



GSBGEN 358 : Power of Social Technology (PoST)



THE BASICS

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SUPPORT	Barbara McCarthy (Faculty Assistant) Nicholas Hall (PoST TA 8AM) Enrique Allen (PoST TA 10AM)	mccarthy_barbara@gsb.stanford.edu hall.nicholas@gsb.stanford.edu enrique.allen@stanford.edu
CLASS MEETINGS	Mondays and Fridays @ M104 Section 1 8:00 – 9:45 am Section 2 10:00 – 11:45 am	Note: Attendance on the first day of class is mandatory for all registered/ waitlisted students
REQUIRED READING	Although no readings are required as prep before the class, there are highly recommended research papers, cases, blogs, and books to supplement your learning in class. For the research papers and caselets, see my website (see research papers or teaching). For the books, blogs and twitter streams - they are hyperlinked in the Scoop.	Instead of buying a course reader, please budget \$50 to be used on your PoST final project (e.g., keyword advertising , email marketing).



COURSE OVERVIEW

In the past year, a dizzying number of people have written about (and blogged about, tweeted about...) the mechanics of using Facebook, Twitter, email and YouTube, yet few address one of our biggest desires: how to leverage the incredible power of new social technology to effectively create social good. You may be asking yourself, “What is social good?” Some believe it’s a good or service that benefits the largest number of people in the largest possible way. Classic domains for social good are often education, environment, community, health, arts and culture. However, the concept of social good used in PoST is broader – including building trust, creating opportunity, improving self esteem, and cultivating happiness - to touch industries you’re familiar with. We’ll work together to refine your own definition of social good to align with your profit making goals (if any).

Thus, the goal of the class is simple: to help you harness social technology in support of a clear single, focused goal to cultivate social good. To do so, we’ll travel with the Obama campaign as they use social technology to create political change, with Kiva as they foster economic justice by making micro-loans easily available, and with for-profits like eBay and Nike as they develop meaningful ways to have social good creation and profit-making go hand in hand. We’ll gain insight from leaders from Facebook, Twitter, and Google, while testing the Dragonfly Effect model to structure your thinking and actions. One of the collective outcomes is a PoST toolkit that will showcase insights on applications of social technology. Ultimately, this course will demonstrate that you don’t need money or power to ignite seismic social change. We’ll show you how with energy, focus, and a good wireless connection, anything is possible.

The teaching style of the class is experimental through integrated methods adapted from the d.school, psychology and marketing mindsets. This is a project-based class and your final deliverables: one 5-page paper and 5-minute visual presentation, will be completed by student teams. Projects can be designed and executed in support of for-profit to non-profit organizations and even individual causes.



THE DRAGONFLY EFFECT¹: MINDSET AND METHOD



For many of you, this new world of social technology may be foreign and unexpected. And even for those of you who participate in social technology, you may not have had a chance to engage with social technology as a tool for purposefully spreading information. With this in mind, we'll be approaching the syllabus from two perspectives: First, we will convey some of the mindsets fostered through the culture and thought patterns of those who use social technology successfully. Second, we will explore specific methods and tools used to approach problem solving in social technology.

To do so, we'll be making use of the Dragonfly Model - based on the idea that there are four components to any successful campaign - Focusing your Goal, Grabbing Attention, Engaging Your Audience and (Enabling Others to) Take Action. As we move through the class, we'll be thinking about how our class meetings map to the Dragonfly Model and push you to rapidly launch prototype experiments that can lead to positive infectious effects. Like throwing a stone in a pond, you will create impact that ripples outward and over time.

Dragonfly Model: Focus + GET

- **Focus** How to identify a single concrete measurable goal
- **Grab attention** How to grab attention
- **Engage** How to engage your audience, creating personal connection
- **Take action** How to enable and empower others to take action

We'll cover both the **mindsets** (theory, substantive insights and stories) that people bring to these areas, as well as the **methods** (tools, processes and techniques) that people use for enabling action and effective mobilization.

Preparation

Twitter and Facebook. To prepare for the class, start tweeting, Facebooking and cultivating your own hypotheses about what social media is about. To start on Twitter, follow the list here - <http://twitter.com/stanfordpost/members> - which includes:

- guests of the class: @chatwani @kanter @nancyduarte @SarahM @JulioV @davemcclure @jessicajackley @kiva @MCHammer @randizuckerberg @loic @Scobleizer @orenjacob @justinejacob @avinashkaushik @garyvee @jeff @charleneli @mrdag
- ecosystem involving TAs and mentors: @aaker @tristanwalker @jdschramm @bUkkUhnAkkEd @ninakix @tlow03 @kabbenbock @HaaseM @benhess @enriqueallen @mcgd @chrisbrogan

Blog. Sign up for the class blog: <http://www.powerofsocialtech.com/>

Plancast. Plancast is an interesting tool to help spread ideas and plans, enabling people to take action. Consider using it as a tool for any events that you put together for the class (or outside of it). At minimum, create a Plancast account and RSVP to the Optional Engineering Virality Bootcamp on 1/20 from 5-8pm in S160 by 1/11 here: <http://plancast.com/a/13x>.

¹ The dragonfly is the only insect that is able to move in any direction—with tremendous speed and force—when its four wings are working in concert. In this class, it serves as an identifier and organizing idea to embody the harmony and effectiveness of the people who, through the pursuit of their causes, discovered its underlying truths. The Dragonfly Effect is what happens when you coordinate four skills (or wings) to achieve disproportionate impact.



THE PoST SCOOP

Mindsets (theory + substantive insights + stories). **Methods (tools + techniques + labs).**

MONDAY

Introduction (Mon, 1/4)

- **Guest:** Robert [Chatwani](#), eBay www.HelpSameer.org
- **Reading:** [Using Social Technology to Save Lives GSB case](#) and <http://bit.ly/6dnb6b>

Using Social Technology Effectively (Mon, 1/11)

- **Guest:** Beth Kanter, blogger+ author of Network Nonprofit
- **Reading:** [Kanter's](#) blog, <http://beth.typepad.com/>

Using Twitter Effectively (Wed, 1/20) ** Note date

- **Guest:** Sarah Milstein, author and chair of Web 2.0 Expo
- **Reading:** [Milstein's](#) book [The Twitter Book](#)*
- **Due:** Final Project Pod- Email me 1 page with pod members, chosen project, single focused goal, and success metrics by 5pm.

Engineering Virality Bootcamp 5 – 8 pm in S160 (Optional)

Julio Vasconcellos, Dave McClure, Ed Baker, Matt Wyndowe, Andy Smith, Tristan Walker

Visual Storytelling (Mon, 1/25)

- **Guest:** Duarte Design
- **Reading:** [Slide:ology: The Art & Science of Creating Great Presentations](#)

Impact Investing in Passion-Centric Communities (Mon, 2/1)

- **Guest:** Tristan Walker ([careers](#)) + Jeff Clavier ([investing](#))
- **Reading:** [Clavier's](#) blog <http://blog.softtechvc.com/> or tweets

Leading in the Groundswell: The Importance of Being Open (Mon, 2/8)

- **Guest:** Charlene Li, blogger + author
- **Reading:** [Li's](#) [slideshare](#), [Groundswell](#) book* or [blog](#)

Harnessing Social Technology for Obama (Mon, 2/15)

- **Guest:** Randi [Zuckerberg](#), Facebook
- **Reading:** [Obama and the Power of Social Media GSB case](#)

Impact of Social Technology on Marketing (Mon, 2/22) * Note time

- **11-11:45.** MC Hammer + Loic LeMeur + Robert Scoble
- **12-1.** Social Tech Panel in Bishop: Hammer, LeMeur, Scoble
- **Reading:** [Scoble](#), [LeMeur](#) and [Hammer's](#) blogs or tweets

Storytelling Lab (Mon, 3/1)

- **Guests:** Justine and Oren [Jacob](#) (Pixar)
- **Reading:** [How to Tell a Story GSB caselet](#)

Final Presentations (Mon, 3/8)

- **Due:** Email me presentation, paper on Sunday 3/7 by 5pm

FRIDAY or WEDNESDAYS

Focusing Your Goal (Fri, 1/8)

- **Design thinking + POD creation**
- **Reading:** <http://dschool.typepad.com/files/bootcampbootleg2009.pdf>

Beyond Faith-Based Initiatives: Leveraging Data to Change the World (Fri, 1/15)

- **Guest:** Avinash Kaushik (Google), blogger + author
- **Reading:** [Kaushik's](#) blog <http://www.kaushik.net/avinash>, and book, [Web Analytics](#)

How to Grab Attention (Fri, 1/22)

- **Action Lab:** opportunities to work with your team, test your experiments, and engage the teaching team ecosystem

How to Engage (Fri, 1/29)

- **Guest:** Jessica [Jackley](#), Kiva
- **Reading:** [Kiva GSB case](#)

HOLIDAY

Empowering Others to Take Action (Wed 2/10)

- **Action Lab** and Dan Greenberg on "How do I get people to watch my videos"
- **Reading:** Dan Greenberg, [Sharethrough Video Distribution 101](#)

Open for What Class Needs (Wed, 2/17)

Thinking Small (Wed, 2/24)

- **Guest:** Sep Kamvar (<http://www.wefeelfine.org/>)
- **Reading:** [We Feel Fine: An Almanac of Human Emotion*](#)

How to Crush it with Today's Social Web (Wed 3/3)

- **Guest:** Gary Vaynerchuk
- **Reading:** [Gary's](#) blog, www.GaryVaynerchuk.com and [Crush It!](#)

Step Back, Reflect and Legacy (Wed, 3/10)

- **Due:** Complete peer evaluations of pod members

* These books not mandatory but are highly recommended. Also highly recommended: [Storytelling as Best Practice](#) by Andy Goodman; [Trust Agents](#) by Chris Brogan, [Groundswell](#) by Charlene Li, and [The Whuffie Factor](#) by Tara Hunt. Also, two good videos for background on data analytics: Web Analytics 2.0: <http://www.youtube.com/watch?v=sMwQN43fwoQ> and Using Data to Better Connect With Your Customers: <http://www.youtube.com/watch?v=WxJFdxlppu8>



THE ECOSYSTEM

Guests: Larger Lessons and Points of View

- **Ed Baker**, Founder and CEO of Demigo - Engineering Virality Bootcamp*
- **Robert Chatwani**, eBay, Co-founder of World of Good
- **Jeff Clavier**, Founder + Managing Partner of SoftTech VC+ Seed Stage Investor
- **Tracy Barba**, Duarte Design, An Inconvenient Truth, TED, PopTech
- **MC Hammer**, Entertainer + Entrepreneur
- **Dan Greenberg**, Co-Founder and CEO of sharethrough.com
- **Jessica Jackley**, Co-Founder of Kiva
- **Oren Jacob**, CTO Pixar
- **Justine Jacob**, Independent Film Maker
- **Sep Kamvar**, Author of We Feel Fine: An Almanac of Human Emotion
- **Beth Kanter**, Blogger and Author of Network Nonprofit (2010)
- **Avinash Kaushik**, Google ([Web Analytics: An Hour a Day](http://www.avinashkaushik.com), Occams' Razor)
- **Loic LeMeur**, Entrepreneur + Blogger, loiclemeur.com
- **Charlene Li**, [Altimeter Group](http://altimetergroup.com) Founder and Author of Groundswell
- **Dave McClure**, Angel Investor, Entrepreneur + Blogger, Engineering Virality Bootcamp*
- **Sarah Milstein**, GM & Co-chair for Web 2.0 Expo, Co-author of The Twitter Book
- **Robert Scoble**, Blogger + Social Technology Guru
- **Julio Vasconcellos**, Experience Project – Engineering Virality Bootcamp*
- **Matt Wyndowe**, Facebook – Engineering Virality Bootcamp*
- **Gary Vaynerchuk**, Author of Crush It! www.GaryVaynerchuk.com, <http://crushitbook.com/>
- **Randi Zuckerberg**, Facebook

* The Engineering Virality Bootcamp is January 20th, 5-8pm in S160. Sign up here: <http://plancast.com/a/13x>. If you have any questions, email juliocvasconcellos@gmail.com

Ecosystem Advisors

Advisors are individuals who will support the course in a coaching or mentoring capacity. Reach out to them with your questions or challenges related to their area of expertise:

- **Lauren Gellman** (laureng@gmail.com) - Google
- **Meredith Haase** (haase_meredith@gsb.stanford.edu) – Liaison with Center for Social Innovation
- **Ben Hess** [ben@VolunteerNation.tv] – Filmmaking
- **Nina Khosla** (nkosla2@kpcb.com) – Design thinking
- **Tony Lockett** (tlockett@gsb.stanford.edu) – Storytelling
- **JD Schramm** (schramm_jd@gsb.stanford.edu) – Presentation
- **Andy Smith** (andy@vonavona.com) – Social Technology + Marketing
- **Julio Vasconcellos** (juliocvasconcellos@gmail.com) – Engineering Virality
- **Tristan Walker** (walker@gsb.stanford.edu) – Twitter, Four Square

Also, guests from corporate, government, social sectors will be invited to watch your final presentations, which will be filmed and posted on the CSI website. Feel free to invite family members & friends as well.



SPREADING IDEAS and INSIGHTS

A key goal of the class is to spread the learnings, stories and ideas generated in PoST. There are three outlets to help spread the ideas:

(1) Blogs. Collectively we'll create a class journal and share insights on the role of social media in the global economy at <http://www.powerofsocialtech.com/>. Each student will be assigned to blog about one class. The post should include: (1) An overview of the class discussion, (2) A description of your project and how the learnings of the day help you develop your idea, and (3) A short essay about the topic of the day (essay should be broad in nature, focusing on social media in the global economy. About one paragraph). See the Design for Extreme Affordability Class Journal for examples - <http://www.gsb.stanford.edu/news/bmag/sbsm0905/dschooljournal.html> A blog sign-up sheet is available online at <http://bit.ly/postblogfood>. Three important notes:

On Food: On the day you blog, please also bring food or drink to share with the class (enough to feed about 10-15 people.) We have found that people think better when there is food around.

On the Center for Social Innovation: On the day that you will create your blog post, it will be cross-listed at the Center for Social Innovation blog at: <http://csi.gsb.stanford.edu/blog>. Also thoughtful essays will be selected and published on the highly acclaimed *Stanford Social Innovation Review* blog: <http://www.ssireview.org/opinion/>. If you have any questions about CSI, please ask Bernadette Clavier at clavier_bernadette@gsb.stanford.edu.

On Regular Blogging. Beyond the assigned day of blogging, feel free to blog (and tweet) whenever you like. For quick tips on effective blogging check out Seth Godin: http://sethgodin.typepad.com/seths_blog/2006/11/how_to_write_a_.html

(2) Final Projects. The final project will be a video or visual presentation plus a 200 word description that highlights your impact over the quarter. It will be distributed on our blog <http://www.powerofsocialtech.com/>, the Center for Social Innovation site and blog <http://csi.gsb.stanford.edu/>, Volunteer Nation series site (<http://VolunteerNation.tv>), and my website where course materials can also be found: <http://faculty-gsb.stanford.edu/aaker/pages/courses.html>. For the video or presentations, use services like Vimeo, YouTube and Slideshare. Think about how you will be able to leverage your video – making not only the content sticky, but the manner and mode in which it is presented persistent and spreadable. [Here](http://vimeo.com/4526505) (<http://vimeo.com/4526505>) is an example from the Stanford Persuasive Online Video class that mixes clips of their video campaign with slides describing success metrics. A couple tips:

On Story: Focus on taking the results of your project, your insights and your recommendations and communicating them in the form of a compelling story to drive your audience to act. You may choose to present data you collected over the quarter, but it is more likely to take a backstage because your focus will be on the story and call to action.

On Call to Action: Because you will post this presentation somewhere, pay attention to what your “call to action” is – what do you want the audience (e.g., CEO of your favorite company, a potential boss, your friends, family – the world) to think, feel *or* do after they watch it.

(3) Video Podcast Series. We are collaborating with Social Innovation Conversations (www.sic.conversationsnetwork.org) and Volunteer Nation (<http://VolunteerNation.tv>) to profile some of the student projects and guests for a video podcast series - *Volunteer Nation: Social Media + Innovation Convergence*. The podcast series is comprised of five, four-minute episodes, each featuring interviews with select PoST project teams and guest speakers. The podcast series will be distributed on Center's Social Innovations Conversations audio podcast channel, VolunteerNation.tv, iTunes, and other relevant online platforms. If you would like to work with Volunteer Nation and take this opportunity to feature your work, email me by the end of the second week of class. Pods interested in film-making and storytelling are particularly encouraged to participate.

About the Center for Social Innovation. The Center for Social Innovation at Stanford's Graduate School of Business cultivates leaders to solve the world's toughest social and environmental problems.

About Volunteer Nation. *Volunteer Nation* (VN) is a new media series featuring extraordinary people impacting change in their local communities and around the globe. Award-winning SF Bay Area filmmakers, Ben Hess and Dan Janos, who have profiled social entrepreneurs, executives & volunteers - extraordinary people inspiring social change.



WHAT I EXPECT FROM YOU

COMPONENT	%	DESCRIPTION	EVALUATION
Class Participation	45%	<p>Come to class prepared, awake and ready to contribute. If you are not a morning person, bring caffeine, RedBull, etc. Your class contribution is affected by the quality of your comments in every class. However, class participation grade is also affected by:</p> <p>(1) Contributions on Twitter (up to 2 points, equivalent to 2 days of in-class participation) Scour the internet for great course-relevant content, sharing links, experiences, etc. Include the hashtag #StanfordPoST so we can follow the thread (you can include @aaker to ensure I see your tweets)</p> <p>(2) Contributions to the class blog http://www.powerofsocialtech.com/ provided during class (up to 2 points). The class blog is a repository for PoST Mindsets (insights and stories) + Methods (tools, processes and techniques). You can send your posts via email at stanfordpost.post@blogger.com. If you have questions, email Matt Sullivan msulliva@stanford.edu</p>	<p>I will evaluate your participation (both on class and online) along with five of your randomly chosen classmates via the GSB online peer evaluation tool.</p> <p>Lateness and absences will be noted and negatively impact your participation grade.</p>
Individual Assignment More details below	10%	<p>Choose <u>one</u> of individual assignment opportunities to turn in.</p> <p>(1) Campaign case study (2) Shareholder stalks (3) Viral mini-experiment (4) Experiencing Conversations.</p> <p>What : A 1-page write-up, done individually</p> <p>Deadline : Email to me by 5 pm on Feb 15 (below for details)</p>	<p>I will grade on the quality of the content and communication (check plus, check, check minus). It is fine to turn in your assignment late – I will simply lower it automatically by one grade level.</p> <p>Your individual write-up should be individually completed, but can be (in fact, should be) shared with team after it is graded.</p>
Final PoST Project	45%	<p>A final video or visual presentation, posted on a video-sharing website (YouTube, Vimeo, Slideshare). Form a 2-5 person team to work on a project about which you share a similar deep interest. Your pod will engage in rapid prototyping in a variety of media. Through creating multiple iterations, your project should evolve and ultimately represent a series of tests, insights, and alterations that are the result of your accumulated efforts and ideas.</p> <p>What : A final video or visual presentation, and a 5 page Final Report which includes</p> <ul style="list-style-type: none"> Executive Summary: One page of an executive summary. Include a 200 word 	<p>Both the teaching team & your classmates will evaluate your contribution.</p> <p>Peer evaluation : Your pod-mates will allocate 100 points between five members (e.g. 20-20-20-20-20 for equal effort, 40-40-5-1-5- for an imbalanced team).</p> <p>Teaching team evaluation : You will be evaluated on two things.</p> <p>(1) <i>Content</i> : Quality of the project, and results of the project. (2) <i>Communication</i> : Storytelling ability, outrageous creativity, and elegant</p>

description that highlights your impact over the quarter

- **Finding your story.** Briefly explain why you picked your goal.
- **Applying the framework.** How did you grab attention? Engage? Enable others to take action? Be specific, use examples.
- **Tools.** What social technology and traditional tools did you use, how did you leverage them?
- **Outcomes.** What were your measurable results?
- **Legacy.** What hope would you have for the legacy of this project? If you could create a wish list for a continuing impact of your project – what would it be?

Deadline : Email the 5 page report and the link to the visual presentation (already posted to YouTube, Vimeo or Slideshare) by 5 pm on 3/7.

simplicity.

P.S. Like all classes at the GSB, this course is graded on a curve. Personally, I would prefer not to force a curve and I hope that learning rather than grades will be your measure of success. Your scores from the individual papers and the team project will be submitted to my administrative assistant along with your attendance and participation records. The cumulative score will be translated into a grade. I will not see your final grade.



INDIVIDUAL ASSIGNMENTS

Choose one of three individual assignments to turn in. You do not need to hand in all three. Just one.

What A one-page write-up
Deadline By email to me by 5 pm on Feb 15th.

There are three individual assignments, one of which you will turn in. Although you will complete each assignment individually, feel free to work with your podmates to decide which assignments you should do – so as to best move ahead your final project. The results of the individual assignments should serve to develop the final project, so coordination will be useful.

Summaries should be one page in length – you can use both sides if you would like to create a visual with annotations. We have included working templates to help guide you through your individual assignment. By all means, feel free to ditch these entirely and create something that works better! Please email soft copies of the one-pager to me by 5pm the day before the class. Note: I may take the best assignments and spread them to the class. Of course, you may choose to decline this invitation.

Choice 1

Campaign case study

Choose a specific existing social media campaign that you admire in your POD space (note that it might be part of a larger campaign that involves traditional media), do a formal analysis of what made it effective and suggest specific recommendations on where and how it might be improved.

- (1) *Formal analysis* : Start with the Dragonfly Model and examine the campaign via its four components (Focus, Grab Attention, Engage and Empower). Consider contacting the instigators. Email them! Call them! What you interpret as a participant or observer of the campaign may be different from what the social media mavens starting the campaign intended. Mind and mine this gap.
- (2) *Make it even better* : Given your above analysis of the intended and observed results of the social media campaign, what can be even better? Were there social media tools that could have been used or better leveraged and how? Are there constituents that their campaign could have reached but did not and how could the campaign be improved to reach these constituents?

Present the key findings from your formal analysis and your recommendations in the one-pager.

Some examples to whet your appetite . . .

- American Express Members Project (www.membersproject.com)
 - Help Vijay & Sameer (www.helpsameer.org)
 - Slow Food Nation (www.slowfoodnation.org)
-

Choice 2**Stakeholder stalks**

Who are you trying to reach? In creating any campaign, whether traditional, social and / or viral, you should have a clear audience in mind. While your social media campaign may eventually take on a life of its own, having a specific audience to start with will help **focus** your planning and design efforts. Connect with at least one of the following people in each category via an extreme user deep dive.

- (1) *Your beneficiaries:* Who are you trying to empower to take action? The way you go about reaching your computer-averse cell-phone toting grandmother may be very different than the way you go about reaching your teenage sister who chats with one hundred of her friends simultaneously through Meebo (www.meebo.com). Who is the user you want to impact? What are her needs, her values, her modus operandi?
- (2) *Your key advocates:* Who are the connectors of the world who are key to spreading your message? These people have strong networks and often a following. They might be bloggers, tweeters, writers, self-proclaimed YouTube superstars etc. Identify the top advocates in your POD space and choose one to perform a user deep dive on (reference the BIB extreme user deep dive guidelines).

Create a stakeholder map of your end-beneficiaries and your advocates and how information flows between them (they may be one and the same!) and summarize your key insights from your deep dive about your end-beneficiaries and your advocates.

Choice 3**Viral mini-experiment**

Learn by doing. Take a slice of your POD project and put it in the form of a specific concrete goal (with a deadline and a set time frame like two weeks) and test your ability to go viral with different social media.

Choose **three** different forms of social media to share your cause with your stakeholders (for the time being, that might be friends and family, but attempt to reach the people you ultimately really want to reach). Unleash your cause on all three media fronts simultaneously.

Before you start, clearly define the metrics by which you will measure the “viral-ness” of your experiment (e.g. number of hits on a webpage via Google Analytics for example, number of times you are re-tweeted, number of Facebook fans that join your cause).

While these are real-time metrics that you can measure simply by observing the use of your social media tools, you may also consider following up with a sample set of people you engaged with a survey to find out more about how they perceive your campaign, what they found effective in grabbing their attention, in engaging them, and in empowering them to take action.

Report the results and key insights from your experiment in the one-pager.

Choice 4**Experiencing Conversations**

How does social media mix with the *real world*? Identify four social media channels to use while engaging in a real world social experience. Channels might include blogs, Twitter, Facebook, forums, email, instant messaging or SMS. Real world social experiences involve physical contact with other human beings, like when you attend a conference, collaborate on a project, or throw a party.

- (3) *Engage and Observe :* Use all four channels as you progress through your real world social experience. Notice how you decide to employ each channel and how your audience responds (or doesn't). What are the highs and lows in using each channel?
- (4) *Recommend :* Prepare recommendations on which (if any) social media channels are appropriate for use in your real world social experience. What would you do differently in

future?

Present the key findings in the form of a blog post.

An example of a past assignment...

- Crashing Parties at Sundance Film Festival (<http://www.powerofsocialtech.com/2010/01/how-to-crash-parties-using-social-media.html>)
-

INDIVIDUAL ASSIGNMENT 1 : SOCIAL MEDIA CAMPAIGN CASE STUDY

This is a suggested working template. We expect you to fully modify or discard this!



NAME OF CAMPAIGN :

DESCRIPTION OF CAMPAIGN :

KEY "INSTIGATORS" :

SOCIAL MEDIA TOOLS USED :

PART 1 : ANALYSIS

	YOUR OBSERVATIONS	WHAT THE INSTIGATORS INTENDED
1 Focus	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
2 Grab Attention	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
3 Engage	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
4 Empower to Act	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

Some gaps we see are ...

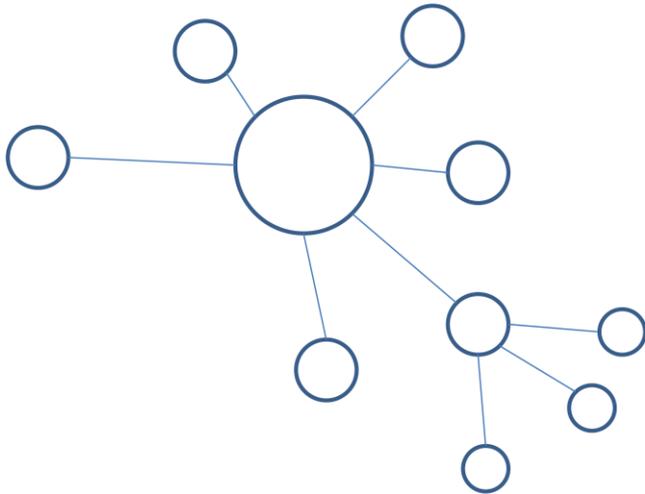
PART 2 : RECOMMENDATIONS

-
-
-
-

INDIVIDUAL ASSIGNMENT 2 : STAKEHOLDER STALK

This is a suggested working template. We expect you to fully modify or discard this!

PART 1 : STAKEHOLDER MAP



1. Draw and label a stakeholder map, like the one to the left (you can use an entire page).
2. Label the nodes with the names of stakeholders. Use different fonts / colors to differentiate between the end-beneficiaries and your advocates (they may be one and the same).
3. Label the pathways with the channel(s) through which information is spread. Channels may be viral email, blogs, YouTube self reports etc. You may also have multiple pathways reach one end-node.

PART 2: USER DEEP DIVES

	END-BENEFICIARY	ADVOCATE
	Name :	Name :
<i>Modus Operandi</i>	• • • •	• • • •
<i>Needs and Values</i>	• • • •	• • • •
<i>What inspires them</i>	• • • •	• • • •
<i>Ways to reach them</i>	• • • •	• • • •

Key Insights . . .

INDIVIDUAL ASSIGNMENT 3 : VIRAL MINI-EXPERIMENT

This is a suggested working template. We expect you to fully modify or discard this!



NAME OF CAMPAIGN :

SPECIFIC GOAL :

TIMELINE :

Consider taking screenshots of the tools that you use.

	WHY AND HOW	RESULTS
Media Tool 1	Why we chose this tool : Our metrics for success :	<ul style="list-style-type: none">••••
Media Tool 2	Why we chose this tool : Our metrics for success :	<ul style="list-style-type: none">••••
Media Tool 3	Why we chose this tool : Our metrics for success :	<ul style="list-style-type: none">••••
Our key insights include . . .		