



UNDERSTANDING SOCIAL MEDIA FOR BUSINESS

T/505/5399

LEVEL 3 UNIT 43

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

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LEVEL 3

AIM AND PURPOSE OF THE UNIT

Social media for business is a widely expanding opportunity for organisations to embrace social media and apply the social technologies to their business to improve and promote business value. From marketing and sales to product and service innovation, social media for business is changing the way people in business connect and the way organisations compete.

The aim of the unit is to give learners the understanding of what social media is, the scope and impact it has, how it is evolving and the opportunities these platforms provide to businesses when promoting themselves or utilising consumer information. By reviewing business practice the learners will be able to identify how to improve service and customer delivery, raise awareness of business and products/services and improve market intelligence to develop a competitive advantage.

ASSESSMENT AND GRADING CRITERIA

| Learning Outcome (LO) | | Pass | Merit | Distinction |
|-----------------------|---|--|--|---|
| The learner will: | | The learner can: | | |
| 1 | Understand the concept of social media | P1 explain the range of social media services | M1 explain opportunities provided by social media to individuals | D1 evaluate risks to individuals when using social media |
| 2 | Know social media for the business environment | P2 describe the concept of social media for business | M2 describe where social media has been successful in promoting businesses | D2 compare and contrast social media and social media for business |
| 3 | Know benefits of social media for business to an organisation | P3 describe benefits to an organisation of using social media for business | M3 explain how social media for business could be used to improve business functions | D3 propose success criteria for an identified business when introducing social media for business |

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Understand the concept of social media

- **What is social media – concept**
 - Platforms – e.g. internet, intranet, vlc
 - Access – e.g. computer, tablet, phone
- **Type of social media services e.g.**
 - Social networks i.e. Facebook, LinkedIn
 - Bookmarking sites for link management to websites and resources on the internet i.e. Delicious
 - Social news – i.e. Digg, Reddit
 - Media Sharing- i.e. Youtube
 - Microblogging i.e. Twitter
 - Blogs
 - Photo sharing i.e. Flickr
 - Gamification
 - Wikis i.e. Wikipedia
 - Virtual worlds i.e. Second Life
- **Risks**
 - Exposure to criticism through consumer forums
 - Failure to manage expectations
 - Apathy from customers through bombardment
 - Global customs and social conventions
 - Misinformation
 - Lack of organisational policy
 - Legal risk
 - Reputation
 - Lack of user understanding

LO2 Know the social media for business environment

- **Social media platforms in business e.g.**
 - blogs
 - social networks
 - social news
- **Business Organisations Promotion success e.g.**
 - Ikea
 - IBM Partnership
 - Mercedes – A Class promotion
 - Small Business market place
- **Social Media Services - Comparison**

LO3 Know benefits of social media for business to an organisation

- **Benefits of social media for business to an organisation e.g.**
 - Improved sales
 - Wider market place
 - Better customer and product awareness
 - Better information
 - Improved feedback
- **Business Functions**
- **Human Resources (HR)**
 - Right staff attracted
 - Motivation for staff and job engagement
 - Addressing issues
- **Marketing**
 - Ability to target customers
 - Receive feedback to new concepts
 - Improve customer retention/loyalty
 - Improved Brand awareness/loyalty
- **Sales**
 - Better market/customer awareness
 - Customer engagement through social data
 - Customer communities and support
- **Customer Service**
 - Ease of access to customer data/history
 - Speed of response
 - Improved customer service
- **Product/Service Innovation**
 - Wider resources for development
 - Faster Time to market
 - Wider marketplace (global)
 - Sharing wider data
- **Success Criteria e.g.**
 - improved perception of product service
 - Improved awareness of business
 - Increased sales
 - Broader customer base
 - Improved customer data/response

- Improved communications
- Increased trust
- Improved targeting for marketing
- Return on investment

DELIVERY GUIDANCE

Social media is a concept with which many learners will be familiar but there is a lack of full understanding as to the implications of what it means and the scope of it. Learners should be encouraged to discuss the concept of social media and what they believe it to mean. They should discuss the differing views and try to develop a group list of the definitions. They should then be encouraged either individually or in small groups to research using the internet and other sources, what social media services exist and explore for each identified type of social media service the organisations that provide these services.

Learners should then be encouraged to share and discuss their findings with the wider group and the compilation of a group listing for each style and organisation identified will provide them with a basis for further exploration later in the learning. It would be a good idea at this point to identify which of the learners have heard of and use each service. This will enable further discussion why they do or don't use them. This could be followed up with identification of key features of the services or organisations that have encouraged them or avoided them. They should extend this discussion and research to identify the opportunities that social media provides and this will partly have been identified by their earlier discussions.

The tutor should encourage learners to consider a wider range of users for the services and the organisations, and identify the potential risks or problems that different users may experience, as identified in the teaching content. It may be necessary to prompt the learners with examples of risks publicised in the media followed by more in depth research to fully appreciate risks.

With a good understanding of social media and the audiences, approaches to usage, purpose and risks learners should then be directed to consider the use of social media for business and the term 'Social Business'. They should identify how the already identified organisations and services are actually businesses and it would be beneficial if the tutor presented high profile social media examples to identify how these "social" services are actually multimillion pound businesses globally. They should consider how the income is generated, businesses developed by extending their earlier research of preferred services and organisations to incorporate this.

The tutor should encourage learners to look at how business could grow using social media. Example companies and business types could be given by the tutor to focus the learners on services that could be used. A group review of these ideas would enable the learners to critically evaluate each other's ideas and identify which services are most appropriate for different types of business.

The tutor should then discuss the business functions/ departments common to most organisations and then encourage the learners to identify which business functions may use social media to promote their products, services etc. The learners could be given case studies or fictional organisations by the tutor and preparing and presenting suggested social business solutions to this organisation. They should identify how they think the business could grow and the success criteria that the organisation could use as a measure. Learners should also be encouraged by the tutor to research well-known and larger organisations and their social media activity, focus and scope. They should then discuss in the group what impact they feel this has had on the identified business and where this activity could be grown. They may also identify business benefits to these businesses.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

Assessment Criteria P1, M1, D1

For P1, learner must explain the range of social media services. This could be evidenced in the form of a report or presentation with notes. The learner should fully explore the wide range of social media services and give examples of these. They should explain the purpose for the services and may use their examples and their own familiarity to support this. The evidence should not be restricted to the services the learner uses but should also include their understanding and research for other services.

For merit assessment criterion M1 learners must explain the opportunities provided by social media to individuals. Learners could evidence this as a report which may be as an extension of P1. They should identify the changes to social activity that social media has created in addition to the opportunities it provides to an individual.

For distinction assessment criterion D1 learners must evaluate the risks to individuals when using social media. This should be in the form of a report and may extend the evidence from M1 but must identify a wide range of risks to individuals and how they were generated by the rapid application of social media.

Assessment Criteria P2, M2, D2

For P2 learners must describe the concept of social media for business. This could be in the form of a leaflet with descriptions or a report to describe what social business is and how the concept has evolved based on the rapid explosion of social media services.

For merit assessment criterion M2 learners must describe where social media has been successful in promoting businesses. This could be in the form of a presentation with notes where the learner identifies a range of businesses that have over a recent number of years used social media to promote in their business operation. Examples of the approaches and promotional activities should be given.

For distinction criterion D2 learners must compare and contrast social media and social business. This could be in the form of a report or presentation where the learner identified the key focus and concepts for both social media and social business.

Assessment Criteria P3, M3, D3

For P3 learners must describe the benefits to an organisation of using social media for business. This could be in the form of a report or leaflet where a range of potential benefits to an organisation are described for identified social media for business activities as suggested in the teaching content.

For merit assessment criterion M3 learners must explain how social media for business could be used to improve business functions. This could be an extension of P3 where the learner explains how identified benefits to an organisation could be applied to improve identified business functions in line with the teaching content.

For distinction assessment criterion D3 learners must propose success criteria for an identified business when introducing social business. This could be in the form of a project plan but would need to include milestones and supporting documentation over short, medium and long term. The learner should make proposals to an identified business detailing the aspects of social media they could introduce how the benefits of these can be measured and the timescales that these would involve.

RESOURCES

http://www-03.ibm.com/ibm/university/academic/pub/page/academic_initiative

Centres may wish to sign up free of charge to the academic initiative for the full range of resources and videos.

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 6 e-Commerce

Unit 20 Impact of the use of IT on business systems

Unit 21 Communication technologies

Unit 29 The business environment

Unit 39 Understanding the business analytics process for Big Data

Unit 40 Cloud computing in business

LINKS TO NOS

4.2 Data Analysis

4.5 Data Design

4.6 Human Computer Interaction/ Interface (HCI) Design

6.1 Information Management



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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