Course Title	**Social Media and Community Management**
Course Number	CBUS 112
Instructor	Jackson Wightman
Contact Information	**Email:** Jackson.wightman@mail.mcgill.ca
	Office hours: Please contact the instructor via email.

Course Description

This course will examine the use of social media in business, new channels of marketing, advertising and communication that make up the social media space, leveraging marketing channels for optimal results. This course utilizes case studies and lab exercises from large corporations and small business to provide hands on experience and real-world examples.

Businesses worldwide face a fundamental change in the ways that consumers interact with brands and each other. Social media has helped give consumers a voice, connect them with their friends and other like-minded consumers, and has given them considerable power over marketers and brands. This course offers an overview of how marketing has (and has not) changed due to the rise of social media. It will equip students with the relevant knowledge, perspectives, and practical skills required to develop marketing strategies that leverage the opportunities inherent in social media and consumer-to-consumer social interactions for achieving business and marketing goals.

We look at social media from a strategic perspective. Your won't get tactical best practices or readings that encompass micro topics like "10 ways to optimize your Facebook page." This focus here is macro - it endeavors to equip students with the tools to understand how social media fits into an organization's overall business goals.

Learning Outcomes

By the end of this course students should be able to:
- Assess organizational readiness for social media and/or evaluate the current programs of organizations already using social media
- Identify opportunities for organizations to be able to meet and exceed their objectives through use of social media and community management
- Where and when warranted, advocate for social media adoption in for profit, non-profit and government organizations.
- Understand and explain to others within organizations how social media integrates into the greater marketing mix.

Course Material

For each session, required readings are listed below the topics covered. There will not be many required readings, so please read them all carefully. When you allocate your preparation time that you spend with the materials outside the classroom, make sure that you have enough time to do the readings and/or watch videos/listen to podcasts.

In other words, you have to allocate preparation time **in addition** to the time spent in class and on assignments.

Required Reading Text:
Stelzner, Michael A. "2014 Social Media Marketing Report." *Social Media Examiner,* May 2014.
http://www.socialmediaexaminer.com/SocialMediaMarketingIndustryReport2014.pdf

Note - this text is from a highly reputable industry source and is an up to date survey of 2800 marketers who are actively engaged in social media. It has raw data that is relevant to most sections of the course and information that can be used by students to support the arguments they posit in class and in assignments. A great resource.

Supplemental Readings
Also, to keep up with the recent developments, it is very useful to regularly check - among others - the following blogs/websites:

- www.techcrunch.com
- www.socialmediaexaminer.com
- www.mashable.com
- www.socialmediaexplorer.com
- www.convinceandconvert.com
- www.blog.hubspot.com
- www.briansolis.com

Instructional Methods

This course employs a variety of instructional methods. Some material will be delivered via a classic lecture format, some learnings are predicated on peer to peer exchanges facilitated by the instructor. Class is a safe, respectful and open environment and students should come ready to share ideas and questions. Participation is critical to everyone's learning.

We will also have guest speakers into class on a regular basis. The aim of guest speakers is to provide students with exposure to real world expertise and professionals working in the field of social media/digital marketing.

Students should ensure they have access to the internet as some exercises will require that they consult the web in real time.

In Class Case Studies

We'll be reviewing and discussing a variety of case studies in class. Students need to be ready to participate in answering questions prompted by the cases. Active participation in case discussions will matter for participation marks but also for overall learning.

Evaluation

- Individual Case Analysis (Assignment 1) - 20%
- Group Case Study Presentation (Assignment 2) - 35% - to be presented on Day 5 of 8
- Social Media Eval 35% (Assignment 3) - to be presented on Day 8 of 8
- Attendance 5%
- Active Participation 5%.

Assignments

1) Individual Case Analysis - Canadian Jet - 20%

- Most assignments in this course come via team exercises. This individual assignment is the exception other than participation marks.
- **This assignment assesses students' ability to synthesize information, and clearly articulate a problem, possible options for dealing with it and justification for the prescribed solution - skills that are VERY important in real world working situations.**
- For this assignment, each student will be required to write a short summary of the Canadian Jet case that addresses key issues brought forth. The summaries should include:
    - A clear statement of the main problem highlighted in the case
    - A description of the options for dealing with the problem - including the pros and cons of each - available to the firm in question
    - A recommendation regarding which option the person/firm in the case should pursue
- Students should be prepared to lead, and introduce, in class discussion on the case study they select during the class in which it is covered.
- **This assignment must be kept to under 2 pages**. This does not mean that you should go light on the content or thinking - rather that you need to filter the info carefully and with consideration. In the business world, brevity is key. This exercise is designed to promote succinct presentation of key facts and arguments.

2) Group Case Presentation - 35%

In groups, students will select and present one of three business case studies selected by the instructor.

Case studies are business analysis challenges that highlights a number of issues and situations found in the real business world, using real examples. Many of these are addressed as specific topics within the course. As such the students are encouraged to use the newly acquired techniques, tools, processes and approaches to solve the challenge identified in the Case Study and to use the course lectures to gain insights for dealing with these challenges. **In this way the case study will serve as a valuable course tool for bridging the 'theory' and 'practice' of successful business analysis.**

Case presentations should not run longer than 25 minutes and students will be penalized for going over. **Avoid "death by Powerpoint" please**.

Presentations should identify the central problem(s) presented in the case, outline options for solving these issues and present a path forward for resolution.

Students will be evaluated partly on how they facilitate and manage classroom discussion during a Q and A after their case presentation. This means having questions ready for the other members of the class to consider and being ready to answer questions from their colleagues.

Case Options:

Piskorski, Mikolaj Jan, Daniel Malter, and Aaron Smith. "Social Strategy at Cisco Systems." Harvard Business School Case 714-475, January 2014

Ofek, Elie, and Alison Berkley Wagonfeld. "Sephora Direct: Investing in Social Media, Video, and Mobile." Harvard Business School Case 511-137, June 2011. (Revised June 2012.)

Katona, Zolt and Miklos Savary. "Maersk Line: B2B Social Media - It's Communication not Marketing." Berkeley-Haas Case Series. February 11, 2014.

3) Social Media Evaluation - 35%

In this project you will form groups to evaluate the social media presence of a company. You are free to choose any company to follow (adhering to a few rules) and evaluate its performance based on what we learned in class. Make sure that you choose a product/brand that has enough activity for you to analyze.

You will be required to form groups by the beginning of the third session and pick a subject for your project before the following session. Please inform me of the company you will be covering

In addition to a 20-25 minute in class presentation and subsequent Q and A, you will be required to submit presentation slides (with notes). Make sure to include links/screenshots or whatever is necessary to demonstrate your points. **The presentation and slides should cover at least the following topics, but feel free to add to these or structure your presentation differently.**

- Brief explanation of why you chose the company you chose
- Brief description of the brand/product/products. Where are they sold/marketed? What is the target market?
- Overview of the social media presence of the company. What platforms do they use? How actively? etc.
- Evaluation of the social media activities.
  - Are the activities appropriate for the brand?
  - Is there interaction between the brand and consumers and between consumers? Should there be more/less? Is it useful?
  - How successful are they in terms of number (follower/fans)?

- o Analyze the company's social media presence over time (as far as you can go in the past). Do you see any trends?
        - o Provide a rough estimate of the resources needed to maintain the social media presence you currently observe.
    - What would you change? How would you improve the company's social media presence? Be realistic in terms of budget constraints.

    A few rules
    - Don't analyze a company that you work/worked/interned for. Competitors are allowed.
    - You can and are encouraged to interact with the company on social media as a fan/consumer, but don't be obtrusive, e.g. don't identify yourself as a student working on an assignment, at least in the beginning.
    - Two weeks before the paper is due you can contact the company and try to talk to them/ interview them about their social media strategy. This is encouraged, but it is not required (as they might not respond to you).

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

POLICIES

Academic Integrity
McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see *www.mcgill.ca/integrity* for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site *www.mcgill.ca/integrity*).

Right to submit in English or French
In accord with McGill University's charter of students' rights, students in this course have the right to submit in English or in French any written work that is to be graded.

In cases where language acquisition is part of the assessment objectives, the work must be submitted in the language evaluated.

Email Policy
E-mail is one of the official means of communication between McGill University and its students. As with all official University communications, it is the student's responsibility to ensure that time-critical e-mail is assessed, read, and acted upon in a timely fashion. If a student chooses to forward University e-mail to another e-mail mailbox, it is that student's responsibility to ensure that the alternate account is viable. Please note that to protect the privacy of students, the University will only reply to students on their McGill e-mail account.

RESOURCES

Student Services
Various services such as Walksafe, McGill Libraries, the Writing Centre, the bookstore, etc., are available to Continuing Education students:
www.mcgill.ca/continuingstudies/current-students/student-services-and-resources

Students with Disabilities
Students who have a documented disability and require academic accommodations and services should contact the Office of Students with Disabilities (http://www.mcgill.ca/osd or 514-398-6009) early in the term.

Computer Labs
Free access to computer labs is available at 688 Sherbrooke (12th floor), MACES, the McLennan Library and other locations on campus.

Minerva and Online Resources
Access your personal student information online with Minerva (www.mcgill.ca/minerva-students). Information regarding online resources such as email, VPN, myCourses, etc. can be found at (www.mcgill.ca/it).

MACES
The McGill Association of Continuing Education Students, MACES (www.maces.mcgill.ca), is located at 3437 Peel, 2nd floor, tel. (514) 398-4974.

GRADING SYSTEM

Grading system for Non-Credit Transcript Professional Development Certificates is aligned with Graduate level programs. In addition, a minimum attendance of 75% is required in order to pass the course.

Professional Development Certificates		Grade
Pass	(85-100%)	A
	(80-84%)	A-
	(75-79%)	B+
	(70-74%)	B
	(65-69%)	B-
Failure	(0-64%)	F

COURSE CONTENT

Class	Topics
1 **Wednesday July 9** **9am-4pm**	**INTRO TO COURSE AND SOCIAL MEDIA** **Morning** • Introduction and Overview of Course • What is Social Media and how does it differ from traditional marketing **Afternoon** • United Breaks Guitars - Case Study • Audience and how it has changed - Clay Shirky video **Required Readings: (note, please ensure you have read these readings BEFORE the you arrive at the first class)** Sisario, Ben. "Beyonce Rejects Tradition For Social Media's Power," *New York Times*, December 15, 2013 http://www.nytimes.com/2013/12/16/business/media/beyonce-rejects-tradition-for-social-medias-power.html?_r=1& Deighton, John and Cornfeld, Lisa. "United Breaks Guitars." Harvard Business School Case Study (in course pack)
2 **Thursday July 10** **9am- 4pm**	**THE SOCIAL BUSINESS** **Morning** • Who succeeds at social media? • Jet Blue - Creating a Social Brand - Case Study **Afternoon** • The business case for social media. Monitoring, measuring and making the case. Guest Speaker – Lane Sutton – Hubspot • The Social Business – what makes an organization social media ready? Where is social media housed? **Required Readings:** Jet Blue: Creating a Social Brand. Case Study. (In course pack) Solis, Brian. "The 7 Factors of a Social Business Strategy." *BrianSolis.com*, May 14, 2014. http://www.briansolis.com/2014/05/qa-seven-success-factors-social-business-strategy/ Eckerling, Debra. "How to Measure Social Media ROI." *Social Media Examiner,* March 26, 2014. http://www.socialmediaexaminer.com/measure-social-media-roi/ Mark Hausman. "CEOs and Social Media: How to make a case for investment," *Social Media Today* http://socialmediatoday.com/marchausman/1314721/ceos-and-social-media-how-make-case-investment

	"How to Sell Using Social Media" - podcast - *The Marketing Agents Podcast* (w/guest Jason Falls) http://www.themarketingagents.com/jason-falls
3 **Wednesday July 16** **9 am - 4pm**	**B2C VS B2B SOCIAL MEDIA** **Morning** • Business Goals, Content Planning Process and Tactics • The Content Planning Process. - Guest Speaker - Scott Cross **Afternoon** • Social Strategy at Nike - Case Study (in course pack) • Guest speaker from B2B company - Caroline LeBrun - Etelesolv **Required Readings** Hemley, Debbie. "26 Tips to Create a Strong Social Media Content Strategy." *Social Media Examiner* http://www.socialmediaexaminer.com/26-tips-to-create-a-strong-social-media-content-strategy/ Baer, Jay. "How to Create a Thriving B2B Advocacy Community." *Social Pros Podcast* (w/guest John Mark Troyer) http://www.convinceandconvert.com/social-pros-podcast/how-to-create-a-thriving-b2b-advocacy-community/ Baer, Jay. "Instagram Lessons From a Giant B2B Company." *Social Pros Podcast* (w/Mark Wichmann) http://www.convinceandconvert.com/social-pros-podcast/social-pros-6-instagram-lessons-from-a-giant-b2b-company/ Piskorski, Mikolaj Jan, and Ryan Johnson. "Social Strategy at Nike." Harvard Business School Case, April 2012. (Revised March 2014.) Kameir, Rawiwa. "How Nike is Using You to Sell More Shoes" *Complex Tech* http://www.complexmag.ca/tech/2014/01/nike-instagram-social-media-strategy
4 **Thursday July 17** **9am – 4pm**	**SOCIAL MEDIA IN A CRISIS** • Social Media's impact on crisis comms • **Individual Case Analysis – Canadian Jet - assignment due** • Guest Speaker - Jeff Scott, Digital Communication Manager, CN - "Social Media Management for a company with highly sensitive operations." • Work time on case study presentations for students **Required Readings** Dietrich, Gini and Stelzer, Michael. "Crisis Management: What to do when your business makes a mistake." podcast Social Media Examiner. http://www.socialmediaexaminer.com/crisis-management-with-gini-dietrich/

	Dietrich, Gini. "Home Depot Crisis: Social Media Requires Being Human." *Social Media Today.* http://socialmediatoday.com/ginidietrich/1914716/home-depot-crisis-social-media-requires-being-human Garrat-Gonzalez, Tiffany. "Report on BP Oil Spill." infographic. http://visual.ly/bp-oil-spill?utm_source=visually_embed Welford, Barry. "How to Respond to a Social Media Crisis." Social Media Examiner. http://www.socialmediaexaminer.com/defend-your-social-media-reputation/ Young, C. L., & Flowers, A. (2012). Fight viral with viral: A case study of Domino's Pizza's crisis communication strategies. *Case Studies in Strategic Communication, 1*, article 6. http://cssc.uscannenberg.org/cases/v1/v1art6
5 **Wednesday July 23** **9am – 4pm**	**CASE STUDY PRESENTATIONS AND FIELD TRIP** **Morning** - Group Case Study Presentations from students **Afternoon** - Field trip in afternoon (TBC)
6 **Thursday July 24** **9am – 6pm**	**COMMUNITY BUILDING AND MANAGEMENT** **Morning** - Keys to Community Building - How to use social media to find and enable brand advocates - Guest speaker - Michelle Sullivan - **Afternoon** - What can your community do for you (and what can't it)? Baby Center case study - Work time - Final presentations **Required Readings** Collier, Mack. "Why online communities form." podcast. *MackCollier.com* http://www.mackcollier.com/the-fan-damn-tastic-marketing-show-episode-4-how-and-why-online-communities-form/ Mershon, Phil. "9 Reasons Your Company Should Use Brand Advocates," *Social Media Examiner.* http://www.socialmediaexaminer.com/9-reasons-your-company-should-use-brand-advocates-new-research/ Moth, David. "Eight awesome social media campaigns from Starbucks" https://econsultancy.com/blog/64328-eight-awesome-social-campaigns-from-

	starbucks#i.1u8so70kpred1r Debra Schifrin and Jennifer Aaker "Baby Center: Creating a Social Brand" - Stanford Business School Case Study - in course pack
7 **Wednesday July 30** **9am – 4pm**	**SOCIAL MEDIA - WHAT'S ON THE HORIZON** **Morning** • Why a social media policy and what should it look like • Possible Guest speaker - TBC **Afternoon -** • The road ahead in social media • What's next and what to watch for **Required Readings** Heine, Christopher. "Ford Social Media Star Scott Monty Talks about Leaving and Changes in Social Media" *Adweek* http://www.adweek.com/news/technology/fords-social-media-star-scott-monty-talks-about-leaving-and-not-looking-back-157855 Demers, Jayson. "5 Social Media Trends Every Entrepreneur Should Know About." *Entrepreneur* http://www.entrepreneur.com/article/232738 Piskorski, Misiek. "Twitter's in Trouble: Here's How it Can Avoid Becoming the Next AOL." *Wired.* http://www.wired.com/2014/06/is-twitter-morphing-into-the-next-aol/
8 **Thursday July 31** **9am – 4pm**	**Morning** • Presentations of social media evaluations from students **Afternoon** • Event at McGill - TBC.