



Universidad de Oviedo
FACULTAD DE ECONOMÍA Y
EMPRESA

**GRADO EN
ADMINISTRACIÓN Y
DIRECCIÓN DE EMPRESAS**

CURSO 2021/2022

TRABAJO FIN DE GRADO

**THE IMPACT OF TIKTOK ON AN
ONLINE BUSINESS STRATEGY.
THE CASE OF E-BLOOM**

LAURA SOFIA BENTO DA SILVA

OVIEDO, 24 DE MAYO DE 2022

DECLARACIÓN RELATIVA AL ARTÍCULO 8.3 DEL REGLAMENTO SOBRE LA ASIGNATURA TRABAJO FIN DE GRADO

(Acuerdo de 5 de marzo de 2020, del Consejo de Gobierno de la Universidad de Oviedo)

Yo Laura Sofia Bento da Silva, con NIE

DECLARO

que el TFG titulado “The impact of TikTok on an online business strategy. The case of e-bloom” es una obra original y que he citado debidamente todas las fuentes utilizadas.

24 de mayo de 2022

TITULO EN ESPAÑOL

El impacto de TikTok en una estrategia de negocio online. El caso de e-Bloom.

RESUMEN EN ESPAÑOL

En el presente trabajo se estudia la empresa alemana de enseñanza online para jóvenes emprendedores, e-Bloom, su entorno micro y macroeconómico a la vez que se elaboran recomendaciones para su crecimiento en base a esos análisis. Se estudia cómo aumentar sus ventas y mejorar su imagen a través de la red social TikTok, ya que esta ha aumentado en popularidad en los últimos años y su público coincide con el público objetivo de e-Bloom en edad. Además, esta plataforma proporciona estadísticas en TikTok Analytics que se utilizarán para medir la eficacia de las distintas campañas de publicidad que se llevarán a cabo, aunque en mayo de 2022 aún no ha sido posible medirlo.

TITULO EN INGLÉS

The impact of TikTok on an online business strategy. The case of e-bloom

RESUMEN EN INGLÉS

In the present work, e-Bloom, the German e-learning firm for young entrepreneurs is studied, its micro and macroeconomic environment and recommendations are elaborated for its growth in regard to these analyses. It is studied how to increase their sales and improve their image through the social media platform, TikTok, as this has increased in popularity in the last few years and its viewers coincided with e-Bloom's target audience in age. Moreover, this platform provides statistics via TikTok Analytics that are going to be used to measure the effectiveness of the different advertising campaigns that are going to be carried out, although as of May 2022 it has not yet been possible to measure.

PALABRAS CLAVE EN ESPAÑOL: microentorno, macroentorno, Estado de Flujo, público objetivo, DAFO

PALABRAS CLAVE EN INGLÉS: microenvironment, macroenvironment, State of Flow, target audience, SWOT

SÍNTESIS DE LAS CONCLUSIONES EN ESPAÑOL

El entorno socioeconómico y político actual es muy competitivo y cambiante, por este motivo es necesario que e-Bloom sea capaz de adaptarse rápido a estos cambios y tendencias; por lo que se han realizado propuestas como traducir sus cursos y colaborar con otras plataformas o universidades. Pese a que no se ha podido llevar a cabo el estudio de sus estrategias de marketing y su impacto en TikTok, este proyecto se efectuará durante la segunda mitad del año 2022.

INDEX

1. Introduction	5
2. Context	6
2.1. U4impact.....	6
2.2. E-bloom	7
2.2.1. E-bloom's contents	8
2.2.2. E-bloom's ceo.....	10
3. Environment analysis	12
3.1. Pest.....	12
3.2. Swot	15
3.2.1. Strengths and weaknesses.....	15
3.2.2. Opportunities and threats.....	20
3.3. Porter's 5 forces	21
4. Competitors	24
5. Recommendations	27
5.1. Tiktok.....	27
5.1.1. State of flow	27
5.2. Other recommendations	29
6. Research proposal.....	31
7. Conclusions	34
Bibliography	36

1. INTRODUCTION

The main objective of this Final Degree Dissertation is to quantify the impact that a social network could have on the marketing strategy of an online business. The project focuses on TikTok, the selected social networking site, and on the German-based e-learning start-up e-Bloom, the business whose online marketing plan will be explored. Therefore, the online marketing plan of e-Bloom is carefully analyzed and some recommendations made to provide more customers' engagement through the use of TikTok as a promotional tool. This social network is considered the most appropriate for this context due several reasons: First, it is directed towards younger generations and has a large platform of users. Second, its use permits to create a state of flow in there that will be useful to connect "TikTokers" with "e-Bloomers". In order to do this, a thorough study of its company has been carried out, alongside what its products' value proposition is, defining them, its competitors' and its target audiences.

The author of this final dissertation joined the German-based online learning platform through U4Impact, an organisation that connects students that are preparing their final dissertation with entrepreneurs and businesses with some type of social impact.

The University of Oviedo signed an agreement with U4Impact in order to make this project possible. The online platform joins a student and a business, in the same area or that are working towards the same objective to make their final dissertation. Once the University the student belongs in accepts the collaboration, they sign an agreement and start working together to reach their respective objectives. In the section, U4Impact, this will be further explained in detail.

In the following sections, the first topic which will be discussed is what is u4Impact, the platform that joined students and organizations; secondly, what is e-Bloom, how it was first developed as a social project and how it has been evolving into the e-learning platform for young entrepreneurs it is now; in the same section, the subject matter will be Estefanía Fernández, the CEO and content creator of e-Bloom, her background and morals that brought together with her hard work created the aforementioned start-up. Thereupon, the main focus will be put on e-Bloom`s environmental analysis that has been carried out, beginning with a PEST analysis, so to develop an initial framework which will ease the following analyses, SWOT and Porter's Five Forces. They are the basic elements in every strategic analysis of any firm, analysing it from a generic approach to a more specific one, considering the more relevant factors that affect the business, such as consumers and competitors. By dint of these analyses, some recommendations will be proposed in order to improve e-Bloom's reputation, increase its sales and improve its contents.

To recapitulate, the main goal of this project is to create a strategy for the online learning company e-Bloom to follow, especially creating a state of flow in TikTok and providing other solutions and opportunities to that business, so that it can grow and become a renowned platform.

2. CONTEXT

2.1. U4IMPACT

U4Impact is a Spanish based platforms that aims to help students with their final dissertations, both for the bachelor's degree and the master's degree. It connects university students with organizations, businesses and entrepreneurs which projects' have a real impact on society.

It is completely free, for both students and organizations. It just serves as a platform to connect and engage these two profiles, as it aims to improve the students' differentiation, as they are going to be able to do something different, and socially valuable, for their final dissertation projects.

It also creates a community for the students, where they all connect through a Whatsapp chat and can help them with networking and solving problems altogether.

As of April 26th, 2022, u4Impact is working on more than 180 projects, it has more than 2.000 students registered on their webpage, it collaborates with 25 universities, including University of Oviedo and it has enabled more than 64.800 hours of hard work from both the students and the organisations.

Platforms such as Spotify, Radio 5 RNE, La Vanguardia, Compromiso RSE, AEF (Asociación Española de Fundaciones) and different universities' newspapers and newsletters have already talked greatly about this social innovative platform and how it can help students in their last year of university.

Some renown collaborators of u4Impact are Fundación Banco Sabadell, Socialpreneurs, 3M Fundación, Iberdrola, Clean Rivers Hub, CSIC (Consejo Superior de Investigadores Científicos), SATEC, AEB (Asociación Española de Banca) and IECO.

Together with University of Oviedo, other universities that have signed an agreement with u4Impact are University of Nebrija, ESIC University, University of Deusto, University of Rey Juan Carlos, University of Camilo José Cela and University of Carlos III of Madrid, among many others.

The functioning of this platform is the following: students must register online, stating which university they are from, which degree they getting and which area they are interested in to work on their final dissertation. Based on this, students get a list of different propositions, made by the organizations that have previously signed up for the project.

After analysing which projects fit with them the most, the student must apply to each project individually. It is like a real selection process, where the students must send their CV and answer some questions each organisation decided on, to select the best applicants for an interview.

The student can apply to as many projects as they want, as long as they align with the specifications of the project and are willing to work on it.

For the organisation's part, they must read and study each application, from the curriculum vitae each student sent to the questions they have answered. Based on this, they are going to select the students that fit the most with their project so that they can do an in-depth interview with them to, finally, reach a decision.

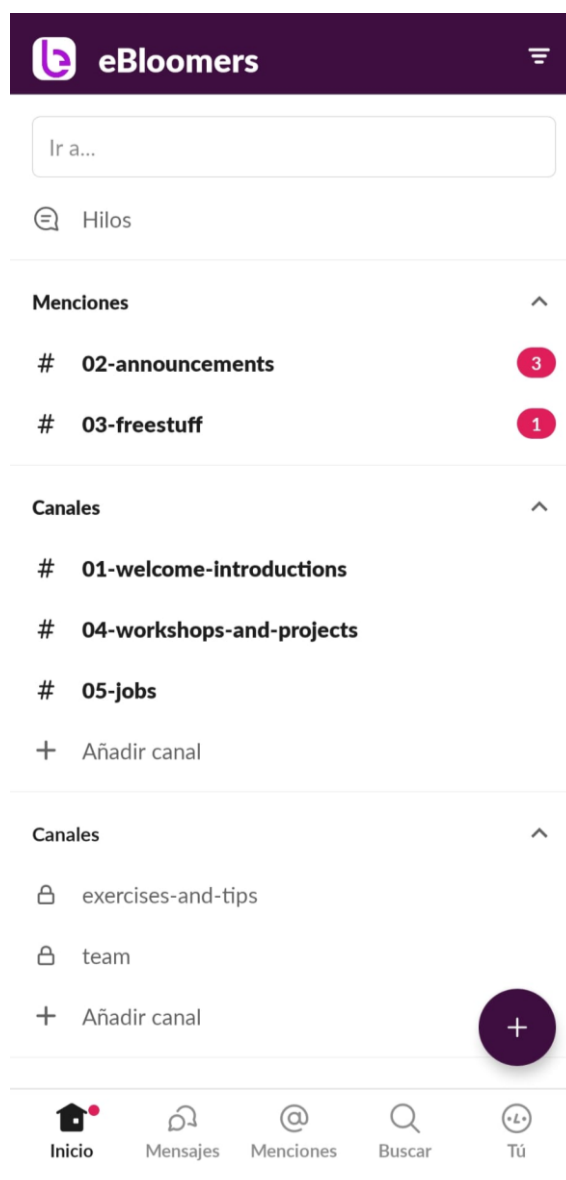
2.2. E-BLOOM

e-Bloom was first founded in 2021, by Estefanía Fernández. It is an e-learning academy for students and business graduates, who are focused on social innovation and entrepreneurship, who are purpose-driven and are willing to learn and interact on virtual training, relying on both theoretical and practical knowledges. Moreover, these students are able to collaborate on social causes, become part of a networking space and gain confidence while developing their new abilities.

To synthesize the previous ideas, e-bloom offers to improve the students' soft and hard skills while increasing their network and doing good deeds for the society. They can learn about innovation, social entrepreneurship, agility and sustainability as they advance through e-bloom's courses; they can master their newly learned abilities on its events and on its workshops, which most of them take place online rather than face-to-face since most of their current students are from all over the world.

There are two main ways in which e-Bloom keeps an engaged community, via workshops and via Slack. Slack is an application that allows different channels to be created, similar to Discord, in which students interact with one another and share different resources they might find interesting. The different channels created in the e-Bloom community are for introductions (when a new member joins the community, they usually introduce themselves to others there and share their LinkedIn profile), for different announcements (for example, a new course available or an event they might want to attend to), for "free stuff" (whenever the CEO or students find interesting free courses, or have a code to make it free, events or anything that may result interesting and enrichment to any of the members, they post it there), for workshops and projects (where Fernández communicates when the workshops are taking place or informs about future projects the students may want to take part in), for job offers (that anyone in the community might think that will be of interest to another member) and, lastly, exercises and tips (where the CEO posts different practice exercises and different tips for students to practice the contents learned in e-Bloom's courses, before applying them in their workshops).

Screenshot 2.1 e-Bloom's Community on Slack



Source: Own Slack account

2.2.1. E-Bloom's contents

On the other hand, the creator of this platform has been creating different programs, as of April 14th, two of these have already been published: Social Innovation and Social Entrepreneurship. The interested student can enrol in any of these courses with a one-time payment and get access to them for a specified period of time each. Moreover, the student is offered a 12% discount if they ask for more information before enrolling into any course, they are able to pay in instalments and are granted a 30-day money-back guarantee.

e-Bloom offers two online programs:

- **Social Innovation:** it is a three-month program that has four modules, innovation, sustainability, agile work and pitching; following e-Bloom's teaching methods, it combines theory with practice. In this course, the student will acquire different skills, such as creating innovation frameworks and improving their

communication skills, their project management skills and their creativity and critical thinking. Its price is 488€ and the student is offered the possibility to pay in four different instalments with no interest.

- Social entrepreneurship: this program is still being developed. It aims to guide the young entrepreneur into creating their pitch deck, into developing a good business plan and being able to sell it to investors. For this matter, it is utterly important that the students practice their pitch in their workshops. Its price is 840€, offering to be paid in 6 instalments.

These courses include different learning contents, that are going to be briefly described below to grasp a better understanding of what e-Bloom lectures on.

- Soft skills: as Will Kenton defines, soft skills are those character traits and interpersonal skills that characterise someone's relationships with others. In the workplace, these are considered to be a complement to hard skills. Some soft skills are good speaking abilities, sympathy, emotional intelligence, good negotiation skills; although these can be practiced, they come with who the person is (Kenton, 2021). It is important to understand that generational differences also come into place here, as different generations have different soft skills.
- Hard skills: as Julia Kagan explains, hard skills are those learned abilities acquired and enhanced through practice, repetition and education, they are not related to one's personality as the soft skills are. In the workplace, these are essential as they are key to increase the worker's productivity and efficiency, which in turns also increases the company's profits (Kagan, 2022). These hard skills are the ones that can get the applicants a job position, however only combined with the soft skills will they produce employee satisfaction. Some hard skills may be proficiency in other languages, knowing how to use different computer programs or having a driver's license.
- Design thinking: it is a problem-solving method, which focuses on a creative solution to these (Castillo-Vergara, Álvarez-Marín, & Cabana-Villca, 2014). It is a social process, which bases those solutions on different perspectives and ways of thinking, as it not only takes into account one type of profile of person when discussing the solutions. Before, most decisions were made by middle-aged heterosexual bourgeois white men, which only provided one perspective to it. However, design thinking brings a much larger picture into account, where different and diverse people are able to get more creative solutions than just the first type.
- Innovation: in business, it refers to the process that an organization undertakes to conceptualize brand new products, processes and ideas; or to approach existing products, processes and ideas in new ways (Purcell, 2019).
- Entrepreneurship: as the Oxford Dictionary defines it, entrepreneurship is "the activity of setting up a business or businesses, taking on financial risks in the hope of profit."
- Pitch: "A business pitch is a business plan that you present to your potential investors to secure funding. The pitch helps you explain your business to investors to enable them to make the right decisions" (Carpineanu, 2021).

2.2.2. E-Bloom's CEO

Estefanía Fernández was born in Galicia, Northern Spain, back in the 80s to a good, hardworking family. As she grew up, she always felt the need to do something more, to be a valuable member to society and work hard to achieve her goals. One of her many talents, that she is the proudest for, is her talent for learning new languages, as she is fluent in Spanish, Galician, English, German and has a high level in French, Italian and Portuguese.

Photograph 2.2 Estefanía Fernández



Source: Provided by Estefanía Fernández

In university, she studied tourism and started working as soon as she finished her degree. After that, in 2006 she founded Meigalicia, a DMC (destination management company), which was specialized in alternative tourism in Spain. For this reason, in 2009, this company was awarded with the most innovative tourism company in Galicia. Not leaving behind her passion for teaching, during those years she kept inspiring young people to become entrepreneurs, teaching them. Moreover, she also collaborated in writing travel documentaries and a gastronomic guidebook.

In 2011, she became a freelancer Business Development Manager for Hotelopia's White Label's department. There, she got to be partners with big-name brands, such as Inditex, Singapore Airlines, Etihad, Virgin, Aeromexico or A.A.

In 2012, as she won a contest of ideas to participate at an MBA (master's in business administration) in tourism at the EOI (Official Language School), she increased her knowledge in business model innovation and from then on, she kept on researching about this topic as she became deeply intrigued by it.

In 2013, she finally moved to Berlin to keep on learning about business model innovation and digitalization, start-ups, design thinking, and service design. During this time, she kept on working as a business development manager for Hotelopia.

In 2016, Estefania decided to create a meetup group for entrepreneurs, its name was Design Thinking and as it states, they came together to discuss about that topic and learn from each other. With this, she was able to create a community of more than 4,000 innovators.

In 2019, she joined another company (one of the big 4) as a consultant specialized in focus in innovation, entrepreneurship, and business development. Once again, she could not resist her passion for teaching and started giving lectures in a business school.

Finally, in 2021 she founded e-Bloom, with the aim of helping business graduates to complement their studies and gain confidence, the company object of study of this paper.

As Simon Sinek explained in his Golden Circle concept, the world's greatest leaders must have a clear why in order to succeed in their businesses (Sinek, 2009). There are three main questions every organization should ask themselves at least once: what, how and why. What is something everyone knows about, it is what they are doing, which products or services they are selling; how is a more complicated term, as not every company truly knows how they are doing it, how they are selling, this is where their value-added proposition, their patrimonial process and their unique selling proposition come into place (Sinek, 2009). However, the hardest part is to find out why they do what they do. It is not solely for the purpose of earning profits, that is ultimately the result of the process. This question refers to the inner causes, beliefs, and purpose of the organization's leaders. Ultimately, is the reason for its existence, even though not many businesses know their "why".

Estefanía strongly believes in social innovation, in equity, in the right for a quality education and its social democratization. Her "why" is very strong and well-integrated in her start-up, which is the right place to start. Therefore, her business plan has been clear from the very beginning and can keep on growing as it is consistent and coherent.

As the history of its founder explains, e-Bloom is a rather compromised firm. They firmly believe in the democratization of education, on social causes and that everyone can make a little change to improve the world as it is. As explained before, Estefanía has a strong why, a strong motivation, which is shown in the way she manages e-bloom.

For the reasons explained above, they offer their learning content for free to Non-Governmental Organizations so that they can teach it to people in need. Moreover, they also provide their contents for free as in Germany the Government may buy the program for unemployed people.

e-Bloom's mission is "to train and empower the future leaders with the right mindset for tomorrow's needs". This is, they want to boost creative thinking and decision-making abilities for the younger generations, which will be responsible for the world's big decisions in the following years.

e-Bloom's vision is "to have equal opportunities and a better society", rooted in her belief that everyone is deserving of a good education, independently of their income, origins, gender or any other characteristic. This way, developing an equal society, that does not discriminate based on the above-mentioned factors, the world will be able to reach its full potential.

Hand in hand with their mission and vision, their values are transparency, kindness and accountability.

3. ENVIRONMENT ANALYSIS

The marketing environment of a firm is composed of the agents and strong forces, foreign to marketing, that affect the capacity of the Marketing directors to create and keep successful relationships with their target market (Kotler & Armstrong, 2018).

A key success factor for every firm is to attend the changes produced in the environment and adapt to them.

The environment as a whole is formed by two subtypes: macroenvironment and microenvironment. The first one refers to the social forces that may affect the latter, as in demographic, economic, natural, technological, political and cultural forces. The second one, microenvironment, is more specific to the firm as it refers to the firm itself, their competitors, their suppliers, marketing intermediaries, consumer markets and interest groups (Kotler & Armstrong, 2018).

To understand e-Bloom's environment, a PEST, a SWOT and a Porter's Five Forces analyses were conducted.

3.1. PEST

This analysis classifies the different factors that affect the general environment of the firm. It is carried out as a first step into understanding a business' framework and the different factors it studies are: political, economical, social and technological (Ventura Victoria, 2008).

It is important to understand that e-Bloom is a German-based firm, but its target audience is not only German, as they teach online and make their classes available anywhere all around the globe. However, this PEST analysis has been conducted focusing on the German market, since most of the current e-Bloom students are from said country.

- **Political**

Germany is a Federal Democratic Parliamentary Republic, chaired by Olaf Scholz since 8th December 2021 after former chancellor, Angela Merkel, resigned (Crowcroft & Brezar, 2021). Olaf Scholz represented the SPD (Social Democratic Party of Germany) and was elected with the 25.7% of the votes, while the second most voted party was the CDU (Christian Democratic Union of Germany) with the 18.9% of the votes (The Federal Returning Officer, 2021).

Germany's Basic Law is the Constitution, approved in 1949 by West Germany which suffered minor amendments after the German reunification in 1990; its nucleus is the protection of individual liberty through the human and civil rights stated there (Currie, 1994). As a Federal state, Germany's power is divided between the federal government and the state government; at the same time, it is also divided into the three branches: legislative, executive and judicial (Currie, 1994).

In 1958, West Germany was a founding member of what is the European Union nowadays and ever since then, Germany has formed part of the Schengen Area, the eurozone, the

United Nations, the NATO, both the G7 and G20, and the OECD (Baldwin & Wyplosz, 2020).

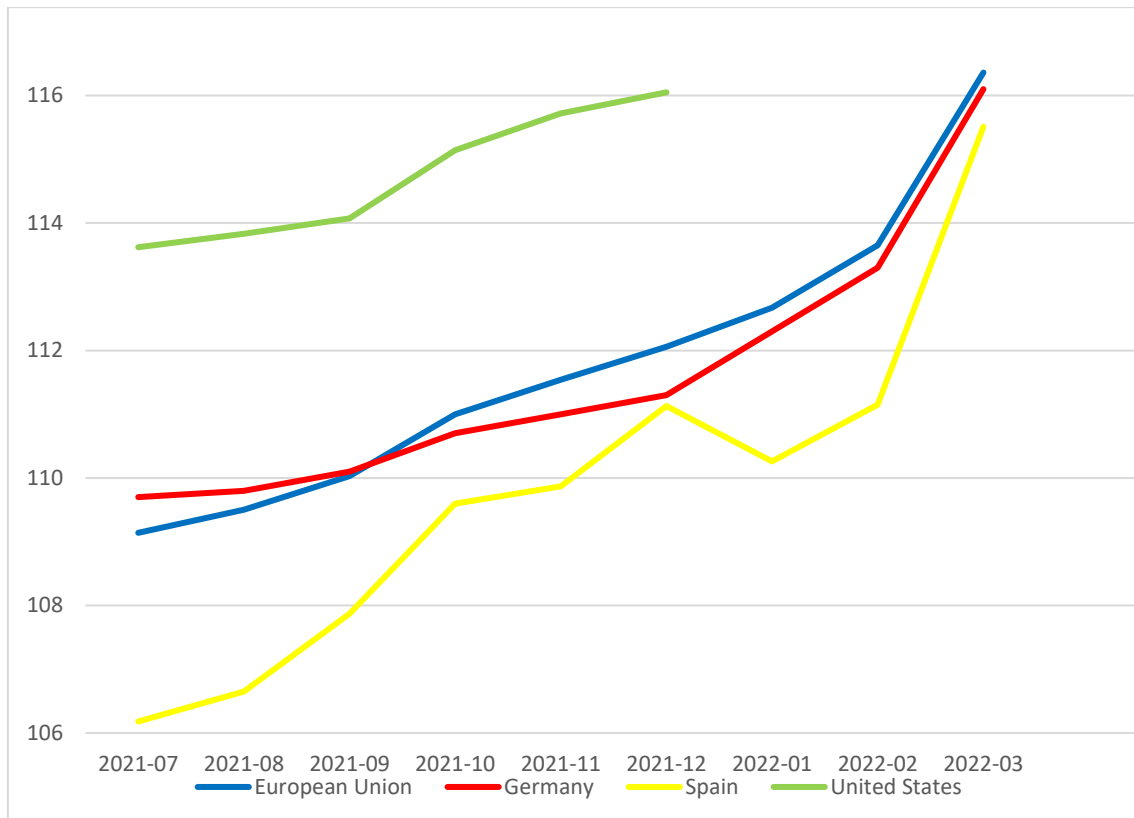
Although Germany is a stable and successful country, since there is an increasing globalisation, they cannot avoid being affected by external events. In this case, there is uncertainty regarding the Russo-Ukrainian War that started on 24th February 2022 with the Russian invasion of Ukraine (Lister, John, & Murphy, 2022), threatening a third World War as the NATO classifies this invasion as the “most dangerous moment in European security in a generation” (Belkin, 2022) and has enhanced its defensive forces in the East of the Alliance, this is Bulgaria, Hungary, Romania and Slovakia (NATO, 2022)

- Economical

As of April 2022, Germany’s annual inflation rate was at 7.4%, accelerating from 7.3% in March 2022; being the highest since 1981 (Eurostat, 2022).

The Harmonized Indices of Consumer Prices is an “economic indicator that measures the change over time of the prices of consumer goods and services acquired by households” (Eurostat, 2022). It is designed for international comparisons of consumer price inflation, being 2015=100, this index has been increasing at almost the same rate for Germany, Spain and the EU as a whole, the reason behind this is that they belong to the EU single market. The United States index has been higher than those, for just a couple points, but there was no data available from January 2022 onwards.

Graph 3.1 HICP Index for Germany, Spain, the US and the EU, 100=2015

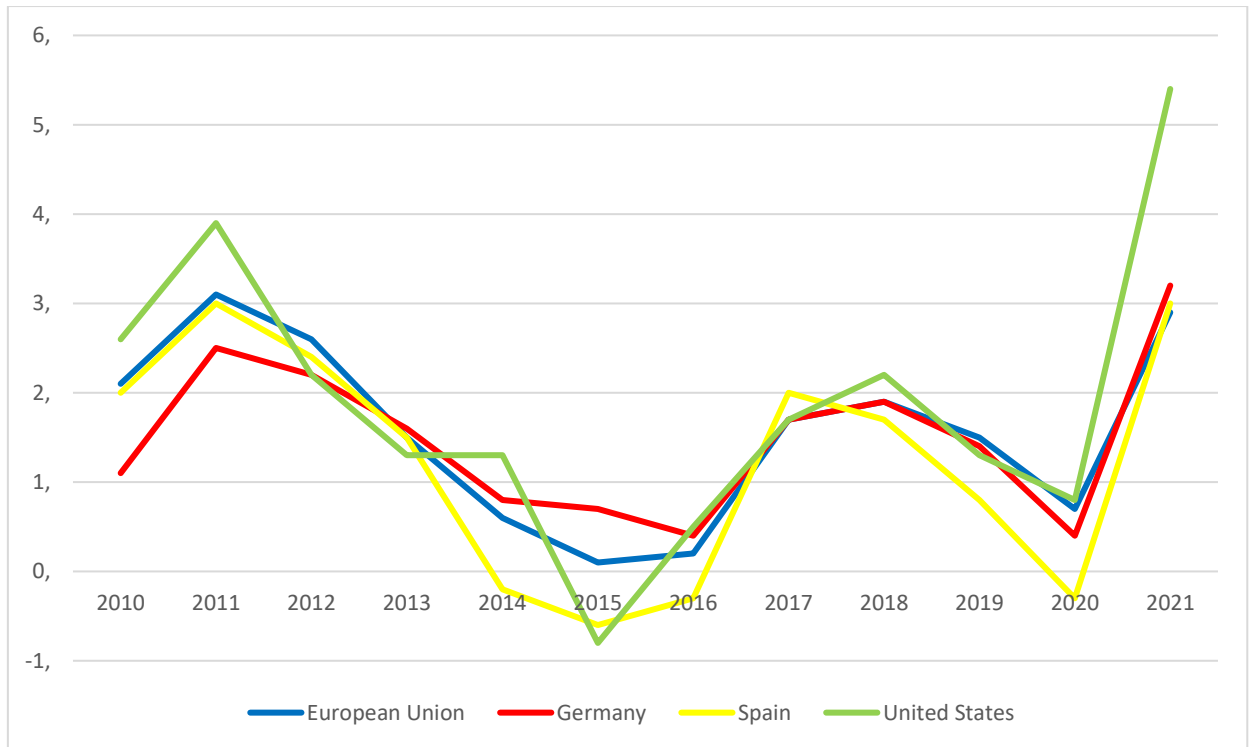


Source: Own elaboration with data provided by Eurostat

In the following graph, there is the annual average rate of change of this indicator for different countries, in order to understand it, it is important to denote that when it has a positive figure it means prices have increased that year and vice versa. Germany has had a positive average rate of change ever since 2010, which was a smaller change than the EU's until 2013 and after 2017, both started to be similar.

Spain has had four periods of negative annual average rate of change of the HICP, 2014, 2015, 2016 and 2020

Graph 3.2 Annual average rate of change of HICP for Germany, Spain, the US and the EU



Source: Own elaboration with data provided by Eurostat

One of the main objectives of the EU is that this index remains steady as to keep a price stability in these countries and control inflation (Eurostat, 2022).

However, due to the Covid-19 crisis and the Russian invasion of Ukraine, the HICP has been increasing, making more expensive goods and services all over the EU.

- Social

The target audience of e-Bloom is young people, Generation Z especially. This generation was born from 1996 to 2010 (Fromm & Read, 2018) and it was predicted that in 2019 this generation formed 32.07% of the World total population (Milotay, 2020).

Gen Z is described to be “self-aware, persistent, realist, innovative and self-reliant, in contrast to the Millennials, who have been found to be self-centred, entitled, idealist, creative and dependent” (Milotay, 2020). They follow social trends, are more educated and more open-minded than older generations.

They were born as digital natives, for that reason, they are being attacked with a constant flow of information through social media and the Internet which are their primary sources as opposed to older generations (Milotay, 2020).

There are many different social groups Gen Zers may belong to, differentiating their fashion style from one another. This generation grew up in the late 90s and 00s, so many current trends are due to the nostalgia they feel about that time, bringing back subcultures such as Y2K, indie sleaze, old money and twee that have been, once again, brought to life thanks to TikTok (Hoffower, 2022).

Other subcultures present in this generation are: cottagecore, dark and light academy, e-boys/e-girls, VSCO girls... which thrive online thanks to social media platforms, especially with the rise of TikTok in 2020 (Paramount, 2020).

- Technological

To be an e-Bloom member it is necessary to have access to a computer and to Internet connection. The United Nations have estimated that 63% of the total world population has access to the Internet, at least once in their lifetime, which is 4.9 billion people in 2021 (United Nations, 2021). Thanks to the “COVID connectivity boost”, the estimated number of people who have used the Internet grew in 0.8 billions from 2019 to 2021 (United Nations, 2021).

Currently, there are many advances in the technological sector, where fintech, software development and data and analytics are in the top 10 industries of 2021 (South Summit, 2021).

3.2. SWOT

3.2.1. Strengths and weaknesses

To further analyse the internal strengths of e-Bloom, it should be divided into the different departments of the firm, even though there is only one person behind them all, they are still present in every company. After that, there is going to be a small analysis relative to its competitors

- Marketing
 - There is a clear strategic direction in e-Bloom’s business, as it has defined a clear business plan where it is described the executive summary, their products and services, where there is a market analysis, a financial planning and a budget for the next 3 years. However, as it is a business created just a year ago, in a changing environment, these previsions cannot be taken without prior analysing these changes. For this reason, in the original plan, there is not much development in the market analysis and their services are constantly being updated. Nevertheless, the strategic direction of e-Bloom is to grow steadily and increase its number of users, thanks to its competitive advantage, the existence of an engaged community through Slack.
 - The business has not quite segmented its end-users by their needs, as they currently only have 4 different types of learning products. However, these contents are designed for a specific public, so as long as the company does not plan on increasing its target audience or even change it, there would

be no need in segmenting their final users. It is important to note that e-Bloom's learning contents are designed for young entrepreneurs, but as it is true that whoever can access to their contents, as the only requirement to do it is to pay the fees; it should be taken into account that different types of users may reach the platform, although there is not much place for personalization in these types of courses, so it would be hard to segment their final users.

- As of April 2022, the business is still yet to create a name for itself. Distributors do not know about e-Bloom yet. However, there are two German Universities that have already contacted with the CEO in order to learn more about the platform.
- End-users have a good perception of the platform. As of May 3rd, 2022, it has fifteen reviews in Google Maps, with an average of 4.9 stars. The comments are specially flattering to the CEO, Estefanía Fernández, to her professionalism and knowledge in the field as she was able to create quality content while giving personalised attention to each user. Moreover, in its website, e-bloom.net, appears the Google Review section, where people can see those comments users have made about their experience learning in e-Bloom and practising it afterwards through the engaged community.

Screenshot 3.3 e-Bloom's Google Maps Reviews

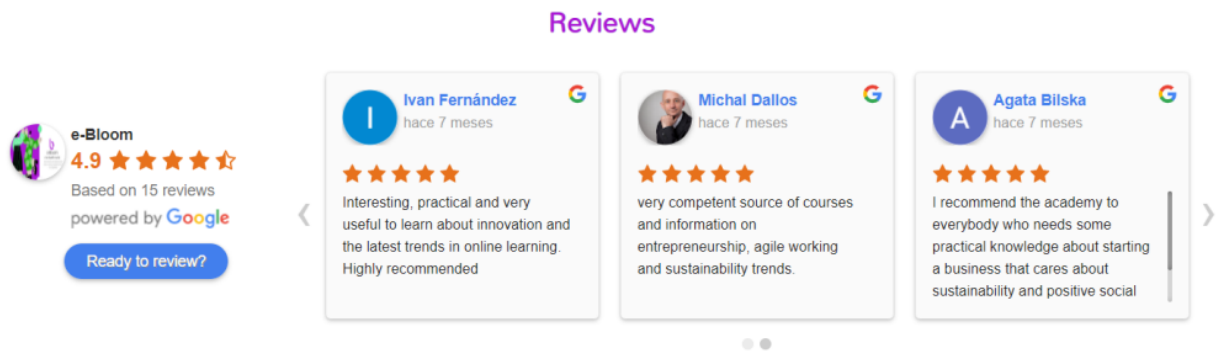
e-Bloom
Liegnitzer Str., Berlin, Alemania

4,9 ★★★★★ 15 reseñas ⓘ

Mikel
1 reseña
★★★★★ Hace 7 meses
Positivos: Calidad, Comunicación, Profesionalidad, Valor
Muy recomendable! Tuve el placer de participar en una sesión de e learning con Estefania y pude poner en práctica muchos conocimientos que adquirí. Gran profesional , super recomendable.
👍 Me gusta

Carlos Ernesto Fernández
2 reseñas
★★★★★ Hace 6 meses
Positivos: Profesionalidad, Valor
e-Bloom is a great place to learn about Design thinking & Innovation. The staff is really experienced and insightful. All in all I strongly recommend it if you wish to expand your knowledge of the digital world and improve your profile.

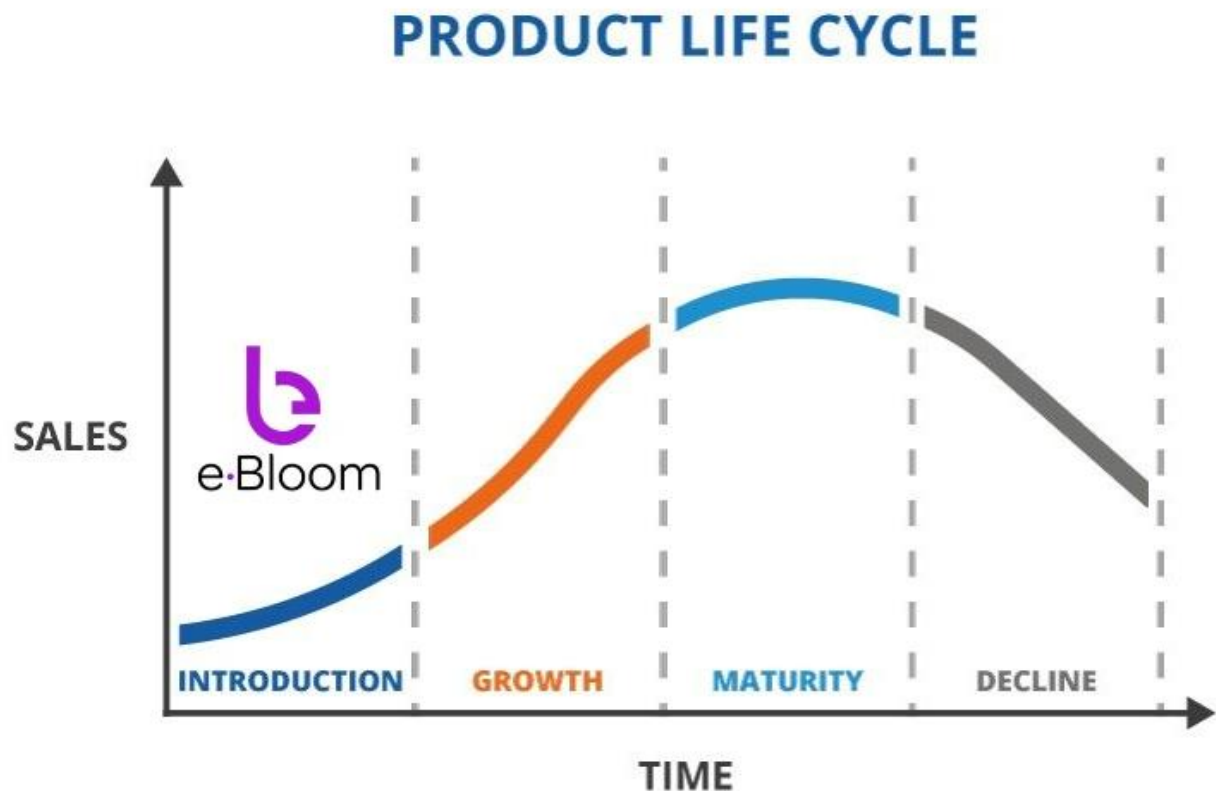
Source: Google Maps



Source: e-bloom.net

- The market image of the firm is still being created and improved as it is only a few months old. Like any other firm, its goal is for the image of the firm, which is the subjective perception from outside the organisation, to coincide with the brand identity, thoughtfully developed by its owner.
- The customer service e-Bloom offers are strong, as they provide a direct contact with them, in their online conferences where they can practice the contents they have learned. Moreover, they can directly contact the CEO as they are connected through the Slack app in case there are any issues regarding their experience in e-Bloom. Solutions are provided right in time and according to the needs of the users.
- Product
 - As Levit introduced in 1965 (Ventura Victoria, 2008), there is a model that explains a product's life cycle. In the case of e-Bloom's products', their learning contents, they are in the introduction phase of this cycle. This model relates the number of sales of the industry with time. For this reason, as e-Bloom has been existing for less than a year and has very few sales, they are in the introduction phase.
 - There are no products that can be considered market leaders as they are still in the introduction cycle of a product's life cycle.
 - There are many opportunities of growth to be taken, to be recognised by the public and to convince them to buy e-Bloom's product

Figure 3.5 e-Bloom's Product Life Cycle



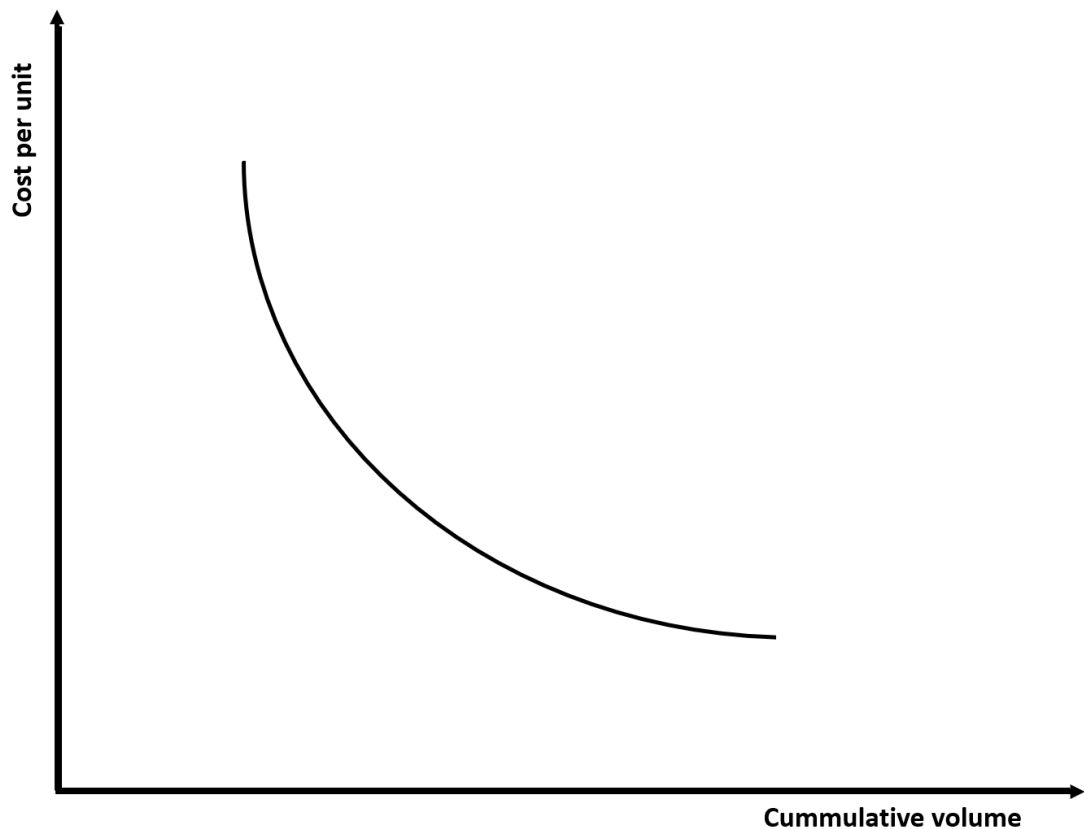
Source: TWI and e-Bloom.net

- The products are designed by its CEO, Estefanía Fernández, who is known in the business field as she has created a reputation for herself over the years, working with brand-name firms. For this reason, the products also achieve a competitive advantage, as an expert in the field has created and developed them.
- However, the product innovation skills do not surpass those of competitors. There are going to be some incorporations to the development team, in order to improve the contents of the courses and create new ones.
- As it is stated above, the product line is not yet broad enough to meet customer needs. To solve this, they are currently working on increasing the courses to offer to young entrepreneurs, related to different business' scopes so that the supply is enough to comply with all the demand that may arise for different courses.
- However, the current available courses do meet customer requirements as it can be seen in the reviews these customers leave online, praising the contents and the practice possibilities of these.
- Finance
 - The business is profitable as there is a trend among start-ups related to education, as it can be seen in the Entrepreneurship's Map developed by South Summit 2021. For this, it has expectations of growth as well as positive prospects in order to attract new clients.
 - The owner is aware that in the near future they are going to incur in costs so to satisfy the clients in the sense that they will require more and varied

courses, which cannot all be designed by her, but by other experts in those topics. For this, there are mainly two paths to choose from: to collaborate with them once, just to create the specific course or to bring them to e-Bloom and keep them in the team for future courses too.

- Relative to other businesses, e-Bloom does not have a cost advantage. This is because they can not benefit from neither economies of scale nor scope, the courses must be done one by one, with the limited time their creator has, working on her own.
- Operations
 - For its recent creation, e-Bloom is not benefiting from the experience curve yet. Moreover, they are still on the left side of the curve. When they reach to a bigger public, they will be moving alongside the curve to the right, moving costs down while increasing sales.

Figure 3.6 The Experience Curve



*Source: Own elaboration, adapted from
<https://corporatefinanceinstitute.com/resources/knowledge/strategy/experience-curve/>*

- The production process of the courses is slow, compared to those of the competitors. This is mainly due to the fact that there is only one person working on them.
- However, the quality of the courses is remarkable, thanks to the talent, experience and reputation of the creator, Estefanía Fernández.
- Competition
 - There are very strong competitive pressures in this sector, as there are many start-ups in the education sector, together with the already

established businesses like Coursera or EDX, the face-to-face academies and universities.

3.2.2. Opportunities and threats

In the section of recommendations, there will be a further explanation and understanding of the opportunities that may arise for e-Bloom, mentioned in this section.

There is a very important opportunity of growth as they can keep producing courses related to the business sector, expanding to not only young entrepreneurs, but also to already established businesses.

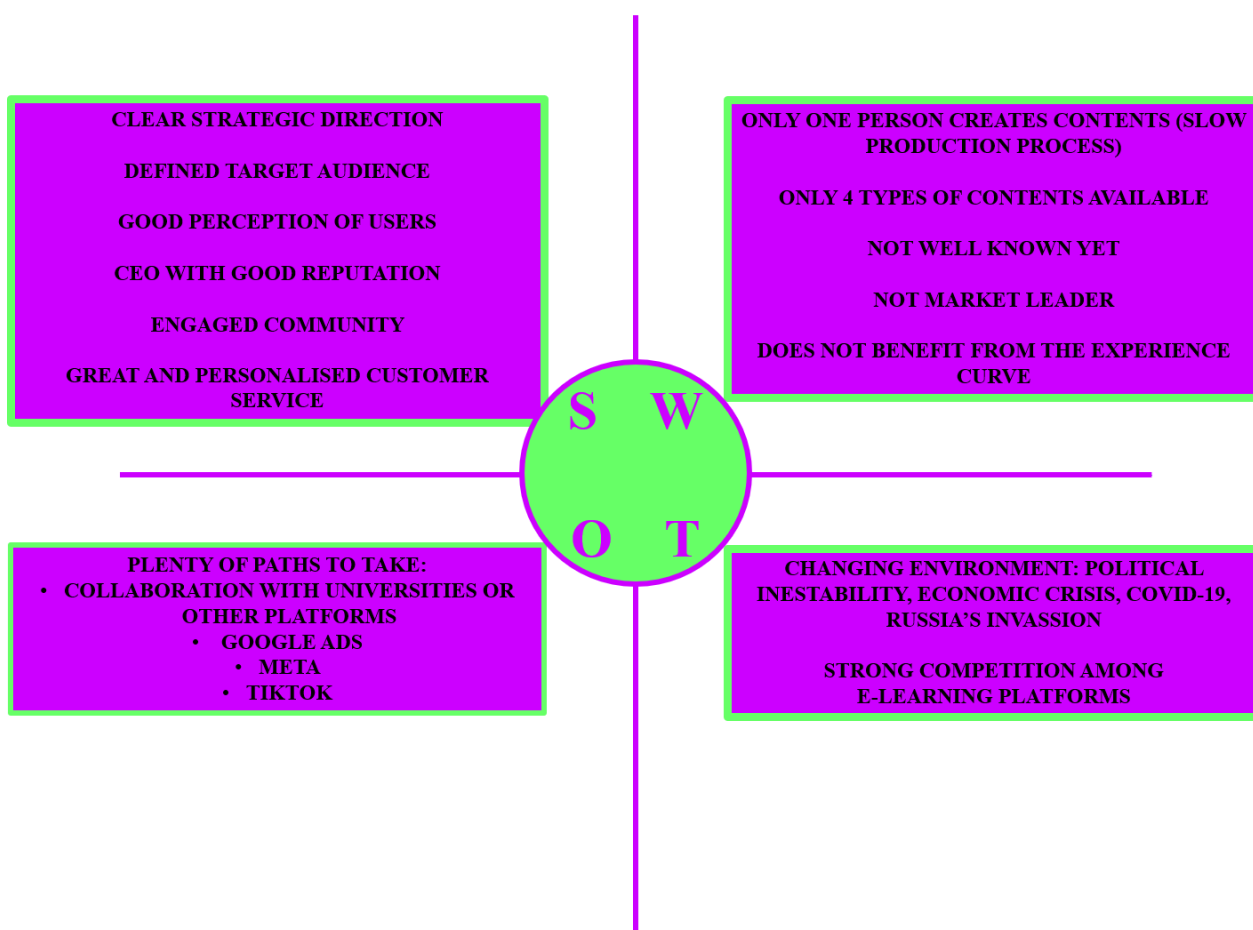
For this reason, there is room for increasing the contents of e-Bloom and even developing collaborations with other institutions.

As it has already been offered to the company, they can produce learning contents specifically for another business that requires it, not open to the general public as their current courses are, but only to the workers of that business or the public they want to provide the learning contents to.

There is a strong competition among existing firms, as there are many of them offering very similar contents, the differences being the price, their reputation or the extra services being offered rather than the contents themselves.

As of today, there is an environment of uncertainty due to different factors: the effects of Covid-19 crisis, the current war in Ukraine because of Russia's' invasion...

Figure 3.7 e-Bloom's SWOT Analysis



Source: Own Elaboration

3.3. PORTER'S 5 FORCES

The Porter's Five Forces Analysis is the one that is in charge of dissecting the specific environment of the firm, after the generic analysis has been done with both the PEST and the SWOT analysis. This framework's name, Porter, is because of its originator, Michael E. Porter of Harvard University who published it for the first time in 1979 in Harvard Business Review (Porter's Five Forces of Competitive Position Analysis, 2013).

This specific environment is defined as the set of factors with greater capacity to affect the results of a given company (Ventura Victoria, 2008). In the current economic model, market economy, the most influential factors to one's company are the companies they are competing with, the clients they are offering their products and/or services and the providers of the inputs needed to develop their business (Ventura Victoria, 2008).

The profitability of a business depends on the profitability of the sector, which is analysed in two ways, with the Porter's Five Forces Analysis and with the industry average return on assets; it also depends on the business competitive advantage or disadvantage (Ventura Victoria, 2008).

To obtain extraordinary returns, it is necessary to understand that the business is not operating under a perfect competition market, because if that was the case, the long-term

profits of any business would be null (González Fidalgo & Ventura Victoria, 2013). So, to understand a sector's profitability, it is necessary to understand its imperfections too.

- Threat of new entrants

There are relatively low barriers to entry, as the initial inversion would be to create the course and making it available online. For a starting point, just like e-Bloom, with one expert in the field would be enough to create some courses.

Economies of scale are not very common in this industry but can happen if some content from one course can be taken advantage of in another course.

Brand loyalty is not especially high, but it is true that if a customer was satisfied with their experience in one platform it is likely that in the future, they would choose that platform to learn another course.

However, cumulative experience is remarkable in this field as it is easier to create better courses, and do it faster, if there is a prior experience.

Governments may buy these teaching contents so that they can provide them to the unemployed, registered on their respective unemployment offices. As they are already doing in Germany, where the Government may buy e-Bloom's content.

If the person in charge of creating the learning contents does not want to create their own online platform, they can sell their product to different platforms such as Coursera, Udacity or Skillshare or even contact a face-to-face institution to offer their contents to them. The payment method differs among different online platforms, some will pay the creator a percentage of the sales of the course and other will pay for the course, regardless of how many people end up buying it on their platform. This will be further discussed and explained in the recommendations section.

- Rivalry among existing competitors

There is a large number of competitors, some of them will be described in the section destined for them. For the simplicity of this project, only online learning platforms will be considered competitors.

They are also diverse, as they offer different products, different specifications and materials. From the type of content they teach, the teachers and resources available to the price and reputation of the platform. This is why, there is a big difference in the quality of the courses of different platforms.

There is a relative brand loyalty, as once the customer chooses a platform, they usually remain in that one if they want to buy another course, as long as they have had a positive first experience.

There are not many barriers to exit, as only the initial inversion on the online platform will be lost, there are not high losses if the business decides to leave the market.

Switching costs would be to change the content of the courses, which would be high since they would need to create them from scratch once again or change them.

- Threat of substitute products

The substitute products of an online learning academy would be face-to-face learning academies.

The number of face-to-face academies is rather small than those available online. The buyer propensity to substitute is not high, as they have already paid for their online course and especially young people prefer the advantages most online teaching platforms offer, which are freedom and flexibility to learn their contents whenever they are free or want to.

The price could even be higher, because face-to-face academies have to face fixed costs online platforms do not, such as fixed costs (local rent or depreciation, furniture, electricity and other bills...).

The reason consumers would choose a face-to-face academy would be because of proximity, most would not commute. For this reason, differentiation among this type of academies is lower, as long as they are located in a place with high demand.

- Bargaining power of suppliers

There are no suppliers in e-Bloom's example, as the owner of the firm is the creator of the contents and the webpage.

However, both Google and Slack could be taken into account as suppliers, as they make available the contact between e-Bloom and its users.

If they are indeed taken into consideration, they are both strong, big suppliers which conditions have been accepted in order to make the courses available and communication with the students possible.

As the suppliers are strong, they have also fixed prices so there is no negotiation available, which means that the companies' that have bought their services benefited more from being present than what it supposed as a cost for them.

- Bargaining power of consumers

The number of customers is large, as anyone who has an Internet connection can buy a course online. Each customer orders only one course, typically, but they can also order more than one at once.

They sense a big difference between competitors, as they are going to invest in a course, they are going to do a throughout research of the different platforms that offer the course they are interested in.

They take into account different factors in order to take the final decision on which course to buy: learning contents available, teachers and teaching methods, networking possibilities, the price, the materials available, the possibilities of continuous formation, the reputation of the platform...

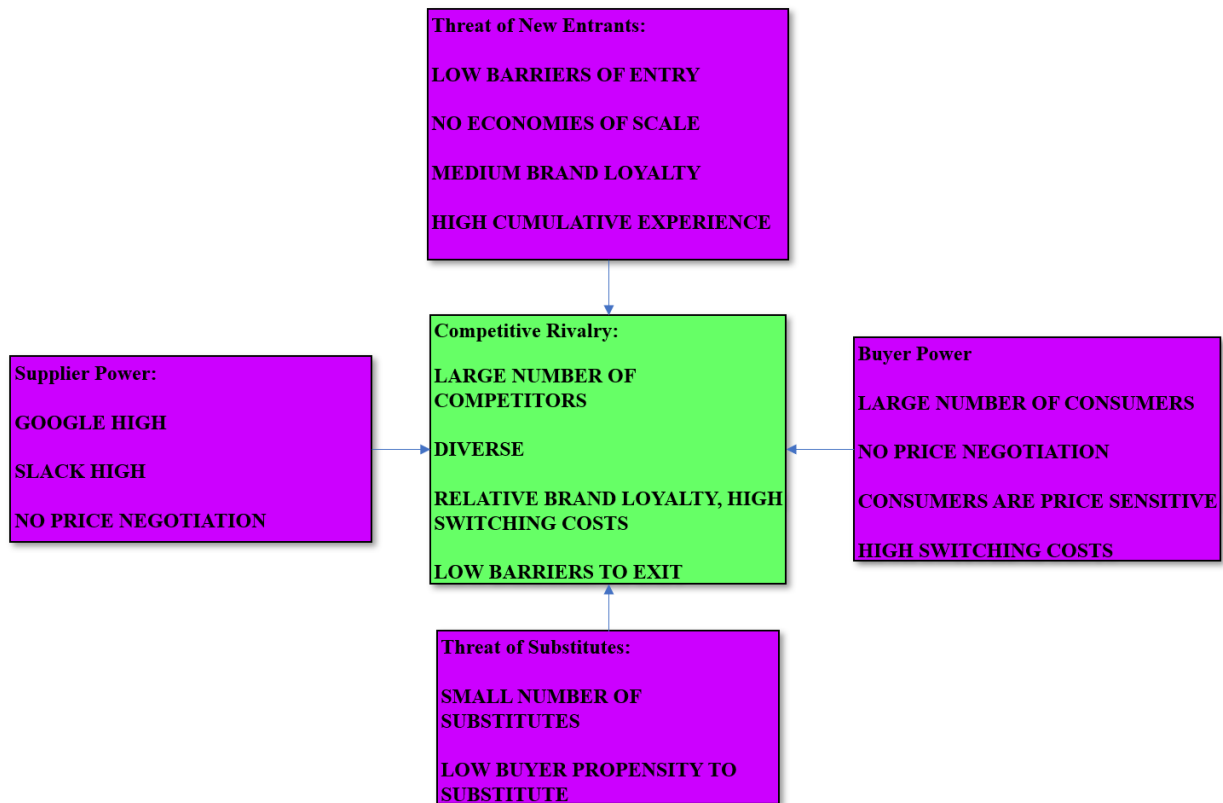
Thanks to the Internet, customers have plenty of information available related to the points stated above that may impact their decision, if they do proper research beforehand.

Customers are relatively price sensitive, depending on their age, income and the reason behind buying the specific course, there are more factors rather than only price involved in the course and platform chosen by the users, as stated above.

If a customer is not satisfied with one course, it is not typical that the company returns the money they have invested on it. This is, depending on how much the course has costed, the switching costs will be higher or lower. Moreover, they have invested time

and efforts which will be lost if they change the company or the course. Taking all of this into account, the switching costs are rather high.

Figure 3.8 e-Bloom's Porter Five Forces Analysis Summary



Source: Own elaboration

4. COMPETITORS

In this section, the most relevant e-Bloom's competitors will be explained and analysed in different categories: course range (how many courses they offer), quality content (if their content is of high quality, well researched and created by professionals in the field), official certifications (whether or not they offer official and valid certifications), free courses (whether or not they offer any free courses) and engaged community (whether or not their students are able to connect with one another and/or with the teachers).

The following table summarizes the information obtained from the analyses of the different platforms. For the "course range" and "quality content" categories, they can get any punctuation between 1 and 5, being 1 the lowest, worst punctuation and 5 the highest, best punctuation.

Table 4.1 Characteristics of the different platforms analysed

PLATFORM /CHARACTERISTIC	COURSE RANGE	QUALITY CONTENT	OFFICIAL CERTIFICATION	FREE COURSES	ENGAGED COMMUNITY
UDEMY	5	2	NO	YES	NO
SKILLSHARE	5	2	NO	YES	YES
UDACITY	2	4	YES	YES	NO
COURSERA	4	4	YES	YES	NO
LINKEDIN LEARNING	4	3	YES	NO	NO
MASTERCLASS	2	3	NO	NO	NO
EDX	4	5	YES	YES	NO
E-BLOOM	1	3	NO	NO	YES

Source: Own Elaboration

- **SKILLSHARE**

It is an e-learning company that offers a wide range of courses, illustration, photography, design, entrepreneurship... The student pays for a monthly subscription and has access to every available course, which is available with subtitles in Spanish, English, French, Portuguese and German (Skillshare, s.f.).

It offers the possibility to upload courses for free, if they meet certain quality requirements, and become a Skillshare's teacher, receiving a monthly paycheck that depends on the number of minutes that the students have spent watching their classes (Skillshare, s.f.). However, it is not difficult to become a teacher in Skillshare if they prove they have background in the sector.

They do not offer any official certifications, but they do offer some free courses.

Its community is also engaged, as they can create collaborative projects and also share them.

- **UDACITY**

This platform has a smaller range of different courses, mostly from the programming and business sector, but they are perceived as higher quality as they also provide an official certification. Moreover, they also provide free courses (Udacity, s.f.).

A downturn to Udacity is that their students cannot contribute to any engaged community, but the more than 1,400 mentors are there to respond within one hour to every question that may arise.

- COURSERA

Coursera has a wide range of courses, more than 4,000, belonging 1,095 of these to the business sector. Their courses are provided by experts, they are of higher quality and collaborate with institutions such as IBM, Google, Stanford University... They do offer an official certificate (Coursera, s.f.).

However, they do not provide an engaged community.

- LINKEDIN LEARNING

LinkedIn is a social networking site aimed at audiences in the job market. For this reason, the content they offer is mostly to develop essential skills to enhance the attractiveness of the students as candidates to a certain job. They have a wide range of courses and they offer a certificate too, which the student can show on their LinkedIn profile.

They offer a free trial period where users can take advantage of to do those courses, more than 16,000, and obtain said certificates (LinkedIn Learning, s.f.).

They do not have an engaged community per se in their courses, but as it is a social networking site, it allows to connect with other people.

- MASTERCLASS

This e-learning platform offers a smaller course range, 150 classes, each one being one-class course imparted by a famous person that is an expert on that topic. For this reason, their content is of medium quality as it does not allow to deepen into the subject.

It does not provide neither an official certificate nor an engaged community, and it does not offer any free courses either, the student must pay a subscription of 17€ per month which will be billed annually.

Some of the famous people teaching in MasterClass are Gordon Ramsay, Gloria Steinem, Mariah Carey or even Bill Clinton (MasterClass, s.f.).

- EDX

This platform offers the highest quality of all the ones analysed, as it offers courses created by universities such as Harvard University and University of Pennsylvania, or by platforms such as Google and Amazon. The topics and number of courses they offer is also wide, more than 3,500, as they can learn from computer science to business (edX, s.f.).

It offers free courses, but if the student is willing to pay, they will obtain the official certificate.

However, it does not offer an engaged community.

- UDEMY

Udemy, owns a wide range of different courses, in total, more than 185,000 courses and of topics varied as music or software (Udemy, s.f.). The user must pay for each one they want to take, the price ranges from 9.99€ to hundreds of euros.

Only computing courses offer an official certification, whereas business, marketing and entrepreneurship ones do not.

5. RECOMMENDATIONS

After analysing e-Bloom's environment, from their own competitive advantages to the competitors and what the consumers may make their choices based on; the following paragraphs will include some recommendations with the main objective to improve the start-up profits, brand image and quality of their courses.

5.1. TIKTOK

One of the proposals made to Estefanía, is to enhance the presence of her business on TikTok, as her objective audience is young graduates, between 25 and 35 years old.

TikTok has had an astonishing increase in its popularity in the last years, especially ever since the lockdown started, it now has over 800 million active users all over the world. This app is the core of the Generation Z, as most of its users (41%) were born between 1997 and 2011 (Aslam, 2022). They watch on average 68 videos a day, sorting through the videos faster shortening the viewing of the video. In 2020, TikTok was the most downloaded non-gaming app, with more than a billion downloads. (Aslam, 2022)

TikTok employs artificial intelligence to analyse users' interests and preferences through their interactions with the content, based on the videos they like, comment on, and how long they watch the video to display a personalized content feed for each user. In other words, TikTok is able to fully personalize one's experience in the app.

"Tiktokers" (TikTok content creators) create their own videos and have complete authority regarding them, this means that they take care of each step of the process: creating a briefing (or practising for the dance they are going to cover), recording the video, editing it and uploading it.

As Laura Cervi researched in her paper TikTok and Generation Z, generation Z is the first generation that has never known the world before the Internet, so that it can be said that the Internet truly shaped this generation. It has been proven by a neurobiologist researcher, Darla Rothman, that the brain of the younger generations is structurally different than its predecessor's. This happens because the brain has the ability to adapt to the environment. The consequences for this generation are the following: generation Z learns the best with visual learning, has a shortened attention span, they are fast decision makers, and they get bored easily (Cervi, 2021).

As stated before, Generation Zs are visual learners, so they thrive in teaching environments where they can interact as they do in their visual worlds: instant information, visual learning and replacing "communication" with "interaction" (Cilliers, 2017). Gen Zers need to explore and understand the elements of technology, social media, and social networking in order to incorporate the elements they find relevant into teaching and learning. Creativity (Gen Z gets bored easily) and fast results are key in this process (Cilliers, 2017).

5.1.1. State of flow

TikTok is a social platform in which 6% of users spend more than 10 hours each week (Statista Research Department, 2022), so it would be optimal for e-Bloom to be able to capture a share of the time spent in there. In order to obtain this objective, the psychological concept, "state of flow", introduced by Mihaly Csikszentmihalyi in the last decade of the twentieth century (Csikszentmihalyi, 2008), could be applied as a strategy to follow in said app.

Flow is defined as the optimal experience, that is, the positive experience whenever someone gets immersed in certain activity, to the point where nothing else matters (Csikszentmihalyi, 2008). This happens due to the full attention given to said activity, with the aim of completing an objective, compatible with the person's abilities, having almost immediate feedback regarding their performance. When the person reaches this state, they lose track of time and self-awareness as an individual subject unrelated to the task they are performing. This is a universal occurrence and can happen in a wide variety of contexts: work, educative, leisure, sportive, internet... (López Sánchez, Murillo Zamorano, & Mera Gallego, 2020).

It is a positive feeling, that increases intrinsic motivation as the experience is a reward by itself. In this sense, the concept of flow becomes relevant as a part of positive psychology, as this branch attains the scientific study of positive experiences, individual positive aspects, institutions that enforce their development, programs that help increase life quality and improve one's self-esteem (Csikszentmihalyi, 2008). It focuses on the individual characteristics and the environment of the person, which promote wellbeing and vital satisfaction.

Taking into advantage this state, TikTok would be an excellent tool to increase engagement, as it is already known platform where young people spend many hours per day, scrolling through the endless video stream. Indeed, they have already attained the state of flow, which many people are able to reach nowadays scrolling through social networking sites (López et al., 2020), so if e-Bloom could make use of this and if they were able to create content that would hook its users, then they would gain much more visibility. Thus, earning more users in their e-learning platform and increasing their profits.

Different studies have found entertainment, socializing, convenience, status, information seeking, and structure are why people like online content, so e-Bloom's TikTok would be a source for these characteristics (Ling et al., 2021). So, as an e-learning platform, there are different types of videos they could upload to TikTok.

- Videos explaining vaguely their contents, so the watchers will want to know more about those topics and click on their webpage, to learn more about their courses and decide or not to buy any of them.
- Videos explaining who they are, what they work for, what they expect to give to society... In conclusion, videos to let people recognise, understand and engage with e-Bloom.
- Funny videos, like Duolingo's TikTok profile, which is one of the most followed pages on the application and is an online learning platform too. They use their owl pet to make videos using humour, which is one of the best ways to reach younger generations (Fromm & Read, 2018).

The type of videos that are going to be uploaded to TikTok are mostly based on the universe experience of using e-Bloom, rather than their courses or usage of these. The final goal of using this app is to be remembered by users, while also obtaining sales.

There would not be any paid ads, since in this app it is rather easy to go viral if the video uses the correct sound and hashtags.

5.2. OTHER RECOMMENDATIONS

As they have been analysed in the previous section of competitors, if e-Bloom sold their contents to other online learning platforms, they would make a profit without having to host their own website.

- Online advertising

In order to increase the popularity of e-Bloom, paid advertising could be a good solution. Creating a strategy online would be advantageous not only because e-Bloom works exclusively online, but because online advertising has certain benefits that other advertising media support do not have. These benefits are constant evolution and proactivity, multimedia nature, micro segmentation of the audiences, interaction and constant bidirectional feedback, impact multiplication (thanks to shares) and longer time span spent online (Martín Santa et al., 2019). From this medium, the following will be chosen: website (content marketing in all the different ones chosen to create engagement and loyalty customers), search engines (SEO and SEM optimizers), Google Maps (e-Bloom is already there) and social platforms (Facebook and Instagram). As content creation has been explained above, in the TikTok and state of flow sections, in this one the focal point will be put in paid advertising.

There would be two ways:

- Google
 - Google ads: SEM campaign
 - YouTube: video ads, both available to skip after five seconds and not
- Meta
 - Facebook ads: those videos published in Youtube, would be reuploaded here
 - Instagram ads: those videos published in Youtube, would be reuploaded here

These are many ways of paying for these online advs, but the most typical way is that they work as bids, the interested party sets a maximum amount they are willing to pay each day, so they show them until said quantity has been reached (Martín Santa et al., 2019). The downturn to this, would be that competitors are aware of this and could click on the advertisement first thing in the morning to stop it from being shown to more public.

These methods offer different statistics that enable analysing the efficiency and efficacy of the different marketing strategies carried out online. The three methods to measure online efficacy are KPI, Key Performance Indicator, CTR, Click Through Rate which is the number of clicks a link obtains out of all its visualizations, and Conversion Rate, which is the proportion of users that carry out a specific action specially used in performance or direct response campaigns (Martín Santa et al., 2019).

Since there will be two main routes, Google and Meta, the different KPI's obtained in each platform are the following:

- Google Analytics, to be obtained in e-Bloom's webpage as they will have carried out a Google campaign:
 - Visits

- Pagesview
- Unique visitors
- Session duration
- Bounce rate
- Ratio of New vs Returning Visitors
- Top Channels
- Average time on page
- Average page speed
- Top pages
- Access device
- Number of new suscriptions
- Number of comments
- Number of shares
- KPI Facebook
 - Number of fans
 - Number of comments
 - Number of shares
 - Number of impressions
 - Scope
 - Fans' friends
- KPI Instagram:
 - Visits in different galleries
 - Posts seen
 - Number of comments in each post
 - Number of visits generated from each network

Apart from the SEM campaign, the most efficient way for e-Bloom to grow would be through an optimized SEO, preparing the most appropriated search items.

These campaigns should be monitored, in order to check whether or not they are complying with the objectives, if not, they should change said strategy or the inversion on these platforms.

- UNIVERSITIES

As it would be an option to sell e-Bloom courses to other platforms, it would also be an option to sell them to universities.

- TRANSLATING TO SPANISH

Since Estefanía Fernández, e-Bloom's CEO and courses creator, is fluent in Spanish, to reach a broader audience, as over 572 million people in the world are Spanish speakers (Kitson, 2017), she could translate the courses from English to Spanish.

Another option would be to pay a professional translator.

6. RESEARCH PROPOSAL

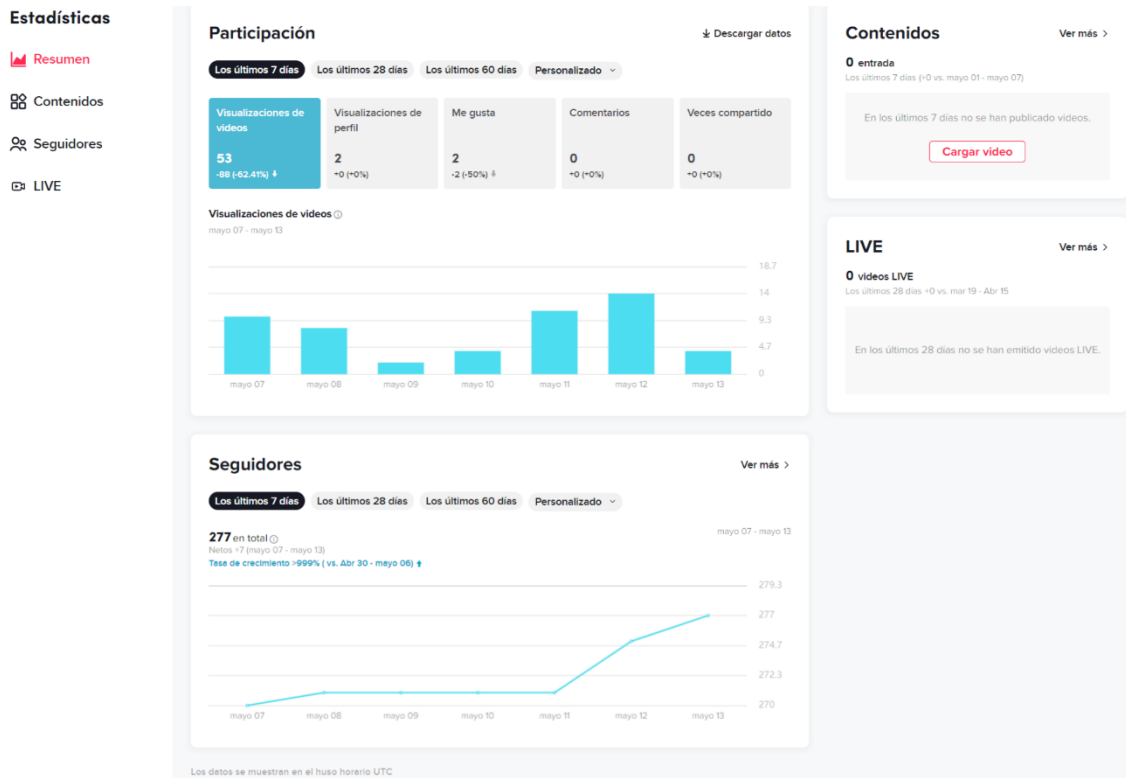
As it is an ongoing project, there is no data available to this date, May 8th, 2022, to analyse the effectiveness of TikTok's strategy. For this reason, it will only be explained what data would be needed to analyse the effects of what has been proposed above and how it would be analysed.

In TikTok, the data offered is the following:

- Overview (Available for the last 7, 28 or 60 days or a custom date range up to 60 days)
 - Number of followers
 - Follower growth
 - Video views
 - Profile views
 - Likes
 - Comments
 - Shares
- Content
 - Extended data for each posted video: total views, total likes, comments, shares, average watch time, percentage of watched full video, traffic source type (where the video was found, in their For You feed, in the content creator profile...), audience territories (where the audience is from). This metrics are available for the last 7 days.
- Followers
 - Information about the followers of certain content creator: where are they from, times of day and week they are the most active on TikTok, the change in follower growth compared to the previous period.
- LIVE
 - If the creator has access to the LIVE tab, this means that they have at least had one live video, they can also retrieve information on the total views, new followers thanks to that LIVE event, total time, Diamonds (TikTok currency) earned in the last 7 or 28 days...

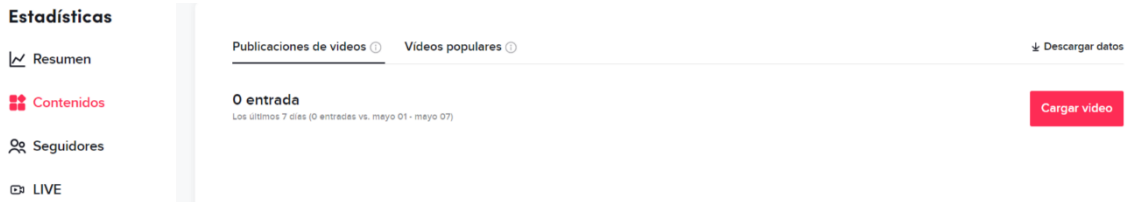
The following images have been obtained from the author's own private TikTok account, in order to show how these analytics are shown:

Screenshot 6.1 Overview section



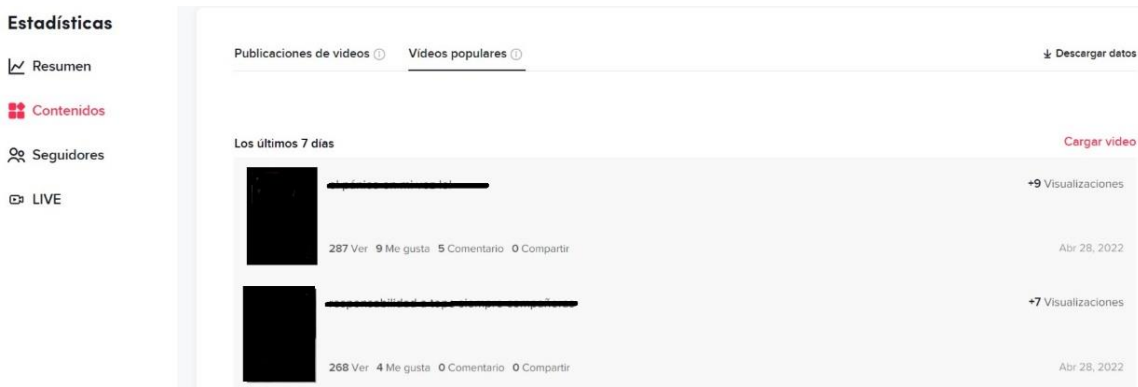
Source: Own TikTok account

Screenshot 6.2 Contents Section: Videos published



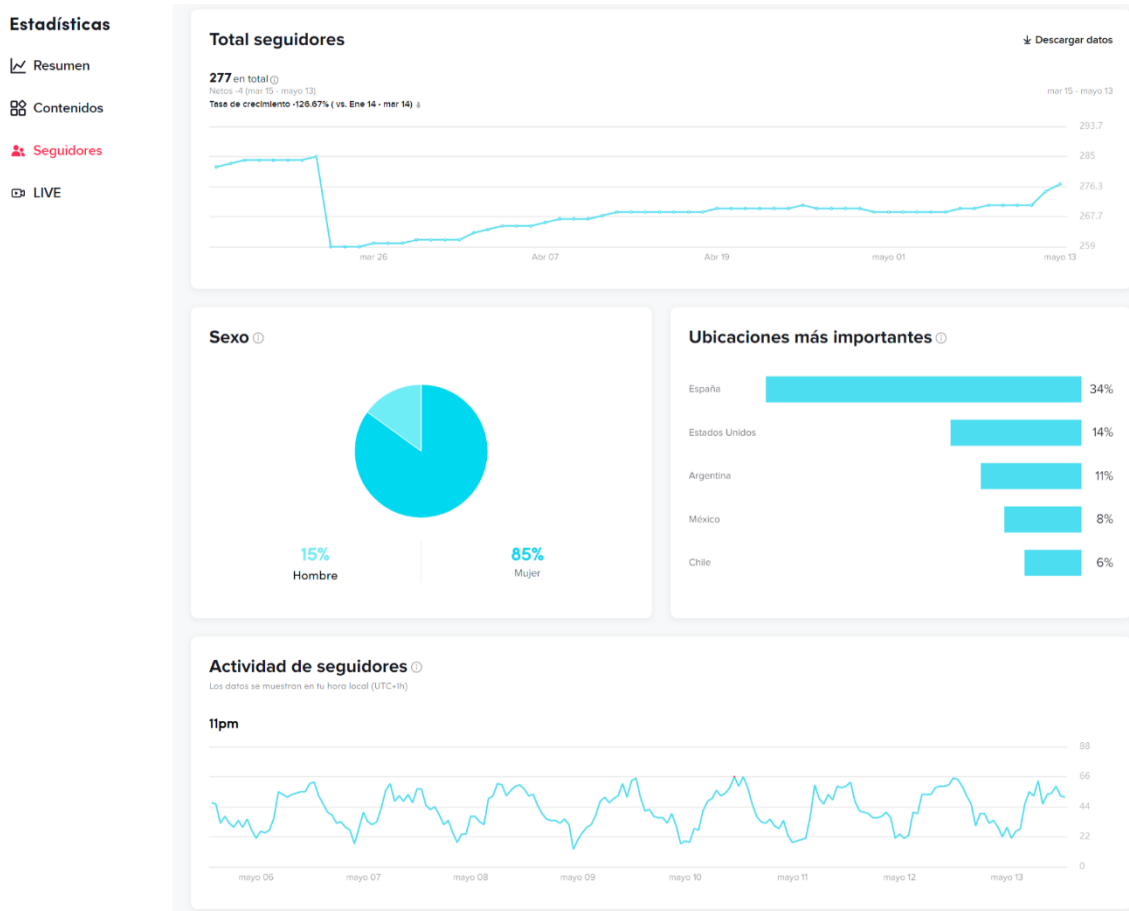
Source: Own TikTok account

Screenshot 6.3 Contents section: Most popular videos



Source: Own TikTok account

Screenshot 6.4 Followers section



Source: Own TikTok account

With these analytics, it is easy to find out what videos have had the most success, which have brought the most followers to the account and what people tend to like the most.

TikTok is also a useful tool to keep in touch with the audience, understand their needs and respond to them.

In order to explore the research proposal, when the data becomes available, it will be necessary to do more research on what statistic method to use to study that data, complementing it with e-Bloom's internal business information. A bibliographic review of different authors that have performed similar analyses will be conducted, the different options may be a multivariate analysis or a regression.

7. CONCLUSIONS

This Final Dissertation Project was originally proposed as an analysis of the impact a social networking site, such as TikTok, would have on an e-learning start-up, in this case, the German firm e-Bloom. Notwithstanding, it was not possible to obtain the necessary data to conduct the research and analyse whether or not an online campaign had a positive impact on the sales of their courses as there was not enough time until this project was finalised. Despite this problem, an environmental research was conducted, a PEST, a SWOT and a Porter's Five Forces; and, from these analyses, some recommendations were made to e-Bloom's CEO and content creator so that they can finally opt to implement them or not.

Regarding the environmental analyses, the most important conclusions extracted were that the current environment is extremely competitive, challenging and changing; to be able to keep up with it, it is needed to be faster than competitors and adapt to changes while keeping the customers happy and satisfied. Especially, as the inflation is on the rise and the Russo-Ukrainian War is still occurring, the macroenvironment is uncertain and with worrying prospects of improvement in the near future. Generation Z, e-Bloom's target audience and the most educated generation, is especially worried about social causes and the environment, which is why they align with their values and would be interested in buying their products instead those of the competitors.

The final proposals also considered that e-Bloom is a start-up willing to grow and increase its target audience, to increase its popularity and reputation. In order to accomplish this goal, the best options selected were the following:

- To create a TikTok account to keep an engaged community and increase sales, while being able to respond quickly to customer demands, questions or concerns.
- To pay for advertisement in Google and Meta, to stay present and appear in the public's searches online with the aim to be known.
- To translate their courses to Spanish, since the creator of the courses is fluent in this language it would increase the target audience to the Spanish-speakers too, which represents over 572 million of people all over the world.
- To sell their courses to other online platforms, as most of them already offer the possibility to add their courses or become a teacher. It would save site hosting costs to e-Bloom if they stopped owning their webpage, but this would only be an option if they would not make any profits in the medium term. As the goal is to become known and own a good reputation, this could be an option in order to redirect these pupils to e-Bloom after they would have completed the course in another platform.
- To sell their courses to universities and collaborate with them to create special courses to offer to their students. This option, as of May 17th, 2022, is being implemented as e-Bloom is collaborating with the University of Minerva, in California, and Frauenalia, a business school that promotes diversity and equal opportunities in the German economy and society. Although no more information on this collaboration can be disclosed, the parties are hoping for it to be a long-term relationship which can encourage future project.

Albeit it was not possible to measure the impact TikTok would have had on the German start-up for this final dissertation project, it is still a work-in-process that is going to become a reality in the second half of 2022.

BIBLIOGRAPHY

- Aslam, S. (2022, March 13). *TikTok by the Numbers: Stats, Demographics & Fun Facts*. Retrieved April 26, 2022, from Onmicore: [HTTPS://WWW.OMNICOREAGENCY.COM/TIKTOK-STATISTICS/](https://www.omnicoreagency.com/tiktok-statistics/)
- Baldwin, R., & Wyplosz, C. (2020). *The Economics of European Integration, 6th ed.* McGraw Hill.
- Belkin, P. (2022). *Russia's Invasion of Ukraine: NATO Response*. Congressional Research Service website. Retrieved from <https://crsreports.congress.gov/>
- Carpineanu, S. (2021, March 4). *How to Create a Successful Business Pitch*. Retrieved May 8, 2022, from VISME: <https://visme.co/blog/business-pitch/#:~:text=A%20business%20pitch%20is%20a,to%20make%20the%20right%20decisions.>
- Castillo-Vergara, M., Álvarez-Marín, A., & Cabana-Villca, R. (2014). Design thinking: how to guide students and business entrepreneurs in the application. *Ingeniería Industrial, 35*(3), 301-311. Retrieved April 26, 2022, from http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1815-59362014000300006&lng=es&tlng=pt
- Cervi, L. (2021, July). TikTok and Generation Z. *Theatre, Dance and Performance Training, 12*(2), 198-204. doi:<https://doi.org/10.1080/19443927.2021.1915617>
- Cilliers, E. J. (2017, January 17). The Challenge of Teaching Generation Z. *PEOPLE: International Journal of Social Sciences, 3*(1), 188-198. doi: <https://dx.doi.org/10.20319/pijss.2017.31.1.88198>
- Coursera. (n.d.). *Homepage: Coursera*. Retrieved May 8, 2022, from Coursera: <https://es.coursera.org/>
- Crowcroft, O., & Brezar, A. (2021, December 8). *Olaf Scholz becomes Germany's new chancellor as Merkel bows out*. Retrieved April 14, 2022, from Euronews: <https://www.euronews.com/2021/12/08/olaf-scholz-to-become-germany-s-new-chancellor-as-merkel-bows-out>
- Csikszentmihalyi, M. (2008). *Flow: the psychology of optimal experience, 6th ed.* Harper Perennial.
- Currie, D. P. (1994). *The Constitution of the Federal Republic of Germany*. The University of Chicago Press.
- edX. (n.d.). *Homepage: edX*. Retrieved May 8, 2022, from edX: https://www.edx.org/?g_acctid=724-505-4034&g_campaign=gs-b2c-us-brand-core-roas&g_campaignid=15296497381&g_adgroupid=129126071239&g_adid=562435444795&g_keyword=edx&g_keywordid=kwd-88171198&g_network=g&utm_source=google&utm_campaign=gs-b2c-us-brand-core-ro

- Eurostat. (2022). *Flash estimate - March 2022 Euro area annual inflation up to 7.5%* (37/2022).
- Eurostat. (2022). *Harmonised index of consumer prices*. Luxembourg: Eurostat, the statistical office of the European Union.
- Fromm, J., & Read, A. (2018). *Marketing to Gen Z: The rules for reaching this vast--and very different--generation of influencers*. Amacom.
- González Fidalgo, E., & Ventura Victoria, J. (2013). *Análisis competitivo de la empresa*. Lulu.
- Hoffower, H. (2022, February 1). *4 Gen Z fashion trends revived on TikTok in response to the pandemic*. Retrieved May 10, 2022, from Insider: <https://www.businessinsider.com/gen-z-fashion-trends-y2k-indie-sleaze-old-money-twee-2022-1#:~:text=Feeling%20nostalgic%20during%20economic%20distress,cater%20to%20Gen%20Z%20trends>.
- Kagan, J. (2022, January 30). *Hard Skills*. Retrieved April 26, 2022, from Investopedia: <https://www.investopedia.com/terms/h/hard-skills.asp>
- Kenton, W. (2021, December 13). *Soft Skills*. Retrieved April 26, 2022, from Investopedia: <https://www.investopedia.com/terms/s/soft-skills.asp#:~:text=Soft%20skills%20include%20attributes%20and,a%20job%20done%20on%20time>
- Kitson, M. (2017, November 29). *Number of Spanish speakers worldwide soars to 572 million*. Retrieved May 5, 2022, from El País: https://english.elpais.com/elpais/2017/11/29/inenglish/1511950198_079424.html#:~:text=Over%20572%20million%20people%20speak,the%20Spanish%20government's%20Cervantes%20Institute.
- Kotler, P., & Armstrong, G. (2018). *Principles of Marketing* (17th ed.). Pearson Education (Prentice Hall).
- Ling, C., Blackburn, J., De Cristofaro, E., & Stringhini, G. (2021, November 3). *Slapping Cats, Bopping Heads, and Oreo Shakes: Understanding Indicators of Virality in TikTok Short Videos*. *arXiv preprint arXiv:2111.02452*. doi:<https://doi.org/10.48550/arXiv.2111.02452>
- LinkedIn Learning. (n.d.). *Homepage: LinkedIn Learning*. Retrieved May 8, 2022, from LinkedIn Learning: https://www.linkedin.com/learning/subscription/topics?src=go-pa&veh=sem_src.go-pa_c.LLS-C_EMEA_ES_T1_ES_SEM_SEM_GoogleAds_NA_All_NA_NA_Core_NA_IL-All_Brand_Exact_pkw.linkedin%20learning_pmt.e_pcrd.459727708493_pdv.c_plc._trgid.kwd-310582843911_net.g_lea
- Lister, T., John, T., & Murphy, P. P. (2022, February 24). *Here's what we know about how Russia's invasion of Ukraine unfolded*. Retrieved April 14, 2022, from CNN

- World: <https://edition.cnn.com/2022/02/24/europe/ukraine-russia-attack-timeline-intl/index.html>
- López Sánchez, J. Á., Murillo Zamorano, L. R., & Mera Gallego, A. B. (2020). *¿Cómo Generar Estado de Flujo (Flow) en las Redes Sociales? El caso de Facebook, Instagram, YouTube y Twitter*.
- Maciá, F. (2015). *Marketing online 2.0 Cómo atraer y fidelizar clientes en Internet*. Madrid: Anaya.
- Martín Santa, J. D., Olarte Pascual, C., Reinares Lara, E., Reinares Lara, P., & Samino García, R. (2019). *Gestión De La Comunicación. Un Enfoque Integral*. ESIC Editorial.
- MasterClass. (n.d.). *Homepage: MasterClass*. Retrieved May 8, 2022, from MasterClass:
https://www.masterclass.com/?campaignid=16376419640&adgroupid=139428061891&adid=584636652942&utm_term=masterclass&utm_campaign=%5BMC%5c+%7C+Search+%7C+Brand+%7C+SKC_EM+%7C+ROW+%7C+EN+%7C+TIS&utm_source=adwords&utm_medium=ppc&hsa_acc=9801000675&hsa_cam=163
- Milotay, N. (2020). *Next generation or lost generation? Children, young people and the pandemic*. European Parliamentary Research Service.
- NATO. (2022, March 28). *NATO's military presence in the east of the Alliance*. Retrieved April 14, 2022, from North Atlantic Treaty Organization:
https://www.nato.int/cps/en/natohq/topics_136388.htm
- Paramount. (2020, December 7). *RISING GEN Z SUBCULTURES: COTTAGECORE, VSCO GIRLS, AND MORE*. Retrieved May 10, 2022, from Paramount:
<https://www.paramount.com/news/content-and-experiences/rising-gen-z-subcultures-cottagecore-vsco-girls-and-more>
- Porter's Five Forces of Competitive Position Analysis*. (2013, June 11). Retrieved May 7, 2022, from CGMA: <https://www.cgma.org/resources/tools/essential-tools/porters-five-forces.html#:~:text=Porter's%20Five%20Forces%20of%20Competitive%20Position%20Analysis%20were%20developed%20in,position%20of%20a%20business%20organisation.>
- Purcell, W. (2019, October 31). *The Importance of Innovation in Business*. Retrieved April 26, 2022, from Northeastern:
<https://www.northeastern.edu/graduate/blog/importance-of-innovation/#:~:text=Innovation%2C%20as%20a%20concept%2C%20refers,that%20a%20company%20might%20pursue>
- Sinek, S. (2009, September). *Simon Sinek: Cómo los grandes líderes inspiran la acción*. Retrieved April 14, 2022, from Ted Conferences:
https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

- Skillshare. (n.d.). *Conviértete en profesor*. Retrieved May 8, 2022, from Skillshare: <https://www.skillshare.com/teach>
- South Summit. (2021). *Mapa del emprendimiento 2021*. South Summit.
- Statista Research Department. (2022, March 22). *Average weekly time users spend on TikTok worldwide in 2021*. Retrieved May 10, 2022, from Statista: <https://www.statista.com/statistics/1249419/average-weekly-time-spent-on-tiktok-worldwide/#:~:text=As%20of%20April%202021%2C%20six,hour%20weekly%20on%20the%20platform.>
- The Federal Returning Officer. (2021). *Official 2021 Election Results*. Retrieved April 14, 2022, from Bundeswahlleiter: <https://www.bundeswahlleiter.de/>
- Udacity. (n.d.). *Homepage: Udacity*. Retrieved May 8, 2022, from Udacity: <https://www.udacity.com/>
- Udemy. (n.d.). *Homepage: Udemy*. Retrieved May 8, 2022, from Udemy: https://www.udemy.com/?utm_source=adwords-brand&utm_medium=udemyads&utm_campaign=Brand-Udemy_la.ES_cc.ES&utm_term=._ag_133925671146._ad_586920153769._de_c._dm._pl._ti_kwd-310556426868._li_9047040._pd._&utm_term=._pd._kw_udemy._&matchtype=e
- United Nations. (2021, December 7). *ITU: 2.9 billion people still offline*. Retrieved from United Nations: <https://www.un.org/en/delegate/itu-29-billion-people-still-offline>
- Ventura Victoria, J. (2008). *Análisis estratégico de la empresa*. Madrid: Paraninfo Cengage Learning.