

# International Summer University<sup>WU</sup> 2025

WU (Vienna University of Economics and Business)

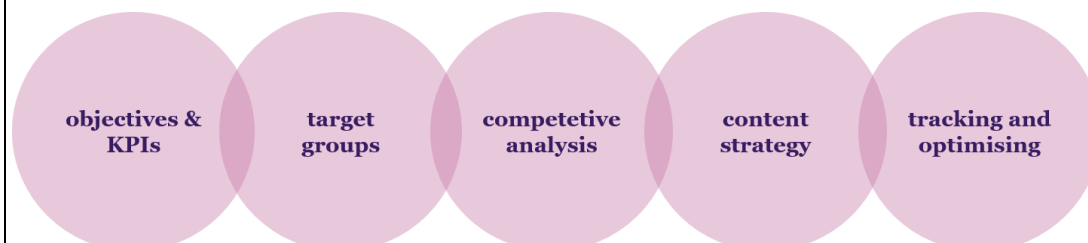
## Course Outline

Course Title	Social Media Marketing Strategy
<b>Instructor</b>	<p>Alicja Grzadziel</p> <p><a href="mailto:alicja.grzadziel@wu.ac.at">alicja.grzadziel@wu.ac.at</a></p> <p>WU Vienna University of Economics and Business  Institute for Interactive Marketing and Social Media</p> 
<b>Language of instruction</b>	English
<b>Course level</b>	Undergraduate
<b>Contact hours</b>	35 teaching hours (45 min. each)

### Aim of the Course

A social media marketing strategy is a summary of everything a business plans to do and hopes to achieve on social media. It guides actions and shows whether the campaigns are successful or not. In this course, students will learn the fundamentals of **creating and managing an effective social media strategy**.

We will do that by following the 5 main points of a marketing strategy:



### Learning Objectives

After completing this course, students will be able to:

- Come up with specific, measurable, attainable, and time-specific **goals** for a social media campaign and recognise appropriate **KPIs** for these goals.
- Define **customer personas** and be able to research which customer groups to pinpoint with specific **targeting options**.
- Apply the fundamentals of **competitive analysis** and **benchmarking** of planned campaigns based on competitors.
- Understand the basics of creating engaging **paid and organic content** on social media, notice **trend cycles**, and apply **social listening** to marketing campaigns.
- Recognize the importance of **tracking campaign metrics** and **optimising a campaign** on a **data-driven** basis.

- See the **societal effects** social media advertising has at the moment and be able to discuss this topic.
- **Effectively communicate** a social media campaign strategy in a presentation.

**Application Requirements and / or Prerequisites**

Application requirements for the International Summer University WU can be found [on the ISU WU website](#).

Applicants interested in participating in the International Summer University<sup>WU</sup> need an excellent command of the English language. The English language requirements can be found at [ISU<sup>WU</sup> Language Requirements](#).

**Teaching Methods**

This course will involve a variety of different learning formats:

- lectures,
- discussions,
- developing a social media strategy/plan,
- group in-class activities,
- group presentations

Each unit will comprise both theoretical contents (based on the recommended reading) and interactive, more practically oriented activities.

**Pre-Course Assignment**

The pre-course assignment will help the students get the basics of social media marketing in a practical, hands-on context: The **HubSpot Certification**.

As the pre-course assignment, all students will complete the HubSpot Social Media Marketing Certification: <https://academy.hubspot.com/courses/social-media>. This will be free for attending students. The points from the final Exam in the certification will be counted as 20% of the final grade.

A screenshot of the score in the exam should be uploaded to Canvas until July 25<sup>th</sup>, 23:59.

<b>Course Contents</b>	
<b>Day 1 – kick off</b>	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Social Media Platforms</li> <li>• Basics of developing a social media campaign strategy.</li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>• Goals, objectives, KPIs</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>• Customer personas</li> <li>• Behavioral targeting</li> <li>• Future of targeting on social media</li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>• Competitive analysis</li> <li>• Social listening and monitoring</li> </ul>
<b>Day 5</b>	<ul style="list-style-type: none"> <li>• Organic content</li> <li>• Paid content</li> <li>• Influencer Marketing</li> </ul>
<b>Day 6</b>	<ul style="list-style-type: none"> <li>• Tracking</li> <li>• Testing</li> <li>• Optimizing</li> </ul>
<b>Day 7</b>	<ul style="list-style-type: none"> <li>• Social media &amp; society</li> <li>• Generative AI in social media marketing</li> </ul>
<b>Day 8</b>	<ul style="list-style-type: none"> <li>• Final strategy presentations</li> </ul>

Comments
n/a

Criteria for successful completion of the course
<ul style="list-style-type: none"> <li>• <b>1.0</b> (A / excellent): <b>100% - 90%</b> of all points</li> <li>• <b>2.0</b> (B / good): <b>89% - 80%</b> of all points</li> <li>• <b>3.0</b> (C / satisfactory): <b>79% - 70%</b> of all points</li> <li>• <b>4.0</b> (D / sufficient): <b>69% - 60%</b> of all points</li> <li>• <b>5.0</b> (failed): <b>&lt; 60%</b> of all points</li> </ul>

Assessment
<ul style="list-style-type: none"> <li>• <b>30%</b> of the final grade is based on individual assignments: <ul style="list-style-type: none"> <li>• <b>Customer Personas + Target Groups</b> 10%</li> <li>• <b>Competitive Analysis</b> 10%</li> <li>• <b>Content Plan</b> 10%</li> </ul> </li> <li>• <b>25%</b> of the final grade is based on active participation in the classes: <ul style="list-style-type: none"> <li>• <b>Self-Assessment</b> 10%</li> <li>• <b>Lecturer's Assessment</b> 15%</li> </ul> </li> <li>• <b>25%</b> of the final grade is based on the final group presentation (Session 8)</li> <li>• <b>20%</b> of the final grade is based on the Pre-Course Assignment: The HubSpot Social Media Marketing Certification</li> </ul>

Course Literature
<p><b>Session 1:</b></p> <ul style="list-style-type: none"> <li>▪ Marchand, A., Hennig-Thurau, T., &amp; Flemming, J. (2021). Social media resources and capabilities as strategic determinants of social media performance. <i>International Journal of Research in Marketing</i>, 38(3), 549–571. <a href="https://doi.org/10.1016/j.ijresmar.2020.09.011">https://doi.org/10.1016/j.ijresmar.2020.09.011</a></li> </ul> <p><b>Session 2:</b></p> <ul style="list-style-type: none"> <li>▪ Lemon, K. N., &amp; Verhoef, P. C. (2016). Understanding Customer Experience throughout the Customer Journey. <i>Journal of Marketing</i>, 80(6), 69–96. <a href="https://doi.org/10.1509/jm.15.0420">https://doi.org/10.1509/jm.15.0420</a></li> </ul> <p><b>Session 3:</b></p> <ul style="list-style-type: none"> <li>▪ <a href="https://digiday.com/marketing/how-taylor-swift-lit-up-advertisers-super-bowl-playbooks/">https://digiday.com/marketing/how-taylor-swift-lit-up-advertisers-super-bowl-playbooks/</a></li> <li>▪ <a href="https://digiday.com/marketing/how-marketers-are-responding-to-a-fragmented-social-media-landscape/">https://digiday.com/marketing/how-marketers-are-responding-to-a-fragmented-social-media-landscape/</a></li> </ul> <p><b>Session 4:</b></p> <ul style="list-style-type: none"> <li>▪ Liu, L., Dzyabura, D., &amp; Mizik, N. (2020). Visual Listening In: Extracting Brand Image Portrayed on Social Media. <i>Marketing Science</i>, 39(4), 669–686. <a href="https://doi.org/10.1287/mksc.2020.1226">https://doi.org/10.1287/mksc.2020.1226</a></li> </ul> <p><b>Session 5:</b></p> <ul style="list-style-type: none"> <li>▪ Leung, F. F., Gu, F. F., Li, Y., Zhang, J. Z., &amp; Palmatier, R. W. (2022). Influencer Marketing Effectiveness. <i>Journal of Marketing</i>, 86(6), 93–115. <a href="https://doi.org/10.1177/00222429221102889">https://doi.org/10.1177/00222429221102889</a></li> <li>▪ Becker, Maren and Maarten J. Gijzenberg (2023), Consistency and commonality in advertising content: Helping or Hurting?, <i>International Journal of Research in Marketing</i>, 40 (1), 128–45. <a href="https://doi.org/10.1016/j.ijresmar.2022.05.004">https://doi.org/10.1016/j.ijresmar.2022.05.004</a></li> </ul> <p><b>Session 6:</b></p> <ul style="list-style-type: none"> <li>▪ Goldfarb, A., Tucker, C., &amp; Wang, Y. (2022). Conducting Research in Marketing with</li> </ul>

Quasi- Experiments. *Journal of Marketing*, 86(3), 1–20.  
<https://doi.org/10.1177/00222429221082977>

**Session 7:**

- Lambrecht, A., & Tucker, C. (2019). Algorithmic Bias? An Empirical Study of Apparent Gender-Based Discrimination in the Display of STEM Career Ads. *Management Science*, 65(7), 2966–2981. <https://doi.org/10.1287/mnsc.2018.3093>
- Wang, Y., Qin, M. S., Luo, X., & Kou, Y. (Eric). (2022). Frontiers: How Support for Black Lives Matter Impacts Consumer Responses on Social Media. *Marketing Science*, 41(6), 1029–1044. <https://doi.org/10.1287/mksc.2022.1372>

**Session 8:**

Appel, G., Grewal, L., Hadi, R., & Stephen, A. T. (2020). The future of social media in marketing. *Journal of the Academy of Marketing Science*, 48(1), 79–95. <https://doi.org/10.1007/s11747-019-00695-1>

**Further Readings suggested by the Lecturer(s)**

tba in class

**Information on the Use of Artificial Intelligence Tools**

For class assignments and projects, students can and are encouraged to use AI tools like ChatGPT or Claude as research, brainstorming, and learning aids. When using these tools, students should include: 1) the name of the AI tool used, 2) exact prompt(s), and 3) the AI's response in the submission. These tools should enhance learning and work process, not replace critical thinking and analysis. Submissions should clearly demonstrate understanding of the material and unique perspectives. AI should serve as a supplement, not a substitute for learning and creativity.

Please note the following information on the total workload of the respective course:

Course level	ECTS credits	Pre-course workload	In-class activity	Outside of class workload during the program
Undergraduate	4	approx. 20 hours	27 hours (= 35 teaching hours) + wrap-up session on day 8	approx. 33 hours