Special Topics Social Media and HR 37:533:321:01 Syllabus

Fall 2013

Mon, Wed 8:10 - 9:30pm

Instructor Email Office Location & Hours

Ashe Husein <u>asheh@scarletmail.rutgers.edu</u> By appointment

General Information

Description

This course is for students with a strong interest in social media platforms, their pitfalls and how they may be used in aspects of Human Resources. Topics covered will include social networking and how the business world leverages them, virtual worlds and technologies, skills in designing and implementing social media for Human Resources. This course will also examine "social media" from a cultural perspective, with a focus on how media technologies figure in practices of everyday life, Human Resources and in the construction of social relationships and identities. We will work from an expansive definition of what constitutes "social media," considering social network sites, smartphone apps, among other technologies. The course itself will involve communication in social media channels in addition to the traditional lecture format. The overall goal is to introduce you to the various forms of social media, and to encourage facility with these social media tools. Students should be able understand and utilize social media tools effectively across the human resources function to contribute to their organizations' strategic advantage. We will work from an expansive definition of what constitutes "social media," considering social network sites, smartphone apps, among other technologies. The course itself will involve communication in social media channels in addition to lecture but the bulk of the class will be live discussions. This is imperative to understanding how we view this media.

Expectations and Goals

This schedule represents a good faith effort to describe our strategic plan for the semester. I may alter the order or content of topics, activities and assignments as necessary or appropriate—given the nature of social media, I expect changes to happen quite often. You are responsible for keeping track of what goes on in class as well as all readings and deadlines. Please do not ask me to call to discuss or email you content you may have missed. I'm happy to meet by appointment to discuss any of the material or assignments. Selected course material will be available via the various online resources used in this course.

- Understand the culture of professional social engagement and socially enabled organizations and professions.
- Learn digital literacy and social media etiquette and social media engagement with a variety of social media platforms and tools
- Develop team building and collaborations skills through the professional use and integration of multiple social networks like Twitter, Facebook, LinkedIn, and Google+.
- Gain insight through hands-on technical experience with professional social sharing, listening, monitoring, and analytics using digital tools.
- Evaluate HR social media strategy and integration from across multiple departments and industries.

Course Materials

Required Text

There are two required texts for this course. A number of additional readings will be provided as the semester progresses. In order to keep up with class discussion and lectures, you will need to complete the assigned readings prior to coming to class.

Qualman, Erik. (2010) Socialnomics

Shirky, Clay. (2010) Cognitive Surplus: How Technology Makes Consumers into Collaborators

Both are paperback and are about \$13 each on Amazon.com.

Case studies, readings, videos, industry guest speakers, and other course content will be delivered using numerous Digital and Social Media platforms and tools. You will be accessing most of the course content with many Social Media and Digital platforms and tools and will be learning how to use them professionally. Social Media including RSS feeds, blogs, LinkedIn, Twitter, Google / G+, Facebook, Pinterest and others.

Facebook Group: https://www.facebook.com/groups/209019425928664/

Grade Determination: Your final grade will be based upon the following:

	Points
In Class Participation (Poll Everywhere, Attendance, etc.)	20
Klout Score	5
Weekly Assignments	15
Contributing to Facebook Class site	10
10 min Presentations	25
Final Assignments	25

Letter Grade	Arithmetic Equivalent	Definition	
A	4	Outstanding	
B+	3.5	Almost there	
В	3	Good	
C+	2.5	Better	
С		Satisfactory	
D	1	Poor	
F	0	Failing	

Skills: Students will learn by doing. Students will gain hands on experience with new digital tools and social media platforms to understand and evaluate best practices and strategy being used by professionals.

Classroom Expectations: I think we all learn better in an open and informal classroom atmosphere. You are encouraged to share information and personal experiences, and ask questions during lectures and discussions. The most effective learning takes place during two way communication. Your classroom participation is encouraged inside and out of the classroom and your grade will reflect your contributions. Social Media participation is mandatory.

<u>In-Class - 20 points:</u> Being present in class and contributing to class discussions face-to-face and online will result in a higher grade. Failure to participate in class activities and repeatedly arriving late or being absent will lower your participation grade. Digital and Social Media participation is mandatory. There will be in class quizzes on readings that are due on that day. I will be using Poll Everywhere for quizzes and attendance during the course of the class session.

Attendance at all class meetings is expected in order to assure an even flow of information and a minimum of disruption for both me and the other members of your class. An unexcused absence will lower your grade, plus participation points for assignments done in class. Special accommodation will not be made for you if you miss an assignment or a deadline. Late assignments will not be accepted, nor made up without my prior approval.

<u>Klout Score - 5 points</u>: Sign up for Klout (Klout.com) submit a screen capture of your Klout score to Sakai. I will ask you to do this a few times during the semester. Klout measures influence based on your ability to drive action on social networks, and how you drive more engaging and relevant professional content for everyone. It is one way that employers are evaluating your social media experience and potential. You will learn how to use social media like a pro and your influence score will improve on professional topics of interest throughout the semester. The idea is to understand how others engage with you online.

Screen Capture with a Mac (To capture a portion of the desktop, press Command-Shift-4. A cross-hair cursor will appear and you can click and drag to select the area you wish to capture. When you release the mouse button, the screen shot will be automatically saved as a PNG file on your desktop.)

Screen Capture with a PC: Press the Windows logo key

+PrtScn.

Screen Capture with iOS:

- 1. Press and hold the menu button (the main button below the screen).
- 2. While the menu button is held down, press the power/lock button (the switch on the top edge of the device).

<u>Weekly Assignments -15 points</u>: Students learn by doing. Learning does not take place twice a week during class but on a frequent and regular basis. The weekly assignment is related to the topic for that week that require class reflection outside of class to demonstrate conceptual understanding and insight. *You will also need to check the class site on sakai of additional assignments*.

You will submit a 500 word summary of our class for that week it will be due on the Friday of that week (i.e. we have class on 9/9 and 9/11 you will have to submit by 11pm on Friday the 13th). Late submissions will not be accepted, please do not wait until 10:59pm to submit your work. If you have trouble submitting to Sakai you may email me ONLY before the deadline nothing will be accepted after 11pm.

Outside of Class Participation - Score 10 points: One of the objectives of this class is to promote professional use of Social Media. By using the Class Facebook group you can post links or discussions that you may find interesting and promote the goals of the class and show that you understand how to drive an online discussion. This isn't about just posting links, this is about a full participation (giving and taking) and engaging with your classmates.

10 min Presentations - Score 25 points: You will need to research a subject we discuss in class or from one of the text books and present in front of the class, if you feel strong about a topic we have not yet discussed and are interested in presenting on it contact me PRIOR to investing your time in it. You may partner with ONE other person (groups of THREE individuals ONLY). There will be 3 group presentations per class not lasting more than 10 mins. In order to make sure everyone is doing their fair share of work in these groups I will request feedback from all members of the group. You will need to turn in a 1 page summary BEFORE the date of your presentation via email. There will be 2 presentations each class session starting the week of 9/16/2013.

<u>Final Presentations 25 points:</u> Student will work in groups of 3 individuals to design, implement, and present a multimedia video on HR Social Media Policy OR use Social Media to make HR more engaging for employees and provide a successful ROI for the employer of a selected organization that I will assign to your group. It should not be more than a 10-minute (no shorter than 9 min) video and 1-page executive summary submitted online by the last class. You will submit the video online on a YouTube Channel that will be created for the class. Some good ideas: http://youtu.be/et9nWEfEZCA

Course Schedule

Week	Reading (read by the start of class)
9/4 - Introduction	
9/9 - Intro into the Power of Social Media, Discuss Introduction from Socialnomics and CS.	Socialnomics: Introduction: It's a People-Driven Economy, Stupid! Xxi
	Cognitive Surplus: Gin, Television, and Cognitive Surplus
9/11- Power of Social Media, Discuss Chapter 1 Socialnomics	Socialnomics: Chapter 1 Word of Mouth Goes World of Mouth
9/16 - Intro to Understanding Social Media, Discuss readings, class presentations start.	Socialnomics: Chapter 2 Social Media = Preventative Behavior
<u>'</u>	Cognitive Surplus: Means
9/18 - Understanding Social Media, Discuss reading, class presentations	Socialnomics: Chapter 3 Social Media = Braggadocian Behavior
9/23 - Intro into the Pitfalls of a hyper connected society, Discuss reading, class presentations	Socialnomics: Chapter 4 Obama's Success Driven by Social Media
	Cognitive Surplus: Motive
9/25 - Pitfalls of a hyper connected society, Discuss reading, class presentations	Socialnomics: Chapter 5 I Care More about What My Neighbor Thinks than What Google Thinks
9/30 - Guest Speaker - Aaron Moss Recruiter at Infosys	
10/2 - Intro into Career Management and Social Media, Discuss reading, class presentations	Socialnomics: Chapter 6 Death of Social Schizophrenia Cognitive Surplus: Opportunity
10/7 - Career Management and Social Media, Discuss reading, class presentations	
10/9 - Guest Speaker - Professor Barbara Lee (Employment Law)	
10/14 - No Class	
10/16 - Catch up on presentations and discuss reading.	Socialnomics: Chapter 7 Winners and Losers in a 140- Character World
10/21 - Intro into Social Media in Recruitment I	Socialnomics: Chapter 8 Next Steps for Companies and The Glass House Generation?
	Cognitive Surplus: Culture
10/23 - Social Media in Recruitment, Discuss reading, class presentations	
10/28 - Intro HRM & Social Media	Socialnomics: Chapter 9 Social Media Rolodex and Resources Cognitive Surplus: Personal, Communal, Public, Civic
10/30 - HRM & Social Media, Discuss reading, class presentations	
11/4 - Intro into Training & Development though Social Media	Socialnomics: Chapter 10 Other Insights and FAQs Cognitive Surplus: Looking at the Mouse
11/6 - Training & Development though Social Media	
11/11 - Intro into Employee Engagement though Social Media	
11/13 - Employee Engagement though Social Media	
11/18 - Intro to How social media can enhance our careers and HR	
11/20 - How social media can enhance our careers and HR	
11/25 - Discuss readings that will be provided later in the semester on Sakai	
11/27 NO CLASS - Have a safe Thanksgiving	

12/2 - Discuss readings that will be provided later in the semester on Sakai

12/4 - Discuss readings that will be provided later in the semester on Sakai

12/9 - Wrap up

12/11 Video Project submissions due

Presentation grading Matrix:

	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.

The Fine Print

Late work will be penalized by one full letter grade for every day beyond the stated due date. If you have a VALID excuse you will need to provide me with that information for turning in late work (i.e. if you were sick a doctor's note will need to be provided). This policy will also apply to absences from class.

I WILL NOT BE PROVIDING OPPERTUNITIES FOR EXTRA CREDIT. If you show up and do the work there is no reason not to get a good grade in this course.

Religious Holiday Policy

It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.

Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

Academic Integrity

Violations of academic integrity are not tolerated in this course nor in any other class taken at Rutgers. http://academicintegrity.rutgers.edu/