

School of Management and Labor Relations
Special Topics - Social Media (Online)
Fall 2016
37:533:321

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SMLR LEARNING OBJECTIVES: This course is designed to help students attain the following SMLR learning objectives:

Knowledge of Theory, Practice and Application

V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions

- Analyze the degree to which forms of human difference shape a person's experience of, and perspectives on work
- Analyze a contemporary global issue in their field from a multi-disciplinary perspective
- Analyze issues related to business strategies, organizational structures, and work systems
- Analyze issues related to the selection, motivation, and development of talent in a global context (HRM)

VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance

- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- Understand the legal, regulatory and ethical issues related to their field
- Develop human resource management functional capabilities used to select, motivate, and develop workers
- Understand the internal and external alignment and measurement of human resource practices

Professional Development –

VII) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations

- Develop effective presentation skills appropriate for different settings and audiences
- Develop career management skills to navigate one's career
- Understand cultural differences and how to work in a multicultural environment
- Work productively in teams, in social networks, and on an individual basis
- Develop cultural agility competencies
- Demonstrate lifelong personal & professional development skills

General Information

Description:

This course is designed for students with a strong interest in social media platforms, their consequences and how they may be used in various aspects of Human Resources. The topics covered will include social networking and how/why the business world leverages them, virtual worlds and technologies, skills in designing and implementing social media for Human Resources. We 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, we will consider numerous social network sites, smartphone apps, and other technologies. The course itself will involve communication in social media channels specifically Facebook, Instagram and Snap Chat (for extra credit assignments). The overall goal is to introduce you to the various forms of social media, and to encourage facility with these tools. Students should be able understand and utilize social media tools effectively across the human resources function to contribute to their organizations' strategic advantage as well as introduce you to Social Media Policy structure.

Students will gain practical experience while learning best practices around Social Media, developing insights you can carry into your professional career, learn how to use new social tools to augment job search/recruiting/communication and work effectiveness. Students are encouraged to discover the materials in their own way and at their own speed while getting feedback and guidance.

Expectations and Goals

This schedule represents a good faith effort to describe our strategic plan for the course. 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 email you content you may have missed (this all should be available to you on Sakai and in the Facebook Group). I'm happy to meet by appointment in person or over the phone to discuss any of the material or assignments. Selected course material will be available via the various online resources used in this course (specifically Facebook and Sakai).

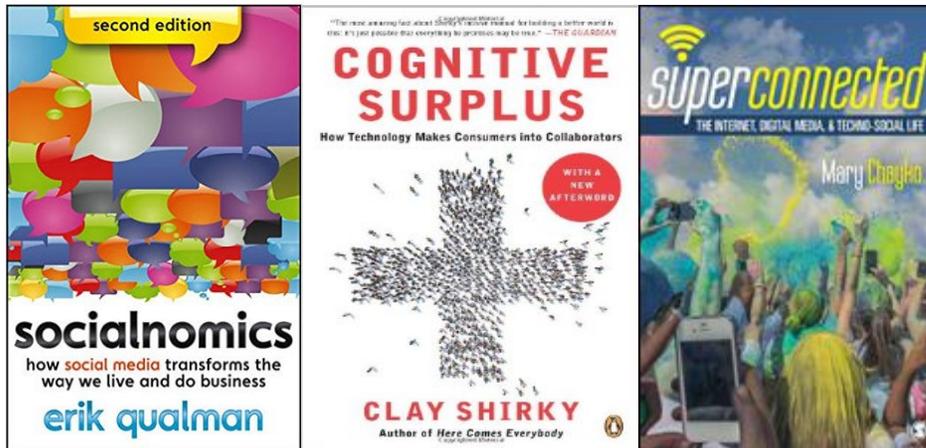
Course-Specific Learning Goals:

- 1.) Understand the culture of professional social engagement and socially enabled organizations and professions.
- 2.) Learn digital literacy and social media etiquette and social media engagement with a variety of social media platforms and tools
- 3.) Develop team building and collaborations skills through the professional use and integration of multiple social networks like Twitter, Facebook, LinkedIn, Instagram and possibly Snap Chat.
- 4.) Gain insight through hands-on technical experience with professional social sharing, listening, monitoring, and analytics using digital tools.
- 5.) Evaluate HR social media strategy and integration from across multiple departments and industries.
- 6.) Fun Social Media Activities (Instagram, Vine and so on)

Required Materials:

There are 3 (three) 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 on Facebook, you will need to complete the assigned readings weekly and the assignments on the due date.

- Qualman, Erik. (2012) 2nd Edition Socialnomics: How Social Media Transforms the Way We Live and Do Business Paperback – November 6, 2012
- Shirky, Clay. (2011) Cognitive Surplus: How Technology Makes Consumers into Collaborators
- Chayko, Mary. (2016) Superconnected: The Internet, Digital Media, and Techno-Social Life Companion Website: <https://superconnectedblog.com/>



All three are paperback and are about \$13 - \$30 each on Amazon.com or Rutgers bookstore.

Case studies, readings, videos 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, blogs, LinkedIn, Twitter, Google / G+, Facebook, Pinterest and others.

Please join Facebook Group: <https://www.facebook.com/groups/STF2016>

Skills:

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

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 in the Facebook Group. 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.

Grading:

First and foremost, anyone caught violating the Rutgers Academic Integrity Policy will be subject to disciplinary action. This includes sharing quiz answers, plagiarizing classwork etc. You will need to keep up with the readings and ACTIVELY participate in the Facebook group.

Tuesday September 9th and every Tuesday after that an assignment will open in Sakai under the **Assignment** tab. The assignment will be due on the following Sunday night at 11pm of that week (Unless otherwise stated).

Late assignments will not be accepted, nor made up without my prior approval. Please do NOT email me late work (if you turn it in at 11:01 pm it is considered late). I will NOT accept it. (Valid excuses for being late do not include work schedule, traveling or forgetting). If you have a problem you can email me (asheh@rutgers.edu) only, your TA will not accept late work or excuses. Neither I, nor the TA will look at student work before we start grading.

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| Elevator Pitch Assignment | 10 |
| Klout Score | 5 |
| Weekly Assignments | 30 |
| Outside of Class Participation | 5 |
| Instagram | 10 |
| Mid-Term Assignment | 20 |
| Final Assignment | 20 |
| Total | 100 |

| Letter Grade | Numeric Grade | Arithmetic Equivalent | Definition |
|--------------|---------------|-----------------------|--------------|
| A | 90 – 100 | 4.0 | Outstanding |
| B+ | 85-89 | 3.5 | Almost there |
| B | 80-84 | 3.0 | Good |
| C+ | 75-79 | 2.5 | Better |
| C | 70-74 | 2.0 | Satisfactory |
| D | 60-69 | 1.0 | Poor |
| F | < 59 | 0 | Failing |

Assignments:

Social Media Impact Measurement: 5%

- Klout Score: 5 points (2.5% for the start of the semester and 2.5% at the end of the semester)

Sign up for Klout (Klout.com) submit a screen capture of your Klout score to Sakai. I will ask you to do this a twice during the semester. Klout measures influence based on your ability to drive action on social networks, and how you drive more engaging 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 or right-side of the device).

Due Dates:

Klout 1 - Sept 11, 2016 at 11:00 PM on Sakai. 2.5/5 %

Klout 2 - Dec 11, 2016 at 11:00 PM on Sakai 2.5/5%

Social Media Positive Self Promotion 10%

- Elevator Pitch: 10 points

In this assignment, you will learn to give a very short, well-organized talk that “pitches” an innovative idea or provides enough information on a topic to pique the interest of an audience or move them to action. For our purposes, your elevator pitch is to sell yourself not an idea. Tell me your name, a little about yourself and what you hope to get out of the class. You can upload the video to YouTube and set it on private if you want and submit a link to me via Sakai. **Please dress appropriately.** You will create, develop, and present an elevator pitch. The term “elevator pitch” was coined to refer to a sales pitch that could be delivered during a 30-second elevator ride. Your elevator pitch will be a bit longer, but no more than 1 minute 20 seconds in length. The talk will need to be tightly organized, well-rehearsed, and delivered **without** notes or visual aids. Please stabilize your recording device and make sure it is in a well-lit area.

Process

You have one deliverable for this assignment, your 1 minute video. The following steps will assist you in completing this assignment. Your presentation should include the following characteristics.

- An attention-getting opener and a graceful closing. NOTE: You will not have a graceful closing if you run over your time limit.
- An enthusiastic delivery. You must make a connection with the audience and hold their attention.
- A length of no more than 1.20 minute.
- Please upload your video directly to YouTube (set it to unlisted if you like but NOT private) and submit the link to Sakai.

Due Date:

Sept 18, 2016 at 11:00 PM on Sakai. 10/10%

Social Media Writing 30%

- Weekly Assignments: 5 x 6 = 30 points

Students learn by doing. The weekly assignment is related to the topic/reading for that week that require reflection to demonstrate conceptual understanding and insight. You will need to check the class site on Sakai every Thursday for assignments failure to turn in an assignment will result in a 0 for that assignment. LATE WILL NOT BE ACCEPTED, please do not email me or the T.A. late assignments and do not wait until the last minute to submit your assignment. It is your responsibility to meet the deadlines. Please submit 30 minutes before the deadline. You will have 6 days to complete an assignment. Instructions for the assignment will be provided when the assignment opens.

Due Dates:

Oct 2, 2016 at 11:00 PM on Sakai 5%

Oct 9, 2016 at 11:00 PM on Sakai 5%

Oct 16, 2016 at 11:00 PM on Sakai 5%

Oct 23, 2016 at 11:00 PM on Sakai 5%

Nov 6, 2016 at 11:00 PM on Sakai 5%

Nov 20, 2016 at 11:00 PM on Sakai 5%

Dec 4, 2016 at 11:00 PM on Sakai 5%

Selling yourself: “Obituary” Assignment (writing assignment)

In order to use Social Media you need to present yourself to others. This assignment is meant to give you a way to write about yourself. Be creative and fun.

This is going to sound morbid but I promise it isn't. I want you to write your own obituary. Today. Actually, Tony Robbins style... stop the tape, get out a tablet and pen the damn thing right now. The formula for a decent obituary is the following:

- Who were you?
- What did you stand for?
- What did you achieve?
- Who cares?

Oh, and you have a word limit. 400 words

Example: DO NOT COPY OR USE AS A TEMPLATE!

William was born in New Jersey but, more importantly, raised in Texas. William was riddled with biases and contradictions. He reveled in his vices and publicly made fun of folks that tried to hide the freak side of human nature. William was a cafeteria style Catholic. William loved dominance... Michael Jordan, Tiger Woods, Manchester United were all passions for him. William loved the beach... any beach really but the Emerald Coast of Florida was his favorite. William was an over-cusser. He enjoyed fine cigars and fine scotch but not at the same time. He was an avid coin collector. A little known fact about William... he was superstitious... in a weird eccentric sort of way. William was most comfortable listening to hip hop and/or reggae music. William loved swagger and people that believed in themselves.

*William despised small talk, small minded people and most politicians. William was a harsh mentor, partner, friend and father. Harsh. As in don't ask for his opinion if you don't want his version of the truth. William inhaled life and had absolutely no regrets. His intensity was legendary and was both his greatest asset and biggest weakness. William was probably one of the most misunderstood people of all time... mostly because he didn't give two s#*ts about what others thought of him. He was always comfortable in own skin. William was drawn to people that exuded passion, intellect, and ambition. Of the folks that intersected with William, 50% loved him and 50% despised him. Tattooed over his heart were the words... faith, love, hope and trust. Those were all aspirational ideals for William.*

William barely graduated high school but easily completed his BA (Art History), MA (American Indian Studies) and MBA (Marketing). He was an accomplished entrepreneur. His foundation, Mouse Tincup, funds arts programs for American Indian children. His biggest successes were being a father to his two sons and best friend and loving partner to his wife Michal.

William is survived by his wife of 50 years, Michal. His two sons Joseph Henry and Van Ollis. His is also survived by his two brothers, John and Joel. He touched countless lives... in intended ways and unintended ways of course. In accordance with William's wishes the family is not having a memorial service. Please RSVP to William's wake, planned for Tuesday at 6:00 pm at Club Schmitz in Dallas. Come prepare to drink, dance, and smoke and tell inappropriate stories of William's exploits and/or escapades. After all, we're celebrating his life not his passing. Limousines will be provided.

Outside of Class Participation: 5%

One of the objectives of this course is to promote professional use of Social Media. By using the course Facebook group <https://www.facebook.com/groups/STF2016> you can post links or discussions that you may find interesting and promote the goals of the course 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.***

Weekly Instagram assignments 10%

Instagram Assignments: 5 x 2 = 10 points

For Instagram use appropriate hashtags and tag me in them @asheh and uploaded a screenshot (similar to the one below) to Sakai under the correct assignment tab. If you don't do this you will not get credit. You don't have to follow my account just tag me in the photo. If you are private please screenshot your photo and DM it to me. Photos should be taken for the assignment, any recycling old photos for these assignments will be considered cheating.



Instagram Assignment 1:

- 1.) Take an Instagram photo in front of a Landmark (has to be a Landmark). See example below.
- 2.) Take the photo with 2 additional people (if you can drag your friends, Sorority/Fraternity sisters/brothers more power to you). If you do it with a stranger the better.

Use hashtags: #RUHRM , #rutgershrm, #Rutgers and anything else you might want to throw in there to get you more "likes" make sure you send it to (DM or tag) @asheh when you post.

How To Score:

Rule #1: Always look cool. #CoolPoints. You earn them by doing extra special things, those things are up to you. Be creative. #CoolPoints are awarded at my discretion.

Example of a landmark

<https://www.flickr.com/photos/53073820@N00/95045744>

Instagram Assignment 2:

One of the really cool apps you can use with Instagram is Hyperlapse. Your assignment is to create a video using Hyperlapse. (Make it min of 30 seconds)

Here is a sample <https://vimeo.com/50238512>

If you don't have it: Apple App Store:

<https://itunes.apple.com/us/app/hyperlapse-from-instagram/id740146917?mt=8>

There is no android version but there is an alternative:

<https://play.google.com/store/apps/details?id=com.microsoft.hyperlapsemobile&hl=en>

Windows Version: <http://www.windowsphone.com/en-us/store/app/hyperlapse-mobile/35781f83-3495-4204-b994-e939c0b29000>

The subject is of your choosing but it can be anything you think would look amazing through this app. What I don't want to see (Street shots of cars passing, Grass growing, you spinning the phone). Grades are assigned based on how much effort you actually put into this assignment).

Instagram Assignment 3:

The theme for this IG is: A day in the life of a.... (Whatever you think is **you**, what you could show people and what you can present in an Instagram photo (remember you are trying to build a brand). No messy rooms, no video game screen shots, no food shots. Here is an example:



Instagram Assignment 4:

Take a photo for something that inspires you in an **ARTISTIC** way (NOT your cat, dog, significant other but something that catches your eye) , you can use filters. Try to be as **artsy** as you can and get the most likes. I am looking for creativity and fun.



Instagram Assignment 5

This assignment will be focused on HR. Your assignment is to creatively capture via an Instagram a photo that can be identified with HR. Make sure there is a strong connection to the work place, this shouldn't be an office chair, desk or computer. It should be something unique to your vision of HR and can easily be interpreted by the viewer as relating to HR.

Mid Term Assignment 20%

You will need to research a subject (in Social Media and HR) we discuss in class or from one of the text books and present them as a video, 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. This doesn't have to be a huge undertaking, research a topic and present a short video (4-5 minutes long) as if you were to explain it to your manager. It can be instructional in nature or conversational.

Final Assignment 20%

You have been hired as an HR Specialist the company has asked you to draft a Social Media policy and/or create a training video for the company employees. Your task is to pick a subject important to HR and present it as a training video. You can work with one other student to create a video about a HR Social Media Policy OR how to use Social Media to make HR more engaging for employees and provide a successful ROI for the employer (non-profit, private, public or governmental) . It should not be more than a 6-minute (no shorter than 5 min) video.

Make sure you submit an executive summary and a link in the summary of your video.

Some ideas: <http://youtu.be/et9nWEfEZcA>

Keep the following questions in mind when you are creating your video. You do not need to explicitly address each of these in the final project. They will help you structure the assignment.

You have been hired as an HR generalist for a semi-large multinational corporation that has been resistant to the trends of social media over the last few years. Management is giving you the opportunity to make the case for the use of new tools to help improve the organization.

Creating the policy: The 7 key questions

A perfect social networking policy to cover these new media could be drafted using only a few words: “Be mature, be ethical, and think before you type.” Ultimately, you may decide that such brevity is what you want for your business. For the sake of completeness, though, here are the seven most important questions to ask yourself when drafting a social networking policy.

1. How far do you want to reach? Social networking presents two concerns for employers—how employees are spending their time at work, and how employees are portraying your company online when they are not at work. Any social networking policy must address both types of online use.
2. Do you want to permit social networking at work, at all? It is not realistic to ban all social networking at work. For one thing, you will lose the benefit of business-related networking. Further, a blanket ban is also hard to monitor and enforce.
3. If you prohibit social networking, how will you monitor it? Turning off Internet access, installing software to block certain sites or monitoring employees’ use and disciplining of offenders are all possibilities, depending on how aggressive you want to be and how much time you want to spend watching what your employees do online.
4. If you permit employees to social network at work, do you want to limit it to work-related conduct, or permit limited personal use? How you answer this question depends on how you balance productivity versus marketing return.
5. Do you want employees to identify with your business when networking online? Employees should be made aware that if they post as an employee of your company, the company will hold them responsible for any negative portrayals. Or, you could simply require that employees not affiliate with your business and lose the networking and marketing potential Web 2.0 offers

6. How do you define “appropriate business behavior?” Employees need to understand that what they post online is public, and they have no privacy rights in what they put out for the world to see. Anything in cyberspace can be used as grounds to discipline an employee, no matter whether the employee wrote it from work or outside of work.

7. How will social networking intersect with your broader harassment, technology and confidentiality policies? Employment policies do not work in a vacuum. Employees’ online presence—depending on what they are posting—can violate any number of other corporate policies. Drafting a social networking policy is an excellent opportunity to revisit, update and fine-tune other policies

Readings Schedule

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| Week 1 (9/5/2016) | Chapter 1,2 Superconnected |
| Week 2 (9/12/2016) | Chapter 3,4 Superconnected |
| Week 3 (9/19/2016) | Chapter 5,6,7 Superconnected |
| Week 4 (9/26/2016) | Chapters 8,9, 10 Superconnected |
| Week 5 (10/3/2016) | Chapters 1,2,3,4 Socialnomics |
| Week 6 (10/10/2016) | Chapters 5,6,7,8 Socialnomics |
| Week 7 (10/17/2016) | Chapters 9,10,11 Socialnomics |
| Week 8 (10/24/2016) | Cognitive Surplus: Gin, Television, and Cognitive Surplus |
| Week 9 (10/31/2016) | Cognitive Surplus: Means, Motive |
| Week 10 (11/7/2016) | Cognitive Surplus: Opportunity, Culture |
| Week 11 (11/14/2016) | Cognitive Surplus: Personal, Communal, Public, Civic and Looking for the Mouse |
| Week 12 (11/21/2016) | Assigned Readings |
| Week 13 (11/28/2016) | Assigned Readings |
| Week 14 (12/5/2016) | Assigned Readings |
| Week 15 (12/14/2016) | Assigned Readings |

Academic Integrity

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation.

Please see <http://policies.rutgers.edu/sites/policies/files/10.2.11-current.pdf> for details regarding the Student Code of Conduct.

Please see http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf for details regarding the Academic Integrity Policy. Similarly, all students and faculty members of the academic community at the School of Management and Labor Relations should uphold high standards for personal conduct, ethical behavior, and professional integrity. In the area of academic integrity, students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material,

and facilitating others in academic dishonesty. Please see

<http://policies.rutgers.edu/sites/policies/files/10.2.11-current.pdf> for detailed descriptions of each type of action. Any of the following acts, when committed by a student, is an act of academic dishonesty and decreases the genuine achievements of other students and scholars. Academic dishonesty includes, but is not limited to, any of the following:

- Plagiarism/False Representation of Work
- Quoting directly or paraphrasing portions of someone else's work without acknowledging the source.
- Submitting the same work, or major portions thereof, including presentations, to satisfy the requirements of more than one course without permission from the instructor.
- Using data or interpretative material for a report or presentation without acknowledging the sources or the collaborators.
- Failing to acknowledge assistance from others, such as help with research, statistical analysis, or field data collection, in a paper, examination, or project report.
- Submitting purchased materials such as a term paper as your own work.
- Copying or presenting material verbatim from any source without using quotation marks.
- Copying from any source and altering a few words to avoid exact quotation, without the appropriate documentation or by using improper documentation of the source.
- Rewording the major concept found in a source but then omitting documentation or improperly citing the source.
- Submitting as one's own any work created by someone else (e.g., paper, project, speech, video, exercise, etc.) without crediting them. Large duplication of someone else's work should be avoided unless you obtain express permission from both the instructor and originator of the work.
- Fabricating or misrepresenting data or information
- Forging signatures

Cheating

- Copying work.
- Acting to facilitate copying of any work including photos and written assignments.
- Sharing answers through technology or in written or verbal form when such interactions are prohibited
- Working with another student on an assignment when such collaboration is prohibited.
- Stealing or having in one's possession without permission any materials, or property belonging to or having been generated by faculty, staff, or another student for the course.
- Willfully offering to do another student's work so they may represent it as their own
- Assisting another student in cheating or plagiarizing
- Doing another student's work, excluding collaborative learning assignments or joint assignments approved by the instructor.

Engaging in any of the above behaviors can result in an F on the examination or project, an F in the course, denial of access to internships, suspension for one or more semesters, or permanent expulsion from the School of Management and Labor Relations at Rutgers University.