

SI 335: Social Media in Organizations

University of Michigan, School of Information

Wednesdays 1-3:50 PM, 1265 North Quad

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PROFESSOR

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OFFICE HOURS

By appointment — *Please book appointment slot online:* bit.ly/SI335officehours

OVERVIEW

As social media continues to grow and evolve, organizations are tasked with determining the risks and rewards of using sites and apps such as Twitter, Facebook, LinkedIn, Snapchat, Periscope, Instagram, in addition to many enterprise social media tools, such as Slack, Yammer and Jive. In order to succeed in the fast-paced digital age, organizations must learn how to effectively and efficiently use social media to engage with their customers, connect with important stakeholders and protect their reputation. Moreover, employers also recognize enterprise social media tools within organizations can be used to coordinate work and harness the collective expertise, creativity, and power of their employees. While some organizations are able to capitalize on the promise of social media, many organizations still face challenges managing their social media tools.

This course will cover three major areas related to social media in organizations: 1) understanding the challenges and benefits organizations face using social media for communication with external stakeholders, 2) how organizations use social media to facilitate internal communication processes, and 3) how social media changes the ways people collaborate to accomplish organizational goals.

Readings, assignments and class discussions will address the technical, social, and psychological factors related to how organizations adopt and use social media technologies. Emphasis will be placed on relating contemporary practices to theoretical constructs in areas such as collaboration, persuasion, knowledge management, and innovation. You will be encouraged to draw on your personal experiences with social media and explore opportunities or threats organizations may face when using social media.

OBJECTIVES

At the conclusion of this course, you should be able to:

- Apply relevant theories to better understand the use of social media in organizations.
- Understand the breadth and scope of challenges and opportunities related to the use of social media by organizations and identify elements that may influence successful social media initiatives.
- Discern ways that social media technologies facilitate forms of organizing and organizations that are different from those supported by other media.
- Recognize different ways that social media may be used to achieve specific organizational goals.
- Understand consequences of mismanaging social media and develop social media policies to avoid common missteps using social media in organizations.
- Evaluate the impact of organizational social media strategies and policies across different organizational contexts.
- Create audience-centered and engaging social media content.
- Recognize how to leverage social media to further career aspirations.

COURSE MATERIALS

There is no assigned textbook for the course. Readings, case studies and other learning materials will be available on Canvas.

The readings assigned each week illustrate important concepts related to social media in organizations, as well as organizational processes and management. The readings are assigned to provide fodder for discussion and lenses through which to interpret the material presented in the case studies. You should ask yourself the following questions about each reading:

- What is the central problem the author(s) presents or is trying to solve?
- What primary mechanisms are proposed?
- What is the evidence to support the argument(s)? How convincing is that evidence?
- What are the basic assumptions behind the analysis?
- How do the concepts described in the reading and the insights generated by the analysis explain phenomena you have seen in organizations or through your own use of social media?

COURSE REQUIREMENTS

Most assignments are due **Wednesday 9AM EST** on the date listed in the course schedule. All written assignments should be submitted via Canvas as a pdf. Readings are listed on the date we will discuss them in class. Additional assignment details, rubrics and grades will be provided on Canvas. Final grades will be based on performance throughout the term, determined by the following items:

INDIVIDUAL WORK (55%)

Class Participation (15% of Final Grade)

In-class participation is important for your success in the course. It is expected that you will have read the weekly material before coming to class and that you come to class prepared to discuss the reading material.

For some weeks, there are discussion prompts on Canvas that you will be expected to bring a **printed response paper** to class in person (do not have another student bring in your response paper). Writing your response before class will help you prepare for the class discussion as I will periodically “warm call” students to participate. The response paper does not need to be long; one page double-spaced is suffice. The response paper can be in bullet form or short paragraphs. To receive full participation credit for the day, you must bring the printed response paper with a response that provides a thoughtful response to the discussion prompt. I am not grading for a “right” or “wrong” answer, but looking to see that you are engaging with the readings. If you are in class and submit a discussion response with an incomplete or inadequate response, you will receive partial credit. If you are in class, but do not bring your discussion prompt response, you will receive partial credit. If you miss class, you will not receive credit for the day. **Discussion prompt responses will not be accepted via email or Canvas before or after class. You cannot make up a discussion prompt response for that day’s participation.**

For other weeks, we will have an in-class activity where you are working in small groups. Your group will be asked to submit your completed group work at the end of class, which will count towards your class participation grade for the day.

Note on class attendance: You have two free days to miss class that can count towards the lowest two class discussion grades that I will drop in your final grade. **See additional details on the attendance policy on pages 4-5.**

Please note “Michigan Time” is no more. We will start class at the listed class time at the top of the hour (1pm) and we will end 10 minutes before the stated end time (3:50pm).

Case Study Analyses (15% of Final Grade)

You are required to submit three (and only three!) case study analyses. The case study analysis is not just a summary of the case, but involves that you synthesize key details, analyze the problem presented in the case, and develop recommendations supported by your analysis. You may select any cases listed in the syllabus except for the first week of class. While I encourage you to discuss the cases with your classmates, your write-up of the the case analysis should be done independently and reflect your own ideas. Each case analysis should be approximately 7-10 pages (double spaced). The case study analyses are **due by the Wednesday 9AM deadline on Canvas**. It is your responsibility to keep track of how many case study analyses you have submitted and that you submit all three (see reminders in the course schedule). **There will be no make-up case study analyses. You may not submit an additional case study for extra credit.**

Midterm Paper (10% of Final Grade)

The midterm paper will include writing a paper (approximately 12-15 pages, double spaced) that goes into depth about the course concepts. You will have a choice to write your paper in response to one of the provided prompts. You will be asked to apply concepts from lectures and readings that have been discussed up to that point in the semester. Additional details and the grading rubric will be posted on Canvas.

Final Paper (15% of Final Grade)

The final paper will include writing a paper (approximately 15-20 pages, double spaced) that goes into depth about the course concepts. Similar to the midterm paper, you will have the choice to write your paper in response to one of the provided prompts. Additional details and the grading rubric will be posted on Canvas.

See page 4 on formatting your written work.

Extra Credit Opportunities (15 Points Added to Final Grade Point Total)

You have three total (and only three!) opportunities to receive extra credit. Please do not ask for any other extra credit options as they will be declined.

Opportunities 1 & 2: You can receive extra credit by discussion topics or questions related to the class readings or case study on the Canvas discussion thread. I will select 1-2 student submissions for each class. If multiple people post a similar prompt or question, I will give credit to the person who posted first (so please review what your peers have already posted before submitting your own). If your discussion topic or question is selected, you will receive 5 extra credit points. You can receive this form of extra credit twice during the entire course, for a maximum of 10 extra credit points. **The deadline to submit your prompt or question is 24 hours before class.**

Opportunity 3: You can receive 5 extra credit points for taking the final course evaluation. To receive the extra credit you will need to upload a pdf of your email confirmation to Canvas. Please note that the details of your course evaluation are anonymous.

GROUP WORK (45%)

Since organizational work involves working and communicating with others, you will be randomly assigned to work in a group of three or four on a real client challenge with social media. You will work in a new group for each client challenge assignment. The aim of the group project is two-fold: (1) to directly experience the social processes we discuss in our course and (2) to give you an opportunity to develop your portfolio of client-based work.

Client Challenge Assignments (45% of Final Grade)

For each client challenge, you will be provided a prompt based on your client's challenge with social media and you will be asked to draw conclusions and make recommendations for your client. There will

be 3 client challenge assignments (15% each) during the semester. There are two parts to each client challenge assignment: (1) a written report of your group's analysis and recommendations (10%) and an oral presentation summarizing your report (5%). Additional information regarding each assignment will be provided via Canvas.

Note on group effort: While we hope that all group members strive to equally contribute to the group project, we realize that this is not always the case. Therefore, the grade you receive on group assignments will depend on your contribution to the project, which will be determined by your fellow team members. This policy exists to discourage slackers or free riders. You will be expected to complete an evaluation for yourself and your group members for every group assignment. A link to the group evaluation form will be posted on Canvas. Each group member will only see an average of their team evaluations, so your individual rating for your group member will not be revealed. You are required to submit the evaluation form in order to receive your own group assignment grade.

You will evaluate each team member on a scale of 4 (being the highest; participated and submitted quality work to the team) to 1 (being the lowest; minimal contribution to the assignment). The scores for each team member will be then be averaged, and your individual grade (% of total group grade) for a group assignment will be calculated as follows:

4 – 3.5 average = 100%
3.49 – 3 average = 95%
2.9 – 2.5 average = 90%
below 2.5 average = 85%

For example, let's say your team earns a 95% on a group assignment and your average group evaluation score is a 3.5. Then your individual score will be full credit for the assignment (95%). However, if your average group evaluation score is a 2.5, you would earn 85.5% on the assignment (90% of the total group score).

The group evaluation is due the same time as your client challenge assignment is due. **If your group evaluation is more than 2 days late, you will receive 85% of your group's earned grade.**

POLICIES AND EXPECTATIONS

Formatting Written Work

Written work will be submitted to Canvas as a pdf. For all your written work, please take time to organize your thoughts, spell check, and proofread your work. Please use 1-inch margins (top, bottom, left, and right), Times New Roman font size 12. Paragraphs should be double spaced. Your name and the title of the assignment should appear on every page in the upper right hand margin and page numbers should appear in the lower right hand corner.

Attendance

You are expected to arrive on time and attend all classes. Your grades for class discussion and in-class activities are heavily dependent on your active participation. You have two free days to miss class which can count towards the lowest two class discussion grades that I will drop in your final grade. I suggest you plan ahead and use your free days wisely if you know in advance that you will be out of town for a job interview or other personal obligations. **You do not need to submit a note or tell me in advance if you are using your free days.** If you have used up your two free days and miss class, then your grade will be negatively affected.

However, missing multiple classes beyond your free days will not enable you to pass the class, and you should withdraw from the class if you anticipate multiple absences. Understandably, you may encounter unexpected emergencies or extenuating circumstances during the semester that prevent you from attending class. In that case, please do speak with me during office hours.

If an *unforeseen emergency* prevents you from submitting a course assignment, please email me within 24 hours. If you are absent (after using your two attendance “free days”) without notifying me via email, you will receive a class discussion and in-class activity grade of 0. To be clear, work conflicts, job interviews, being delayed by traffic, trips you planned before registering for class, other scheduled events and faulty alarm clocks are **not** the type of events that fall into the category of unforeseen emergencies. These non-emergency type of events can count as your two attendance free days without any penalty to your final grade.

If longer term *extenuating circumstances* prevent you from meeting course requirements, please contact the UMSI Office of Student Affairs (OSA) so they can assist you. OSA will then let me know you will need special accommodations to complete the course. I am understanding of life hardships and will be flexible to find reasonable alternatives for your specific situation. Again, these special accommodations are reserved for *extenuating circumstances only* and does not apply to job interviews, a busy course load or demanding extracurricular schedule.

Late policy

Assignments will automatically be marked as late if they are uploaded on Canvas after the deadline. You have a 1 hour grace period to upload your assignment by the due date listed in the course schedule. After the grace period, assignments will receive a 10% penalty for each late day, up to two days maximum. I will not accept late assignments after 2 days and late assignments will receive a 0 grade. If there are unforeseen emergencies or extenuating circumstances preventing you from completing an assignment on time, please discuss these with me *before* the assignment is due.

Etiquette for using technology in the classroom

You are encouraged to bring laptops to class and to use them actively as learning tools keeping the following points in mind:

- Use laptops for taking notes, conducting research required for activities, and other specific classroom tasks as assigned by the instructor. During class, you should not check e-mail, chat, IM, play games, or perform other off-task activities. Make sure the volume on your laptop is muted.
- Engage in class activities. The computer should not become a barrier to one-on-one interaction, but instead should help facilitate the exchange of ideas and engagement in classroom contact.
- Demonstrate sensitivity to others. You should not display screen images, including wallpapers and screen savers, which might be distracting or offensive to other members of the class.
- Please silence or place your phone on vibrate. If your phone is out on your desk, please place it face down to avoid distractions.

What you can expect from me

- I will be available to you via e-mail and will promptly return your e-mail messages. During the week, you can expect a response within 24-48 hours; however I do not guarantee email replies over the weekend. Hence, please plan ahead if you need to email a question pertaining to class so that I can respond in enough time.
- I will be available to you for office hours during the available appointment slots listed in the Calendly link on page 1. I do ask for students to book office hours the day before. If you are unable to meet at the listed times, please email me to find another time.
- I will maintain the Canvas web site with current materials and announcements, and will resolve any content-related problems promptly as they are reported to me.
- I will hold our written or verbal communications in confidence unless requested by you. I will not share or post your group assignments without notifying everyone in advance of my plans to post them.
- I will treat all class members fairly, and will do my best to accommodate individual learning styles and special needs.

Academic Integrity and Misconduct

Unless otherwise specified in an assignment all submitted work must be your own, original work. Any excerpts, statements, or phrases from the work of others must be clearly identified as a quotation, and a proper citation provided. Any violation of the School's policy on Academic and Professional Integrity (stated in the Master's and Doctoral Student Handbooks) will result in serious penalties, which might range from failing an assignment, to failing a course, to being expelled from the program. Violations of academic and professional integrity will be reported to UMSI Student Affairs. Consequences impacting assignment or course grades are determined by the faculty instructor; additional sanctions may be imposed by the assistant dean for academic and student affairs.

Accommodations

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Services for Students with Disabilities (SSD) office to help us determine appropriate academic accommodations. SSD (734-763-3000; <http://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Student Mental Health and Wellbeing

The University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students' academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (732) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a more comprehensive listing of the broad range of mental health services available on campus, please visit: <http://umich.edu/~mhealth/>

10 THINGS THIS PROFESSOR LOVES...

1. Students who come to class with an open, creative mind. Sure, you may know a lot about social media already, but I appreciate students who are willing to challenge their thinking and consider new ideas.
2. Students who call me Professor Pierce. I will also call you by your preferred name as well.
3. Students who show interest and engage with guest speakers and visitors in class. Our guests volunteer time from their busy work schedules to be with us in class, so I immensely appreciate students who prepare questions in advance and email a thank you to the guest speaker after class. I also love hearing students' stories when they were able to land a job or internship after following up with one of our guest speakers.
4. Students who give eye contact to me and not their screens during lecture. I do not ban laptop use in class because as adults, I believe you should have the choice in how you use technology in your learning. Yes, I can tell when you are distracted with your personal social media, doing work for another class or checking smartphone notifications. Unfortunately, excessive multitasking during class will reflect negatively on your grade, so I encourage you to give your undivided attention to the lecture, discussion and class activities. Please show me and your fellow classmates respect as you use your technology devices.

5. Students who ask questions. Substantive, meaningful, thought provoking questions are particularly great since they stir up great discussion in the classroom. I also welcome questions via email or office hours.

6. Students who tell me why they enjoyed this course. Your feedback is invaluable, and I consider your feedback, both positive comments and constructive criticism, in improving the course each year.

7. Students who give me enough time and significant things to say in a letter of recommendation. I am more than happy to write letters of recommendation for graduate school or job applications. I write letters for students who show a genuine interest in the course material and a strong work ethic. I am also happy to introduce hard-working students to connections in my LinkedIn network.

8. Students who write papers with unique, substantive, and interesting ideas. We've all read the assigned readings, so a mere summary of the authors' words is not that interesting. Papers that have been proofread and formatted appropriately make it easier for me to read your great ideas.

9. Students who come to office hours. I am happy to discuss matters pertaining to the class, assignments, your ideas and your career goals.

10. I love mentoring, teaching and learning from you. Your enthusiasm, energy and new ideas make this class exciting for me to teach and hopefully, meaningful for you as well.

COURSE SCHEDULE

Schedule subject to change. A modified syllabus will be uploaded on Canvas accordingly.

Topic	Date	Readings	Assignment Due
Social Media for Communication with External Stakeholders			
Week 1 Class Introduction Developing Social Media Strategies	Sept 5	Jiwani et al (2016) WestJet <i>We will discuss how to do a case analysis in class based on the WestJet case. This case is not eligible to submit for your case study analysis.</i>	
Week 2 Listening, Participating and Amplifying Messages on Social Media	Sept 12	Lee (2018) Social media analytics for enterprises: Typology, methods, and processes Lin et al (2018) Using online opinion leaders to promote the hedonic and utilitarian value of products and services Bernoff & Schadler (2010) Peer influence analysis: Using social technologies to identify your business' most influential customers Aral (2013) What would Ashton Do – and does it matter?	<i>Bring printed discussion response to class</i>
		Scaraboto (2018) La Protectora: Engaging in social media for a social cause	<i>First week to submit case study analysis</i>
Week 3 Managing Reputation	Sept 19	Gaines-Ross (2010) Reputation Warfare Goel (2014) GM Uses Social Media to Manage Customers and Its Reputation Floreddu et al (2015) Inside Your Social Media Ring: How to Optimize Online Corporation Reputation Orozco (2016) Using Social Media in Business Disputes	<i>Bring printed discussion response to class</i>
		Deighton & Cornfield (2010)_United Breaks Guitars	
Week 4 Crisis Communication Client Challenge #1 Introductions	Sept 26	Gregoire et al (2015) Managing Social Media Crises with Your Customers: The Good, The Bad, and The Ugly Gruber et al (2015) The Real-Time Power of Twitter Seijts (2013) When the Twitterverse Turns on You	<i>In-class activity</i>
		Shah et al (2016) A Brand Under Attack: The Boycott of Stoli Vodka and the Power of Social Media	

Topic	Date	Readings	Assignment Due
Week 5 In-Class Work Day for Client Challenge #1	Oct 3	<i>No additional readings.</i> <i>There will be no formal lecture this day, but your teams should use this time to work on your client challenge assignment. The room will be available for any team to meet during the regular class time.</i>	
Week 6 Client Challenge #1 Presentations	Oct 10	<i>No additional readings</i> <i>Client Challenge #2 cases and groups will be posted on Canvas.</i>	<i>In-class activity</i> Client Challenge #1 & Group Eval due 9AM
Week 7 Social Media Measurement	Oct 17	Hoffman & Fodor (2010) Can You Measure the ROI of Your Social Media Marketing? Martin (2011) Return on Influence, the New ROI Kumar & Mirchandani (2012) Increasing the ROI of Social Media Marketing Madison (2012) Why Your Social Media Metrics Are a Waste of Time Katona & Sarvary (2014) Maersk Line: B2B Social Media – It’s Communication, Not Marketing	<i>Bring printed discussion response to class</i>
MIDTERM PAPER DUE Fri, Oct 19 @ 9AM			
Week 8 Social Media Measurement (cont.) Group meeting time for client challenge #3	Oct 24	<i>No additional readings</i> <i>Discussion response this week will involve writing questions that you have for next week’s guest speaker. Although there are no assigned readings this week, I will post information on our guest speaker to help you develop your questions.</i>	<i>Bring printed discussion response to class</i>
Week 9 Client Challenge #2 Presentations Guest speaker	Oct 31	<i>No additional readings</i> Guest Speaker: Keosha Burns, VP Head of Public Relations for Chase Home Lending	<i>In-class activity</i> Client Challenge #2 & Group Eval due 9AM

Topic	Date	Readings	Assignment Due
<i>Social Media Inside the Organization</i>			
Week 10 Knowledge Management	Nov 7	McDermott (1999) Why Information Technology Inspired but Cannot Deliver Knowledge Management	<i>In-class activity</i>
		Hemp (2009) Death by Information Overload	
		Hannah et al (2015) We're Leaking, and Everything's Fine: How and Why Companies Deliberately Leak Secrets	
		Leistner (2012) Connecting Organizational Silos: Taking Knowledge Flow Management to the Next Level with Social Media, <i>Chapters 1-2</i>	
		Sandino & Hull (2018) Knowledge Sharing at REMA 1000	Reminder: Final week to submit your first case study analysis to receive credit for all 3 papers!
Week 11 Crowdsourcing & Innovation Client Challenge #3 Introductions	Nov 14	Surowiecki (2004) The Wisdom of Crowds (Chap Intro – 3)	<i>Bring printed discussion response to class</i>
		Majchrzak et al (2009) Harnessing the Power of the Crowds with Corporate Social Networking Tools	
		Roberts & Piller (2016) Finding the Right Role for Social Media in Innovation	
		Li & Bernoff (2011) Using Social Technologies to Innovate Faster	
		Dubois (2014) Ombre, Tie-Dye, Splat Hair: Trends or Fads? "Pull" and "Push" Social Media Strategies at L'Oreal Paris	
Week 12 <i>No Class</i>	Nov 21	<i>Client challenge teams should try to meet before break as there will not be any additional class time to work on the assignment.</i>	Happy Thanksgiving!
Week 13 Social Media Policies & Compliance Management	Nov 28	Schmidt & O'Connor (2015) Fired for Facebook	<i>In-class activity</i>
		Flynn (2012) The Social Media Handbook, <i>Chapters 1-2</i>	
		Kaganer & Vaast (2011) Converting Old Policies Into New Value	
		Gulyani & Bhatnagar (2015) Social Media Dilemma and Talent Retention	Reminder: Your third and final case study analysis should be submitted by today!

Topic	Date	Readings	Assignment Due
Week 14 Client Challenge #3 Presentations	Dec 5	<i>No additional readings</i>	<i>In-class activity</i> Client Challenge #3 & Group Eval due 9AM
FINAL PAPER DUE Thurs, Dec 13 @ 9AM			