needs. Students requesting accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit official documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in their scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments will be

run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Use of Electronic Equipment in Class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless students have express permission from the faculty, or they have been instructed to do so. If students require an accommodation to use any type of electronic equipment, they must inform the Director of Academic Affairs at the beginning of term.

Use of Electronic Translators: In language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a "O" (F) grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of "O" (F) will be given for the assessment.

Behavior during Examinations: During examinations, students must do their own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, and students may not access online resources of any kind, compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.