

# Social media adds to knowledge sharing

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Research into the motivations for using social media for work purposes and its influence on the degree of knowledge sharing



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## Abstract

This research firstly investigates the motivations of employees regarding the use of social media for work purposes and secondly if this use has an effect on knowledge sharing within organizations. The study was accomplished with the help of three organizations for youth care. In total 392 employees participated by completing a questionnaire and two focus groups were conducted.

Regarding what motivates employees to use social media for work purposes, the study shows that 20.4% of the actual use, and 42.7% of the intended use of social media are motivated by information, social interaction, personal identity, entertainment and knowledge sharing. The search for information and entertainment are motivations that significantly predict the use of social media in the work place. Besides these motivations, private life experience with social media and the workplace attitude towards social media for work purposes also have a direct effect on its use .

Regarding the effect on knowledge sharing, the study shows that using social media for work purposes has a positive effect on knowledge sharing within the entire organization. The degree of knowledge sharing is influenced by the organizational culture towards its use. The more the organizational culture is arranged on the sharing of knowledge, the more knowledge there will actually be shared.

Finally, this study provides insight into what employees think of the results themselves and provides recommendations to improve the effect of using social media on knowledge sharing. The most important recommendations are that organizations should design social media platforms so that they can fulfill the motivations of employees, that they make sure that their employees become experienced with the use of social media and a good organization culture is created that promotes knowledge sharing. In the discussion implications and study suggestions for future research are presented.

**Keywords:** *social media, knowledge sharing, motivations, work purposes.*

## Preface

It is done! By writing this preface I accomplished my thesis, and thus my master communication studies. It took me six months of hard work, with many bumps, but I am proud of the final result. I was not able to reach this without the help of many people:

Ilse and Frank, thank you very much that you have given me the opportunity to graduate at two organizations. Thanks for the support and flexibility of you both when my research got again another twist. I would also like to thank Ben, who persuaded me to accomplish my thesis at these two organizations, and also for your willingness to spar with me about the research topic. I would also like to thank all the employees of the organizations for your participation in the study, but also for the great time I had with you with many cups of tea.

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Thanks!  
Judith

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# 1 Introduction

The learning organization. a concept that has been around for some time, and rose to popularity in the 1990s when Senge (1990) introduced his book *The fifth discipline. the art and practice of the learning organization*. To this day it is seen as an important concept for organizations. Organizations must learn because the environment around them changes so quickly. Therefore, employees (and thus the whole organization) have to learn to handle these changes. People are increasingly considered to be able to both independently, and with each other, acquire new knowledge, attitudes and skills (Simons, 1999). Learning is something that you have to do yourself, but where you can get some help from others. Simons (1999) gives the following description for organizational learning (based on the organizational learning cycle from Dixon, 1994):

Het leren van organisaties heeft betrekking op het opnemen van informatie uit de omgeving, het verspreiden van informatie onder organisatieleden, het construeren van gemeenschappelijke betekenis, het vastleggen van ervaringen in de organisatiecultuur en -structuur, het gebruik maken van organisatie-ervaringen en het kritisch reflecteren op vastgeroeste patronen en mentale modellen. (Simons, 1999, p. 9)

A major change in the environment of organizations has been the rise of Web 2.0<sup>1</sup>, and as an extension the introduction of social media. Social media uses mobile and web-based technologies in order to create highly interactive platforms. Through these platforms individuals and communities are enabled to share resources, co-create and discuss (Kietzmann, Hermkens, McCarthy & Silvestre, 2011). Social media is not limited to

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<sup>1</sup> The term web2.0 was created by O'Reilly. He gives the following concise definition for this term (O'Reilly, 2005): *Web 2.0 is the network as platform, spanning all connected devices; Web 2.0 applications are those that make the most of the intrinsic advantages of that platform: delivering software as a continually-updated service that gets better the more people use it, consuming and remixing data from multiple sources, including individual users, while providing their own data and services in a form that allows remixing by others, creating network effects through an "architecture of participation," and going beyond the page metaphor of Web 1.0 to deliver rich user experiences. is the network as platform, spanning all connected devices; Web 2.0 applications are those that make the most of the intrinsic advantages of that platform: delivering software as a continually-updated service that gets better the more people use it, consuming and remixing data from multiple sources, including individual users, while providing their own data and services in a form that allows remixing by others, creating network effects through an "architecture of participation," and going beyond the page metaphor of Web 1.0 to deliver rich user experiences.*

individuals, it also affects organizations. The words social media say it themselves; it is a medium about social activities.

Most learning is a social activity which occurs in interaction with others, so it is quite a logical step to integrate social media into learning experiences (Sie et al., 2012). The more social the medium is, the greater the impact communication partners have on each other's behavior (Kaplan & Haenlein, 2010). Social media encourage, support and enable people to easily and effectively share knowledge through different technologies (Panahi, Watson & Partridge, 2012).

## **1.1 Research goal**

This study is based on a question of two youth care institutions, namely Organization A<sup>2</sup> and Organization B<sup>3</sup>. Both organizations are currently engaged in professional development and digitalization. The most important part for them is how they can learn as an organization. Organization B and Organization A want to know how they can use networks within and outside the organization to increase their learning skill and improve the environment within their companies to learn and grow. In addition, they are particularly interested in how social media can play a role in such a 'learning environment'. The main requirement for organizations to learn is that knowledge is shared between employees, only then actual learning can take place. Bolhuis and Simons (2001) state that learning occurs in different forms:

1. It can arise from direct experiences of people, or by social interaction.  
In these two forms, the learning experience occurs by itself, without being planned.
2. One can also learn through applying theory and through reflection.  
In these two forms, one is conscious about the learning and it can be planned.

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<sup>2</sup> Organization A is an expert orthopedagogic center. They help anyone with a mild mental handicap towards an independent and normal life as possible.

<sup>3</sup> Organization B is a youth care organization that provides support, assistance and services to children, young people, their parents and everyone who has to handle with it in his or her work.



The best results for organizations occur when they combine and integrate these forms of learning.

This study examines what the motivations of employees are to use social media for work purposes and if the use of social media has a positive influence on knowledge sharing within the organization. In this study the degree of knowledge sharing is defined as the sharing of information, knowledge, experiences and skills. This refers to the degree to which knowledge sharing is applied within the organization. This involves the sharing of implicit knowledge (i.e. information that is in the mind of someone, but not on paper) and explicit knowledge (information that is already visible or available, but which is shared for extra attention to it). It is about knowledge that can be useful in the work that people do. The degree of knowledge sharing in this study only concerns the sharing of knowledge within the organization, not knowledge sharing with external organizations. The use for work purposes covers all matters that may be relevant to the work of the organization. There are some factors that influence why personal characteristics are considered as moderators for the relation between the motivation to use social media for work purposes and the (intended) use of social media for work purposes. Organizational factors are also considered to influence the degree of knowledge sharing. These factors will all be examined in this study, answering the following research question: *What are the motivations of employees to use social media for work purposes and what is the effect of this use on the knowledge sharing within organizations?*

## **1.2 Scientific relevance**

As stated in chapter two there is a lot of research into the field of learning organizations. There is also considerable research on learning in general (including: de Laat, Poell, Simons & van der Krogt, 2001; Bolhuis & Simons, 2001; Simons, 2000; de Laat et al., 2001) and learning in so-called learning networks (including: Burt, 1992; Wenger, 2000; Wenger & Snyder, 2000; Argyris, 1992; Haythornthwaite & de Laat, 2010).

There are a few studies which focused on learning in combination with social media (including: Sloep, 2011; Sie, Berlanga, Rajagopal, Pannekeet, Drachsler, Fazeli & Sloep, 2012), but these studies are mainly restricted to the education sector.

This study not only fills the gap in the literature of the studies that already did research on social media and learning, by looking at a sector other than the education sector, it also looks at underlying factors that may affect knowledge sharing through social media. This has been researched by others (including: van den Hooff & de Leeuw van Weenen, 2004; van den Hooff & Huysman, 2009; van den Hooff, Schouten & Simonovski, 2012), but these studies have highlighted other aspects, like commitment, emotions and technology, than this research will do. This research will look at motivations, influence of personal characteristics and attitude.

### **1.3 Societal relevance**

For youth care organizations, this study may be important in several areas. Youth care must also meet the challenges brought on by new technology and ways of communication. In addition they want the focus of their aid to be driven more from their client's perspective (Bureau Jeugdzorg, 2012). The clients of these institutions are young (under the age of 27) and therefore almost everyone is raised with social media. However, the organizations ran into some issues with their employees to use social media in their work or to take part in projects which include social media aspects. This research will show what motives are important to motivate employees to use social media for work purposes. Organizations that understand what drives their employees, have an easier time arranging platforms that meet the needs of their employee. By considering personal characteristics, the differences between employees are shown. This is another important issue to take into account by organizations setting up for social media use. In addition, the study answers the question if the (intentional) use of social media influences the degree to which people share knowledge. Both Organization A as Organization B want to make sure their learning skills and capabilities grow, and more knowledge is shared. This research will show whether social

media can contribute to their goal. And this can contribute to the development of learning networks.

The organizational context is also taken into account, which makes it possible to see if the organizational culture and structure influence knowledge sharing.

#### **1.4 Structure of the research report**

Subsequent to this introduction, the most important concepts related to the research question are described. This is where the hypotheses for this study are drawn. Based on these hypotheses, a model has been developed that predicts which motivations influence the (intention to) use social media for work purpose and the influence of this (intention to) use on the sharing of knowledge. The influence of attitude, personal characteristics and organizational factors are also described in this model. The model is a summary of existing literature, including the hypotheses, and has been tested in this study. After the description of the model at the end of chapter two, the method for testing it follows in chapter three. Chapter four describes the results of this research. Based on these results, the conclusions are drawn in chapter five. These conclusions are discussed against the background of the previously mentioned literature. The study will conclude with some recommendations for future research and the limitations of this study.

## **2 The use of social media to increase knowledge sharing**

This chapter will first describe the value of social media for learning. Then it looks at motives that people have for using (or have the intention to use) social media for work purposes. After that some personal characteristics are described, which can moderate the relationship between the motivations to use social media for work purposes and the (intentional) use of these social media. This includes examining the impact of age, gender, personality and the amount of experience with social media in private life. The possible influence of the attitude towards the use of social media for work purpose is described and it is discussed why it is expected that the use of social media for work purposes has an effect on knowledge sharing. Finally, the relevant organizational factors are discussed that can utilize an effect on knowledge sharing within organizations.

### **2.1 Learning and the use of social media**

What is learning exactly? The dictionary has several definitions for it (Van Dale Uitgevers, 2012); developing skills in something, record something in memory, the acquiring of knowledge or capabilities. We use the term learning so often that it has become a natural notion for which it is difficult to give an adequate definition (de Laat, Poell, Simons & van der Krogt, 2001). According to Bolhuis en Simons (2001) we need to come to a broader concept of learning. People learn not only decisive and focused, but also unnoticed, incidentally and in many different ways (Simons, 2000). Consistent with Argyris (1992), organizations learn through individuals. But learning is not primarily an individual activity, it is primarily an activity involving interaction with others (Eraut, Alderton, Cole & Senker, 1998).

A distinction can be made in the types of knowledge; there is implicit knowledge (also called tacit knowledge) and explicit knowledge. Implicit knowledge is the most valuable and important part of human knowledge (Panahi, Watson & Partridge, 2012). It is therefore important that this knowledge is made explicit, so it can be shared within the organization (Ruijters & Simons, 2006).

This means that employees must share their knowledge with each other, in order to make as much knowledge explicit as possible. Therefore, this research focuses on the sharing of knowledge among employees.

Learning in online networks is becoming more popular, this is called networked learning. Networked learning is the use of ICT to promote collaborative and cooperative connections (Haythornthwaite & de Laat, 2010). It is an *online* social network which supports non-formal learning in a particular domain (Sloep, 2009). A learning network focuses on the learner and tries to maximize the network in which this person navigates to support his or her learning. It is not important whether this learning is personally driven, collaborative or collective. Learning networks exist through the interaction between individuals (Wigman, Hermans & Verjans, 2009). People that are participating in such a learning network are interested in a specific subject. Another form of learning is non-formal learning which is defined as intentional learning, based on personal learning goals exempt from externally imposed evaluation criteria and institutional supervision (Hsiao, Brouns, Kester & Sloep, 2011).

Social media seem a good way for sharing knowledge and for promoting learning in networks, because social activities contribute to the learning process. The words social media say it themselves; it is a medium where it is all about social activities. It is the success of social media that they encourage social interaction but also exploit it. This happens mainly because of the ability of social media users to make content (user-generated content) and that this content then can be easily made available to others (Sloep, 2011). There is not only more information, but users can change the contents of others, they can use (action) and respond to it (reflection). This reflection can also serve as a learning experience because through the interaction there may arise discussions that offer new insights. Additionally, the interaction not only leads to new knowledge, it can also ensure that ties with others strengthen or weaken (Sie et al., 2012). Interaction is done through giving a comment, tagging, rating, blogging and liking.

Bingham and Connor summarized in their book *The new social learning: a guide to transforming organizations through social media* the benefits of using social media to learn:

They can introduce new variables that can fundamentally change getting up to speed, provide a venue to share spontaneously developed resources as easily as finely polished documents, and draw in departments that previously hadn't considered themselves responsible for employee development at all. Social tools are powerful building blocks that can transform the way we enable learning and development in organizations. They foster a new culture of sharing, one in which content is contributed and distributed with few restrictions and costs."

(Bingham & Connor, 2010, p. 8)

## **2.2 Motives for using social media at work**

The uses and gratification approach assumes that people depend the choice of a particular medium on the satisfaction of needs (Katz, Blumler & Gurevitch, 1973). It therefore examines the motivations that people have for using a particular medium. Katz, Gurevitch and Haas (1973) came in their research eventually to five categories in which motivations for using a particular medium fit, namely: cognitive needs, affective needs, personal integrative needs, social integrative needs and tension release needs. Another classification is that of McQuail (1972), which consists of the following categories: information, personal identity, entertainment, integration and social interaction. Although the uses and gratification approach has been around for some time and was originally developed for the 'old media', this approach can also be applied to the new media, including social media. Much research has been done into the main motives for using social network sites. Research into the motivations to use Facebook has shown that there are seven unique uses and gratifications (Joinson, 2008): social connection, shared identities, content, social investigation, social network surfing and status updating. Raacke and Bonds-Raacke (2008), examined the uses and gratifications of two social networking sites, Facebook and MySpace, and have also checked what the uses and gratifications were to not use these sites.

Having an account was related to uses and gratifications as keeping in touch with old friends and current friends, post photos and make new friends. Popular uses and gratifications for not having an account on social networking sites (the authors call this 'failed uses and gratifications') include the lack of a desire to have such an account, too busy, waste of time and not having an internet connection at home. Research on the uses and gratifications for joining Facebook groups has shown that there are four primary needs to take part in these groups, namely: socializing, entertainment, self-status seeking and information (Park, Kee & Valenzuela, 2009).

The uses and gratifications approach is also much criticized. First it is an approach that is developed for the 'traditional media' such as television and newspapers. New media, including social media, have very different properties. In addition, a theoretical founded classification is missing in this approach. This allows researchers to make their own classification (de Boer & Brennecke, 2009). Yet these different classifications often are broadly in line with each other and the critic is refuted by the fact that because the approach has not one unambiguous theory, many directions can be chosen with it. The discussed studies demonstrated also different uses and gratifications, but there is a clear line. The classification of McQuail (1972) agrees with most studies that are discussed. This classification will, therefore, be applied in this study. This classification will now be used in an organizational perspective with new media. It examines the motivations for social media that have been developed or used for work purposes. Given that this study examines whether the use of social media increases the knowledge sharing in organizations, it was also checked whether the intention to share knowledge is a motivation to use social media for work purposes. This seems likely because the use of social media is all about user-generated content (Kaplan & Haenlein, 2010). By creating content, knowledge - in whatever form - is shared.

In this study, the factors information, social interaction, entertainment, personal identity and sharing knowledge are tested as motivations for using social media for work purposes. The following hypotheses are therefore compiled.

**H1.** *Information is a motivation for the (intended) use of social media for work purposes.*

**H2.** *Social interaction is a motivation for the (intended) use of social media for work purposes.*

**H3.** *Entertainment is a motivation for the (intended) use of social media for work purposes.*

**H4.** *Personal identity is a motivation for the (intended) use of social media for work purposes.*

**H5.** *Knowledge sharing is a motivation for the (intended) use of social media for work purposes.*

### **2.3 Personal characteristics as moderators?**

Here four personal characteristics are discussed of which it is expected that they influence the relationship between the motivations for using social media for work purposes and the (intended) use of social media. The characteristics discussed are: age, gender, personality and private experience with social media. It is expected that age will be an characteristic which could deliver a different outcome in the acceptance of using social media in a work environment. Most organizations have a layered composition in terms of age structure. Also gender has been taken into account based on the assumption that there will be an different purpose to use social media. There are several studies accomplished on personality and behavior online. Based on the aspect that the majority of employees in youth care are female it could be interesting to see if there is an influence based on the characteristic of personality. The last factor that is viewed is experience. This characteristic is included in the study because the use of social media in private circumstances may correspond to the use of social media for work purposes and this may influence the motivations that employees have.



### 2.3.1 Age

Morris and Venkatesh (2000) demonstrated with their study that age plays an important role in the adoption of a new technology and decisions for its long-term use. They argue that the elderly are relatively less experienced with the use of the Internet than young people and that they therefore need more time to learn the benefits of a new technology. Morris, Venkatesh and Ackerman (2005) also found a positive relationship between age and the expected difficulty of learning a new technology. Findings from other studies show that older adults are less likely than younger adults to use technology in general, computers and the World Wide Web (Czaja et al., 2006). Czaja et al. (2006) also found that older adults have a lower self-efficacy than young adults and they also experience more computer anxiety. This result was also found by Laguna and Babcock in 1997. A recent study by Chung et al. (2010) showed that age was negatively associated with Internet self-efficacy, the expected quality of online community sites, the expected utility and the behavioral intention of people. The older Internet users are, the less confidence they have about the use of online applications and the less positive their attitude is towards the quality of online communities (Chung et al., 2010).

On the basis of the above literature it is expected that the older people are, the less strong their motivations are to use social media for work purpose. Therefore, the following hypotheses are formulated.

**H6.** *Age moderates the relationship between the motivations for using social media for work purposes and the (intended) use of social media for work purposes.*

**H6a.** *Young adults (18 – 33 years) score higher on the motivations for the (intended) use of social media for work purposes than old adults (49 – 67 years).*

### 2.3.2 Gender

Generally, there are no differences found between men and women in Internet use, but there are differences found in the motivations for the use of the Internet and the time they spend online (Muscanell & Guadagno, 2012).

Muscanell and Guadagno (2012) have shown with their research that men use social networking sites more to form new relationships, while women use social networking sites more to maintain relationships. As a result, men were more likely than women to use social networking sites for actual networking. A survey under American subjects has shown that men perform Internet activities more intensively than women and men are also the first to try the latest technologies (Fallows, 2005). Women are, according to Fallows (2005), catching up, but here the emphasis is again on deepening relationships with people. Women are also more likely to participate in person-to-person communication than men (Hargittai, 2008).

Given that research has shown that men and women differ in their motivations for using the Internet, it is expected that gender also has a moderating effect on the motivations to use social media for work purposes.

**H7.** *Gender moderates the relationship between the motivations for using social media for work purposes and the (intended) use of social media for work purposes.*

Because previous research (Muscanell & Guadagno, 2012) has shown that men use social networking sites more to network and make new friends, while women use it more to maintain contacts, it is expected that men score higher on some motivations and women score higher on others. The expectation is that men will score higher on the motivations information and knowledge sharing, given the fact they are more concerned with networks. The expectation is that women score higher on the motivation social interaction, because they are more concerned with maintaining contacts.

**H7a.** *Men score higher on information and knowledge sharing as motivations the (intended) use of social media for work purposes than women.*

**H7b.** *Women score higher on social interaction as motivator for the (intended) use of social media for work purposes than men.*

### **2.3.3 Personality**

People differ, everyone has a different personality. The Big Five is a hierarchic model that can classify personality traits (Gosling, Rentfrow and Swann, 2003). The Big Five consists of five broad factors; extraversion, agreeableness, openness to new experiences, conscientiousness (carefulness) and neuroticism (emotional stability). There are several studies accomplished on personality and behavior online. For example, research by Muscanell and Guadagno (2012) demonstrated that extraversion, friendliness, openness and conscientiousness predict social network behavior. People with high extraversion are more inclined to post pictures on social networking sites, and people with high conscientiousness are more likely to send private messages (Muscanell & Guadagno, 2012). Ross et al (2009) have investigated the influence of personality factors and competences on the use of Facebook, it appeared that users who score high on extraversion have significantly more Facebook groups than others. The researchers say that this is probably because people with high scores on extraversion are more likely to participate in social activities, and participating in many groups can indicate maintaining their relationships (Ross et al, 2009). Extroverts are more likely to use Facebook than introverts, and Facebook users score lower on conscientiousness than non-Facebook users (Ryan & Xenos, 2011). Also, openness to new experiences is associated with a greater tendency to socialize through Facebook (Ross et al, 2009). Facebook users have a higher level of neuroticism, exhibitionism and leadership than non-Facebook users, while non-Facebook users are often shy and they experience more social isolation (Ryan & Xenos, 2011). A study on the influence of personality on blogging has shown that people who score high on neuroticism and openness to new experiences are blogging more than people who score low on these factors (Guadagno, Okdie & Eno, 2007).

So, earlier studies have shown that people who score high on extraversion, openness to new experiences and neuroticism have positive relationships with social media.

The expectation is that people with these personality traits have stronger motivations towards the use of social media for work purposes than the people who do not possess these personality characteristics. The following hypotheses are proposed:

**H8.** *Personality moderates the relationship between the motivations for using social media for work purposes and the (intended) use of social media for work purposes.*

**H8a.** *Extraversion, openness to new experiences en neuroticism have a positive influence on the relationship between the motivations for using social media for work purposes and the (intended) use of social media for work purposes*

#### **2.3.4 Privately already active on social media**

Another personal characteristic that can influence the motivations of using social media for work purposes and its relations to the (intended) use of social media is the experience that people already have with social media in their private life. Venkatesh et al (2003) reviewed in their study eight different models relating to ICT adoption. They have, on the basis of those eight different models designed a summarizing model, the Unified Theory of Acceptance and Use of Technology (UTAUT). Their research has shown that experience is an important moderating factor in the acceptance of new technologies (Venkatesh et al, 2003) and this is also confirmed by Sun and Zhang (2006) in their literature review, including an examination of the study of Venkatesh et al.

In this research, experience is shown to have a moderating effect on the use of social media in the work place . For people who already have experience with the use of social media in their private life the step will be smaller to also apply this at work, because they already know how the technology works. The following hypothesis is therefore drawn:

**H9.** *Experience with social media in private life moderates the relationship between the motivations for using social media for work purposes and the (intended) use of social media for work purposes.*

## 2.4 Influence of attitude

There are many theories that predict the behavior of people, there is the *Theory of Reasoned Action* (Fishbein, 1967), the *Theory of Planned Behavior* (Ajzen, 1989) and the *Technology Acceptance Model* (Davis, 1989). In all these theories the attitude towards the desired behavior plays an important role in performing this behavior or the intention to do so. The expectation is that in this study, attitude is a predictor for the (intention to) use social media for work purposes.

**H10.** *The more positive the attitude towards the use of social media for work purposes, the greater the (intention to) use of social media for work purposes.*

## 2.5 Social media and knowledge sharing

There are three important characteristics of social media stimulate the learning process. The first important characteristic of social media is the possibility for people to create their own content and to easily be able to share this content (Kietzmann et al., 2011). This content is not imposed by others or by rules, people are free to pursue their own needs. This ensures that the information or knowledge that is shared really comes from the self, and that it can be expressed the way it was actually meant. This ensures that implicit knowledge can be clearly described which makes it accessible to others. Another important feature of social media is building and maintaining relationships (Dekkers, 2011; Kietzmann et al., 2011; Muscat, 2012). Relationships and their strength are enormously important in making tacit knowledge explicit. Weak ties provide the opportunity to gather new information, people hang on to weak ties with competent people that they can trust (Haythornthwaite & de Laat, 2010). These trusted sources are the source of new information, knowledge and ideas, while strong ties ensure active cooperation in the creation of knowledge (Rajagopal, Joosten-ten Brinke, van Bruggen & Sloep, 2012). The strong ties ensure the deepening of information so that it can be embedded in the daily routine and to get involved in joint activities (Haythornthwaite & de Laat, 2010). Strong ties are important for transferring tacit knowledge (Dyer & Nobeoka, 2002).

Social media offers the possibility to, beside face-to-face contact, work on relationships online where contact can continue. And this contact can be synchronously (simultaneously present) or asynchronously (responding to each other at different times), by using social media you are always available (Kaplan & Haenlein, 2010). Social media makes it therefore easier to work on relationships and in addition, they are also a good tool for social interaction in general. Finally, the openness of the medium is also an important characteristic of social media, because this ensures that they are accessible to all and thus information and knowledge is available to everyone (Dekkers, 2011; Muscat, 2012; de Vries & Vollenbroek, 2012).

Panahi, Watson and Partridge (2012) investigated in an extensive literature study (more than 70 scientific articles were analyzed) whether there is a potential for the transfer of tacit knowledge through social media between physicians. This study has shown that there are five important similarities between the characteristics of the use of social media and the characteristics required for the transfer of tacit knowledge. This is reflected in their conceptual model, based on the extensive literature review, see figure 1.

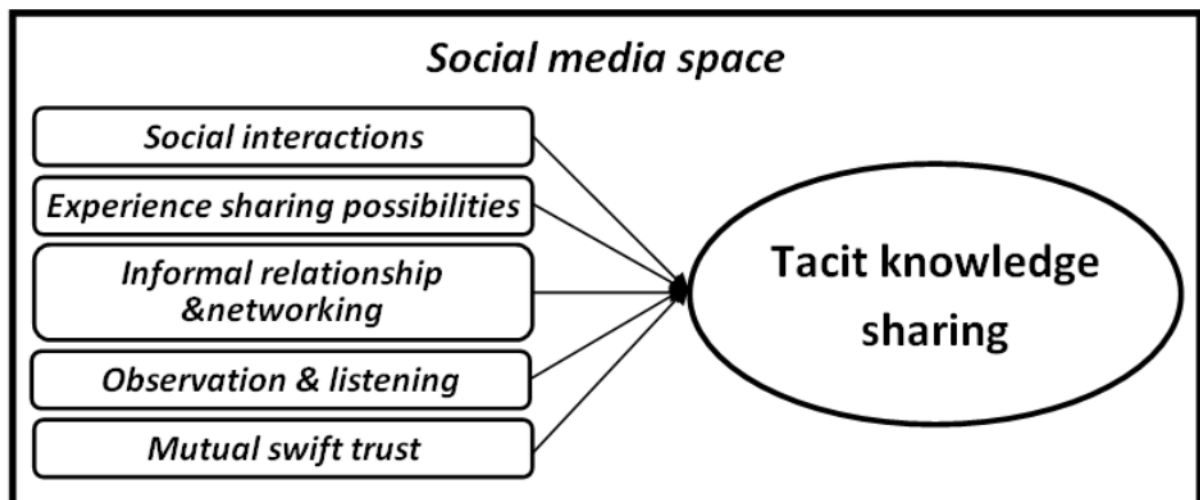


Figure 1: A framework for the transfer of tacit knowledge through social media (Panahi et al., 2012).

Given that social media seems an appropriate medium for the sharing of knowledge, it is to be expected that people have a positive perception about its use for this purpose and will provide more knowledge sharing within the organization. Therefore, hypothesis 11 is formulated.

**H11.** *The (intended) use of social media for work purposes has a positive influence on the knowledge sharing perception of employees.*

Additionally, it is to be expected that there is a reciprocal relation between the (intentional) use of social media for work purposes and the degree of knowledge sharing within the organization. If many people share knowledge, they will be more inclined to do this via social media than people who have little knowledge sharing. And people who use social media often for work purposes (or have the intention to do so) are expected to share more knowledge in general. These expectations for this are formulated in hypothesis 12.

**H12.** *There is a reciprocal effect between the (intended) use of social media for work purposes and the degree of knowledge sharing.*

## **2.6 Organizational influences on knowledge sharing**

Actively sharing knowledge does not only depend on people of which it is expected, it also depends on the organization itself. Companies that establish that their learning no longer corresponds to the challenges that the organization's environment provides, must reorient the organizational structure and culture of that organization (Tjepkema, 2002). The purpose of this reorientation is to optimize learning. As a result, the organizational culture and the organizational structure should focus on facilitating the sharing of knowledge. This is confirmed by the study of van den Hooff and Huysman (2009). They argue that there are three infrastructures which are not directly influencing the sharing of knowledge, but help to create a context in which knowledge is supported and encouraged. Those three infrastructures are the organizational culture, organizational structure and IT infrastructure.

Their research has shown that organizational culture plays a crucial role in factors that influence knowledge sharing (van den Hooff & Huysman, 2009). The organizational structure and IT infrastructure also proved to have significant influence, but at a lesser degree. It is important that organizational structures are flexible (rather than rigid), so that they encourage knowledge sharing and collaboration between different departments within and outside the organization (Gold, Malhotra & Segars, 2001). Bock et al (2005) have shown that the greater the degree to which the organizational climate is perceived to be characterized by fairness, innovativeness and affiliation, the greater the intention to share knowledge will be. Gold, Malhotra & Segars (2001) argue that the formation of a culture is central to the ability to manage knowledge effectively.

This study examines the relationship between the use of social media for work purposes and their influence on the knowledge sharing. It also examines whether the organizational culture and structure influence the knowledge sharing in the organization. The ICT structure is not considered here, because the use of social media already entails ICT.

The following assumptions are made on grounds of the literature about the influence of the organizational culture and organizational structure on knowledge sharing:

**H13.** *An organizational culture focused on knowledge sharing has a positive impact on knowledge sharing in organizations*

**H14.** *An organizational structure focused on knowledge sharing has a positive impact on knowledge sharing in organizations*

## **2.7 Sharing knowledge through social media**

The described hypotheses are combined into a research model, *model for optimizing knowledge sharing through social media*, see Figure 2. This model shows that the use of social media for work purposes is measured by means of two factors, the actual use and intention to use.



This does not correspond with the model of Panahi et al. (2012), because they only investigated in the actual use of social media. Initially, this research would be conducted on a case studies at two of the participating organizations, called MijnVerhaal2.0. However, this case was too small for obtaining a dataset which was large enough to test this research model. It was therefore decided not to go for MijnVerhaal2.0 as only social medium and to examine also the employees who did not worked with social media for work purposes. They were asked about their intention to use social media for work purposes. The intention is the degree to which they are planning to use social media for work purposes in the future. Thus the intention is to actually perform this action, and not just the willingness to perform this action. By adding the group of non-users to the research, they can be compared with current users, and in addition, it can be examined whether a high intention also influences the knowledge sharing within organizations.

By testing this model an answer can be given on the research question '*What are the motivations of employees to use social media for work purpose and what is the effect of this use on the knowledge sharing within organizations?*'. The operationalization of measuring these constructs is discussed in Chapter 3.

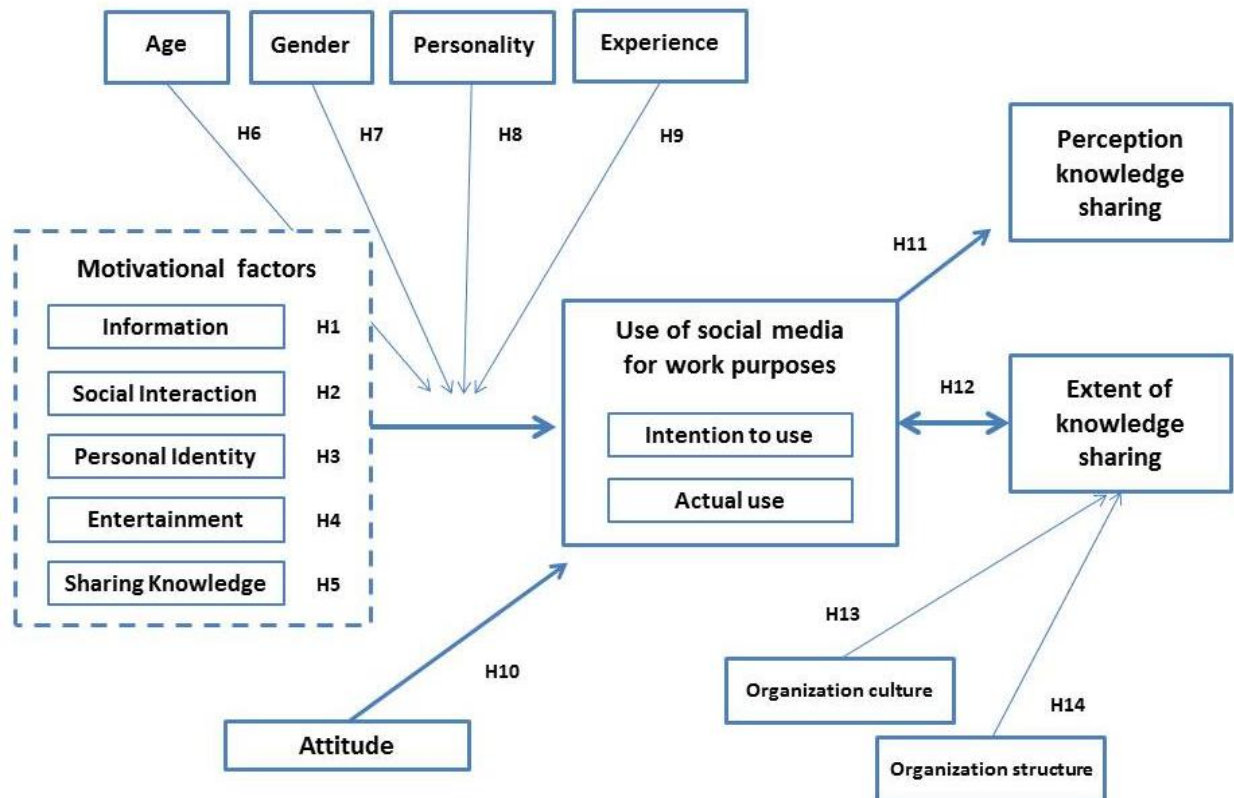


Figure 2: conceptual model for optimizing knowledge sharing through social media

### **3 Method**

This research consist of two different studies. The first study consisted an online questionnaire and was completed to gain insight into the hypotheses. In study 2 two focus groups were conducted to deepen the results from the first study.

#### **3.1 Context of the research**

This study was conducted at three youth care organizations in the Netherlands. The main feature of these organizations is that they are dealing with highly sensitive information. This is an important factor for this research, because it means that the use of open social media for some purposes (such as exchange information of a client) is not suitable. In this study therefore 'closed' social media are also included, these have the characteristics of social media but are only visible to employees of the organization. In addition, the distribution of work is also an important feature, because the care takes place in many different places. These characteristics are important to take into account for the interpretation of the study results.

#### **3.2 Study 1: online questionnaire**

##### **3.2.1 Design and participants**

This study was conducted to test the conceptual model, designed in Chapter 2. To test the hypotheses an online questionnaire is used. The participants that are asked to fill in this questionnaire are the employees of the involved organizations, Organization A and Organization B. Organization A consists of 1124 employees and Organization B consist of 425 employees. Furthermore Organization C, an orthopedic treatment center which cooperates with Organization A, was approached to cooperate in this study. Organization C consists of 145 employees.

##### **3.2.2 Procedure**

The respondents who participated in this study completed their questionnaire online. This questionnaire was developed using the program *onderzoekstool.nl*.

Respondents were, two weeks before the survey opened, informed by the group or team leaders and through intranet about this research. They were not told exactly what the research was about, to prevent desired/strategic answering while they had to complete the survey. They were only told that the research is an investigation into learning and the use of social media in the context of the professionalization of the organizations. At the time the survey opened online, the respondents were approached again via a personal mail, by the team leaders and also through a link to the survey on the intranet of the organizations. After one week a reminder was sent. Raffling seven gift cards (four giftcards were raffled at Jaarbee and three giftcards at Organization A) between the completed surveys was used to increase the response. This required the respondents to fill in their email address at the end of the survey. The survey could be filled in completely anonymous, but when the employee wanted to have a chance on winning one of the gift cards their anonymity to the researcher expired. In general, their anonymity is guaranteed.

### **3.2.3 Measuring instrument**

The survey examined seven constructs:

1. the motivations for using social media for work purposes;
2. the attitude towards social media for work purposes;
3. the (intended) use of social media for work purposes;
4. the personal characteristics;
5. the perception of knowledge sharing through social media;
6. the degree to which knowledge is shared and;
7. organizational context.

Here, for each construct it is discussed how examining them is operationalized in the questionnaire. Besides these constructs, some demographics were questioned, such as: educational level and function (employed by which department). All questions, except the demographic questions and value judgment questions, had to be answered using a five-point Likert scale. For all the items see Appendix A.

All respondents filled out the same basic questionnaire. There is one difference in the questionnaires for employees of Organization A, Organization B and Organization C, and that is related to the existing social media platforms that are questioned. Some of these platforms are present in one organization, but not in the other. That is why these were questioned separately for the three different companies. The survey was in Dutch. Questions used from other research, in a language other than Dutch, were translated into Dutch. Of course while maintaining the original purpose of the question, language permitting.

### *Motivational factors*

There are five different motivations for using social media for work purposes examined with the questionnaire, namely obtaining information, social interaction, personal identity, entertainment and knowledge sharing.

### Information

The motivational factor 'information' is operationalized in the questionnaire based on items of Papacharassi and Rubin (2000) and Ku, Chu and Tseng (2013). These items are questioning the employees on whether they will use the social media intended for work purposes to search for information.

### Social interaction

'Social interaction' as a motivator is processed in the questionnaire using items from the research of Park, Kee & Valenzuela (2009). It examines whether social interaction is a strong motivation for employees to use social media for work purposes.

### Personal identity

The motivation 'personal identity' is about improving or working on your personal identity. This motivation is tested by using items from the studies of Park, Kee, and Valenzuela (2009) and Papacharassi and Rubin (2000).

### Entertainment

'Entertainment' can serve as a motivator when employees see the use of social media for work purposes as entertainment. This is assessed on the basis of items that were used in the studies of Papacharassi and Rubin (2000) and Ku, Chu and Tseng (2013).

### Knowledge sharing

The final motivation for using social media for work purposes in this study assessed is 'knowledge sharing'. The items that are used to measure this motivation are arranged on the basis of the study of van den Hooff & Huysman (2009). These items are not used as a motivational factor in their study, so these items are differently expressed in this research.

### *Attitude towards use of social media for work purposes*

Questions about the attitude towards the use of social media for work purposes are based on the research of Venkatesh, Morris, Davis and Davis (2003).

### *Use of social media for work purposes*

The use of social media for work purposes is measured in two ways; on the basis of the actual use, and the intention to use. The intention questions were intended for employees who have not made use of social media for work purposes, and the actual use questions were intended for employees who already were using social media for work purposes.

### Intention to use

The intention to use social media for work purposes is measured using items from the studies of Morris and Venkatesh (2000) and Venkatesh et al (2003). The intention to use social media for work purposes in general is questioned, but also per social media platform that is already present in the respective organization (Organization A, Organization B and Organization C). For Organization A: MijnVerhaal2.0, JouwOmgeving, Yammer, Facebook, Twitter, LinkedIn. For Organization B : MijnVerhaal2.0, Yammer, Facebook, Twitter and LinkedIn. Organization C uses only Intranet and Twitter.

### Actual use

Current use of social media for work purposes by employees is measured by asking them to what degree they use it. Here a five-point Likert scale is used from never to often. Again the separate platforms that already exist within the organizations were surveyed separately in terms of current use.

### *Personal characteristics*

In the questionnaire, four personal characteristics were surveyed, namely age, gender, personality and experience with social media.

### Age

Age was questioned by asking respondents to fill in their actual age. Respondents are divided into three groups, young adults, middle aged adults and old adults. The young adult group consists of employees from 18 to 33 years, the middle aged adults consist of employees of 34 – 48 years and the old adults are aged 49 to 67.

### Gender

Gender was questioned by asking participants if they were male or female.

### Personality

To measure the personality of the respondents the Ten-Item Personality Inventory (TIPI) of Gosling, Rentfrow & Swann (2003) was used. This is a short version for measuring the Big-Five. This short version was chosen to keep the questionnaire as short as possible, in order to increase response. In the original version a 7-point Likert scale was used, but in this study a 5-point Likert scale was used.

### Experience

The experience of employees with social media in daily life was questioned by asking: how experienced are you with the private use of Social Media in everyday life? The far left of the scale is labeled very inexperienced and the far right is labeled very experienced.

In addition, employees were also asked about the frequency of their private social media use. The far left of the scale was labeled never and the far right was labeled often.

#### *Degree of knowledge sharing*

The degree of knowledge sharing is questioned in two ways, namely through items about the collection and donation of knowledge and by giving two value judgments about knowledge sharing. In addition, the employees perception was questioned about the influence of social media for knowledge sharing.

#### Perception of knowledge sharing through social media

The perception of employees about the influence of the use of social media on the degree of knowledge sharing is assessed with the following statement, 'using social media for work purposes will increase knowledge sharing within the organization'.

#### Collecting and donating knowledge

The items that van den Hooff & de Leeuw van Weenen (2004) have used in their research to measure the degree of collecting and donating knowledge, was used as to measure the degree to which knowledge is shared within the organizations. They questioned collecting knowledge on the basis of eight items. Donating knowledge was measured using six items. Van den Hooff & de Leeuw van Weenen made a distinction in their research between knowledge collecting and donating within a department and outside the department. This format is not used in this study, this study looked at knowledge sharing within the whole organization. Therefore, the questions were slightly rephrased. The total number of questions about the collecting of knowledge resulted in four items, examples are 'I share the information I have with colleagues when they ask me to' and 'colleagues tell me what their skills are, when I ask them about it'. In addition there are three items left, which concern donating knowledge, an example is 'when I have learned something new, I tell my colleagues about it'.



#### Value judgment knowledge sharing

Besides questioning the degree of donating and collecting knowledge, the employees were also requested to give a value judgment about their own, current, knowledge sharing within the organization. This required the employees to rate themselves with a grade from 1 to 10.

#### *Organizational context*

Of the organizational context two aspects are treated, the organization culture and organization structure. It is important that employees are asked if the organizational culture and structure focused on knowledge sharing, and that they were not questioned about the organizational culture and structure in general

#### Organization culture

The organizational culture is measured using the items of van den Hooff & Huysman (2009). This measurement consists of seven items, including 'the staffs in this organization are approachable' and 'interaction between different departments is encouraged in this organization'.

#### Organization structure

The organization structure is also measured by using the items of van den Hooff & Huysman (2009). This measurement consists of six items. An example of these items is 'the structure of our organization promotes collective behaviour over individual behaviour'.

### **3.2.4 Pre-test questionnaire**

To discover ambiguities and shortcomings of the developed survey, a pre-test among seven employees, four employees of Organization A and three employees of Organization B, was done. These employees performed the pre-test on the basis of the plus-and-minus method. With this method, participants are asked to place pluses and minuses to aspects of the questionnaire they find good or less good. These aspects may relate to different elements of the questionnaire (paragraphs, sentences, words, etc.) and for different reasons. When the participant had studied the entire questionnaire, the pluses and minuses were discussed with the researcher.

It was asked what the participants considered problems and what possible solutions could be. Also the positive points were discussed, to get a clear view on what they found good about it. On the basis of the seven pre-test results, the questionnaire was adjusted (where necessary). The main changes can be found in Appendix B. The final questionnaire can be found in Appendix C.

### **3.3 Study 2: focus group**

In order to deepen the results, two focus groups were organized. The first focus group consisted of seven employees of Organization B. The second focus group consisted of five participants from Organization A. The focus group testing lasted about an hour. During the focus group results were discussed with the researcher. Participants were encouraged to ask questions to clarify the results. Subsequently, the participants were asked what these results would mean for their organization, how the results are reflected in practice, which results are most interesting and what their organization can do with the results. After that possible recommendations for the organization were discussed. Are there things that need to change, improve or kept the same? Are there design aspects that should be taken into account? The final task of the focus group was the ranking of substantive comments on the research, provided by employees. These comments were collected at the end of the questionnaire, where employees had the possibility to make a comment on the research. This could be about the research topic, but also on the questionnaire itself. For the most important comments (Organization B 10 and Organization A 9 comments), the participants of the focus group were asked to grade between 1 and 10. This enabled them to rate the comments to facilitate further improve the use of social media within their organization.

## 4 Results

In this chapter, all results are reported. First, the characteristics of the participated participants study are discussed. Second, the reliability of the studied constructs are described and then the results for each hypothesis are discussed. In response to these results the conceptual model is adjusted into a final model and the results of the two focus groups are discussed.

### 4.1 Characteristics of the respondents

In total, 392 people completed the survey. The survey was completed by employees from three different companies; Organization A, Organization B and Organization C. Table 1 shows the distribution of these employees, and what the response was within the organizations.

**Table 1**  
*Description distribution participated organizations*

| Organizations  | Number (N) | Percentage | Response rate within organization |
|----------------|------------|------------|-----------------------------------|
| Organization A | 278        | 70.9 %     | 23.8 %                            |
| Organization B | 89         | 22.7 %     | 20.9 %                            |
| Organization C | 25         | 6.4 %      | 17.9 %                            |
| <b>Total</b>   | <b>392</b> |            |                                   |

Of the 392 completed questionnaires, 79 were filled in by men (20.2%) and 313 by women (79.8%). The age group 18-33 years was the most common (44.1%) followed by the age group 34-48 years (38.3%), the smallest age group was that of 49-67 years (17.6%). HBO (68.6%) was by far the most frequent completed educational level of the employees who completed the survey, followed by MBO (15.3%) and an academic study (11.7%). Social pedagogical worker / Personal attendant was the most common function in Organization A (45.3%), with Organization B the ambulant workers (29.2%) was the largest group and for Organization C the pedagogical workers (48.0%).

#### 4.1.1 Description of the use of social media among employees

The employees who participated, rated themselves fairly high in terms of experience with the private use of social media. The frequency of use averages are between the category 1-3 times a week, and category more than 3 times a week, which is a high score.

**Table 2**  
*Description private use of Social media*

| Private use of social media   | Mean | Standard deviation |
|-------------------------------|------|--------------------|
| Ervarenheid met gebruik privé | 3.64 | 1.02               |
| Frequentie van gebruik privé  | 4.28 | 1.24               |

N.B:

Experience with the use of SM is measured using a 5-point scale

1; very inexperienced 2; inexperienced 3; neutral 4; experienced; 5 very experienced

Frequency of the use of SM is measured using a 5-point scale

1; never 2; Less than 1 time per month 3; 1-3 times per month 4; 1-3 times per week 5; more than 3 times a week

The survey examines the kind of social media that is used privately by the employees. There are 48 employees who do not use any social media in their private live. Facebook is used the most, 303 employees are using it privately. Twitter is used by 111 employees and LinkedIn by 122. 46 employees indicated they use other social media, like; Hyves, Tagged, Netlog, Tango, Yammer, Youtube, Skype, Instagram, Pinterest and Blogger.

The employees were asked to indicate whether they use social media for work purposes, these results can be found in Table 3. It shows that the distribution between the two groups was almost identical. Employees who were not making use of social media for work purposes were led to questions about the intention to use, employees who were already using social media for work purposes completed questions about their current use.

**Table 3**  
*Use of social media for work purposes*

| Using social media for work purposes | Number of employees | Percentage |
|--------------------------------------|---------------------|------------|
| Yes                                  | 175                 | 44.6 %     |
| No                                   | 217                 | 55.4 %     |

## 4.2 Reliability of the measuring instruments

To ensure the reliability of the constructs that were measured in the questionnaire the Cronbach's Alpha is calculated. This measures the internal consistency of the items that should form one construct. If the Alpha is greater than 0.70, it means that the construct is reliable and that the items that fall under that construct have a coherent internal consistency. In table 4 the Cronbach's Alpha per construct are reported.

**Table 4**  
*Reliability constructs*

| Construct                     | Cronbach's Alpha | Number of items |
|-------------------------------|------------------|-----------------|
| <b>Personality</b>            |                  |                 |
| Extraversion                  | 0.55             | 2               |
| Agreeableness                 | -0.04            | 2               |
| Openness to new experiences   | 0.24             | 2               |
| Conscientiousness             | 0.53             | 2               |
| Neuroticism                   | 0.41             | 2               |
| <b>Attitude</b>               | 0.89             | 9               |
| <b>Intention to use</b>       | 0.90             | 3               |
| <b>Knowledge sharing</b>      | 0.88             | 7               |
| Knowledge collecting          | 0.93             | 4               |
| Knowledge donating            | 0.85             | 3               |
| <b>Organization culture</b>   | 0.86             | 7               |
| <b>Organization structure</b> | <b>0.84</b>      | <b>5</b>        |

The analysis shows that all constructs, except the personality constructs, meet the minimum Cronbach's Alpha of 0.70. These constructs can thus be seen as reliable, and the items measuring those constructs are taken together in the subsequent analysis. The construct knowledge sharing consists of collecting knowledge and donating knowledge. One of the analyses will be done by taking the constructs collecting knowledge and donating knowledge separately, after that those two constructs are taken together under the term 'knowledge sharing'.

This combined construct together with the two value judgments for sharing knowledge within the department and within the entire organizations will measure the degree of knowledge sharing.

The five constructs that should measure the personality of employees are all unreliable. The personality dimension agreeableness even has a negative Cronbach's Alpha. This means that the two items are negatively related. A possible reason for this can be that the two questions are interpreted completely differently by the participants. These constructs were surveyed using a translated questionnaire from the study of Gosling et al (2003). Their study showed with a test-retest that from four of the five dimensions the reliability values was above 0.70, except for the dimension openness. Given that the questionnaire was translated into Dutch it can explain some difference here, but the translation was attempted to relate the concepts as close as possible to the English terms. Each construct consists of only two items, and this may also be the reason that the Cronbach's alpha is insufficient according to Pallant (2010). It is better to look at the inter-item correlation, which is optimal when the correlation values lie between 0.2 and 0.4. The correlation values of the five personality dimensions can be found in Table 5.

**Table 5**  
*Inter-item correlation personality dimensions (N=392)*

| Personality Dimension       | Correlation |
|-----------------------------|-------------|
| Extraversion                | .38         |
| Agreeableness               | -.02        |
| Openness to new experiences | .14         |
| Conscientiousness           | .37         |
| Neuroticism                 | .27         |

The correlation values show that the dimensions extraversion, conscientiousness and neuroticism meet the optimal correlation values according to Pallant (2011). The correlation values of the dimensions openness to new experiences and agreeableness do not.

For the dimension agreeableness, there is even a negative inter-item correlation. Hypothesis 8a looks specifically at three personalities who have a positive moderating effect on the relationship between motivations for using social media and the (intended) use of social media for work purposes. For the personality dimensions extraversion, openness to new experiences and neuroticism a positive effect is expected. Hence the dimension agreeableness is excluded in the rest of this study, because the reliability of the construct is too low. The dimension openness to new experiences is still included, but here the two items are separately analyzed.

### **4.3 Testing the hypotheses**

In total there are fourteen main hypotheses formulated in this study. The first five hypotheses are testing the motivations for using social media for work purposes. Hypotheses 6 to 9 are testing the moderating effects of personal characteristics. Some of these hypotheses have a sub-hypothesis. Hypothesis 10 checks if the attitude affects the actual use and intention to use social media for work purposes. Based on hypothesis 11, it can be concluded whether the use of social media has an influence on the perception of using social media for sharing knowledge. Hypothesis 12 concerns the relationship between the use of social media for work purposes and the degree of knowledge sharing. The last two hypotheses test the influence of the organizational culture and organizational structure on the degree of knowledge sharing.

#### **4.3.1 Motivations for using social media**

##### *Motivational factors*

Using an exploratory factor analysis, it is examined whether the employees of the organizations actually have five different motivations for using social media for work purposes, as established in the literature review. It is checked if the items which were prepared to measure the five motivations actually load those five motivations.

**Table 6***Factor analysis motivations social media use for work purposes*

| Item   | Factor 1:<br>Sharing<br>knowledge | Factor 2:<br>Entertainment and<br>social interaction | Factor 3:<br>Information | Factor 4:<br>Peer<br>pressure |
|--|-----------------------------------|--|--------------------------|-------------------------------|
| Om mijn collega's te informeren waaraan ik werk                              | .799                              |  |                          |                               |
| Om wanneer ik kennis nodig heb, dit mijn collega's te vragen                 | .795                              |  |                          |                               |
| Om collega's om vaardigheden te vragen wanneer ik die vaardigheden wil leren | .787                              |  |                          |                               |
| Om nieuw geleerde dingen te delen met collega's                              | .762                              |  |                          |                               |
| Om in contact te blijven met collega's/cliënten                              | .667                              |  |                          |                               |
| Om collegiale ondersteuning te krijgen van anderen                           | .653                              |  |                          |                               |
| Om mijn eigen input te geven   | .623                              |  |                          |                               |
| Om volledig op de hoogte te blijven van wat mijn collega's weten             | .602                              |  |                          |                               |
| Om het gevoel te krijgen dat ik deel uitmaak van de organisatie              | .561                              |  |                          |                               |
| Omdat het me ontspant  |                                   | .857   |                          |                               |
| Om te genieten van het contact met mensen                                    |                                   | .810   |                          |                               |
| Omdat ik het gebruik ervan leuk vind   |                                   | .798   |                          |                               |
| Omdat het gemakkelijk is   |                                   | .724   |                          |                               |
| Om te praten over iets met anderen   |                                   | .690   |                          |                               |
| Om mijzelf vrij uit te drukken   |                                   | .496   |                          |                               |
| Om interessante mensen te ontmoeten  |                                   | .470   |                          |                               |
| Om nuttige informatie te verkrijgen  |                                   |  | .716                     |                               |
| Om naar informatie te zoeken   |                                   |  | .678                     |                               |
| Om te kijken wat er te vinden is   |                                   |  | .678                     |                               |
| Om informatie gratis te verkrijgen   |                                   |  | .616                     |                               |
| Omdat ik de druk voel om deel te nemen                                       |                                   |  |                          | .876                          |
| Om bij een groep te horen  |                                   |  |                          | .666                          |
| <b>Eigenvalue</b>  | <b>6.249</b>                      | <b>4.845</b>   | <b>2.688</b>             | <b>1.542</b>                  |



The factor analysis shows that the 22 motivation items load four different factors. Factor one is loaded by items that are about sharing knowledge, contact with colleagues and providing input. Factor two is loaded by all items that were established for the motivation entertainment, and also by items that have to do with social contact and expressing yourself. The third factor is loaded by all information items, this factor is therefore entirely consistent with how this motivation was prepared on the basis of the literature and items from previous studies. The last factor is loaded by two items of personal identity, both items deal with peer pressure. The factor analysis confirms for a large part the motivations drawn from the literature. Therefore it was decided to retain the five motivations.

**Table 7**  
*Reliability knowledge sharing*

| <b>Motivation</b>  | <b>Cronbach's Alpha</b> | <b>Number of items</b> |
|--------------------|-------------------------|------------------------|
| Information        | 0.78                    | 4                      |
| Social interaction | 0.80                    | 5                      |
| Personal Identity  | 0.65                    | 3 (1 item deleted)     |
| Entertainment      | 0.86                    | 4                      |
| Knowledge sharing  | 0.89                    | 5                      |

Table 7 shows that the motivation personal identity has a Cronbach's alpha of 0.65, this is below the previously established level of reliability (0.70), but because the motivation only contains 3 items, and these items correlate significantly, it is still included in the analysis.

**Table 8**  
Means (M), standard deviations (SD) and correlations

| Constructs              | M    | SD   | I      | SI     | PI     | E      | KS   |
|-------------------------|------|------|--------|--------|--------|--------|------|
| Information (I)         | 3.86 | .79  | 1.00   |        |        |        |      |
| Social interaction (SI) | 3.20 | .86  | .634** | 1.00   |        |        |      |
| Personal Identity (PI)  | 2.67 | .84  | .506** | .721** | 1.00   |        |      |
| Entertainment (E)       | 3.08 | 1.02 | .439** | .633** | .587** | 1.00   |      |
| Knowledge Sharing (KS)  | 3.36 | 0.95 | .643** | .790** | .652** | .379** | 1.00 |

\*\* . Significant correlations  $p < 0.01$ .

From the correlation data (table 8) it can be concluded that all the motivation constructs correlate significantly. These correlations range from 0.379 to 0.790, which may indicate multicollinearity. Multicollinearity indicates that the independent variables explain almost the same variance in the dependent variables, this can occur with a correlation starting from 0.40 (Field, 2000). If the tolerance value is less than 0.1 and the VIF value is higher than 10 multicollinearity is seen as a problem (Field, 2000). These values are not included in this study, so there is no problem with static and multicollinearity will not be a problem in the analyzes.

#### *Motivations determining actual use*

A multiple regression analysis shows that 20.4% of the variance ( $R^2 = 0.204$ ) in the scores on the actual use of social media for work purposes can be explained by the five motivations. The model is significant ( $F(5,169) = 8.647$ ,  $p = 0.000$ ). The analysis shows that the motivation information is a significant predictor of the actual use of social media for work purposes ( $\beta = .238$ ,  $t = 2.843$ ,  $p = 0.005$ ). The motivation entertainment also appears to be a significant predictor for the actual use of social media for work purposes ( $\beta = .205$ ,  $t = 2.125$ ,  $p = 0.035$ ). The greater the motivation to obtain information and find entertainment for workers, the greater their actual use of social media for work purposes will be.

### *Motivations determining intention to use*

To see what motivations influence the intention to use social media for work purposes a multiple regression analysis was performed. This shows that 42.7% of the variance ( $R^2 = 0.427$ ) in the scores on the intention to use is explained by the five motivations. This model was also significant ( $F(5, 205) = 30.540, p = 0.000$ ). The motivation information is again a significant predictor, this time with the intention to use social media for work purposes ( $\beta = .269, t = 3.547, p = 0.000$ ). The greater the motivation to obtain information will be, the greater the intention of these workers will be to use social media for work purposes.

Both for actual users as well as for users who have the intention to use social media, the model is significant. This means that all five motivations that are investigated in this study partly explain the actual use and intention to use social media for work purposes, therefore, hypotheses one to five can be confirmed. The use of social media for work purposes by employees is therefore invoked by obtaining information, having social interaction, the entertaining aspect, increasing the personal identity and sharing knowledge. Hypothesis 1 is the strongest, the motivation information is a significant predictor for both actual use and the intention to use. In addition, hypothesis 4 is a strength hypothesis regarding the actual use. The motivation information appears to be the most important for all employees, they use social media, or will use, to obtain information. In addition, for the current user's entertainment is also a strong motivation, this means that they use it because they find it fun, enjoyable and its amusing.

### **4.3.2 Differences in motivations between Organization A and Organization B**

The two major organizations (the dataset of Organization C contains too few respondents to conduct regression analysis on) who participated in this study have shown inconsistent results regarding the motivations for using social media for work purposes. It appears that at Organization A 16.2% of the variance ( $R^2 = .162$ ) in the scores on the actual use of social media for work purposes can be explained by the five motivations. ( $F(5, 113) = 4.374, p = 0.001$ ).

The motivation information is for their employees a significant predictor of the actual use of social media for work purposes ( $\beta = .243$ ,  $t = 2.382$ ,  $p = 0.019$ ). For Organization B the five motivations explain 39.4% of the variance ( $R^2 = .394$ ) in the scores on the actual use ( $F(5, 40) = 5.204$ ,  $p = 0.001$ ). For their employees the motivation entertainment is a significant predictor ( $\beta = .568$ ,  $t = 3.400$ ,  $p = 0.002$ ).

For the employees of Organization A it shows that 36.1% of the variance ( $R^2 = .162$ ) in the scores on the intention to use social media for work purposes can be explained by the five motivations ( $F(5, 113) = 4.374$ ,  $p = 0.001$ ). It shows agreement with the general result of this research, that the motivation information is a significant predictor of the intended use ( $\beta = .243$ ,  $t = 2.382$ ,  $p = 0.019$ ). The results of Organization B differ from the general research, because here the motivations social interaction ( $\beta = .442$ ,  $t = 2.078$ ,  $p = 0.045$ ) and personal identity ( $\beta = .359$ ,  $t = 2.394$ ,  $p = 0.022$ ) prove to be significant predictors for the intended use of social media for work purposes. At Organization B 65.9% percent of the variance ( $R^2 = .394$ ) in the scores on the intention to use can be explained by the five motivations ( $F(5, 36) = 13.941$ ,  $p = 0.000$ ).

#### **4.3.3 Moderating effect personal characteristics**

To see if the personal characteristics age, gender, personality and experience have a moderating effect on the relationship between the motivations and the use of social media, regression analyses have been done. The personal characteristics are converted into dummy variables and by using the option 'select cases' in SPSS, whether these characteristics influence the relationship between motivations and use is checked.

##### *Moderating effect age*

Age appears to have a moderating effect on the relationship between the motivations and the actual use of social media. In the youngest age group (18-33 years) is 12.8% of the variance ( $R^2 = 0.128$ ) in the scores on the actual use of social media for work purposes is explained by the five motivations. The model is significant ( $F(5,69) = 2.025$ ,  $p = 0.086$ ).

For this age group the motivation information is a significant predictor ( $\beta = .349$ ,  $t = 2.578$ ,  $p = 0.012$ ). For the age group 34-48 years the model is also significant ( $R^2 = 0.351$ ,  $F(5.61) = 6.595$ ,  $p = 0.000$ ). Here the motivation entertainment is a significant predictor of the actual use of social media for work purposes ( $\beta = .405$ ,  $t = 2.315$ ,  $p = 0.024$ ). For the oldest age group (49-67 years), the model is not significant ( $R^2 = 0.351$ ,  $F(5.61) = 6.595$ ,  $p = 0.000$ , and no motivation was a significant predictor of the actual use.

Age has also a moderating effect on the relationship between motivation and intention to use. For both age groups 18-33 years ( $R^2 = .377$ ,  $F(5.89) = 10.788$ ,  $p = 0.000$ ) and the age group 34-48 years ( $R^2 = 0.444$ ,  $F(5.75) = 11.993$ ,  $p = 0.000$ ) the model is significant. For both age groups is the motivation information is a significant predictor of the intention to use social media for work purposes ( $\beta = .268$ ,  $t = 2.329$ ,  $p = 0.022$  and  $\beta = .267$ ,  $t = 2.357$ ,  $p = 0.021$ ). The model of the oldest age group is also significant ( $R^2 = .625$ ,  $F(5.29) = 9.670$ ,  $p = 0.000$ ), but there is no motivation which is a significant predictor of the intention to use.

With these results hypothesis 6 can be confirmed. Age moderates the relationship between the motivations for using social media for work purposes and the (intended) use of social media for work purposes. Every age group has its own typical motivations. For the youngest age group obtaining information is clearly the most important, while for the middle age group obtaining information and entertainment are important. The oldest age group has no motivation strongly stands out, which means that they do not have a motivation that is stronger than all other motivations they have.

#### *Moderating effect gender*

Gender also implies a moderating effect. For the actual use of social media for work purposes, men have no significant predicting motivation. The model from the regression analysis were therefore not significant ( $R^2 = .221$ ,  $F(5.24) = 1.365$ ,  $p = 0.272$ ). The model of the women who already use social media for work purposes was found to be significant ( $F(5,139) = 8.969$ ,  $p = 0.000$ ).

For women 24.4% of the variance ( $R^2 = 0.244$ ) in the scores on the intention to use is explained by the five motivations. The motivation information proved to be a significant predictor of the actual use ( $\beta = .195$ ,  $t = 2.202$ ,  $p = 0.029$ )

For the intention to use social media for work purposes the five motivations explain 54.7% of the variance ( $R^2 = 0.547$ ) in the scores for men. The model is significant ( $F(5,42) = 10.134$ ,  $p = 0.000$ ). The motivation sharing knowledge for men, is a significant predictor of the intention to use ( $\beta = .662$ ,  $t = 2.415$ ,  $p = 0.020$ ). For women 39.1% of the variance ( $R^2 = 0.391$ ) in the scores on the intention to use can be explained by the five motivations, here the model is significant ( $F(5,157) = 20.186$ ,  $p = 0.000$ ). The motivation information showed to be a significant predictor for the intention to use social media for work purposes for women ( $\beta = .315$ ,  $t = 3.864$ ,  $p = 0.000$ ).

The results thus show that motivations vary by gender, hypothesis 7 can therefore be confirmed. This means that differences between men and women in their motivations for using social media for work purposes should be considered. Women are more motivated to use social media to obtain information, while men are more motivated to share knowledge.

#### *Moderating effect personality*

The analyze showed that personality also has a moderating effect on the relationship between the motivations and the (intended) use of social media for work purposes.

Employees who score low on extraversion have no motivations which are a significant predictor for their actual use, the model proved not to be significant ( $R^2 = 0.358$ ,  $F(5,3) = .335$ ,  $p = .865$ ). The model of employees who score high on extraversion proved to be significant ( $R^2 = .214$ ,  $F(5,160) = 8.7000$ ,  $p = 0.000$ ). Employees who score high on extraversion have the motivation information as a significant predictor of the actual use of social media for work purposes ( $\beta = .263$ ,  $t = 2.999$ ,  $p = 0.003$ ). As mentioned earlier, the personality dimension openness for new experiences is measured by analyzing the two items 'traditional, not creative' and 'open to new experience, complexity' separately.

There were too few employees already using social media for work purposes and who score low on openness to new experiences and complexity ( $N = 4$ ) to complete any further analysis. For employees who score high on openness to new experiences and complexity 20.1% of the variance ( $R^2 = 0.201$ ) in the scores on the actual use of social media can be explained by the five motivations. The model is significant ( $F(5,167) = 8.387, p = 0.000$ ). For them, the motivation information is a predictor of the actual use of social media for work purposes ( $\beta = .235, t = 2.777, p = 0.006$ ), as well as the entertainment motivation ( $\beta = .195, t = 2.011, p = 0.046$ ). The second item of the dimension openness to new experiences questioned people whether they were traditional and not creative. Employees who were very traditional and not creative prove to have no motivation to be a predictor of the actual use, the model is not significant ( $R^2 = 0.340, F(5,4) = 0.412, p = 0.821$ ). For employees who are not traditional and who are creative, the model is significant ( $R^2 = .196, F(5,159) = 7.743, p = 0.000$ ). For these employees the motivation information is a significant predictor of the actual use of social media for work purposes ( $\beta = .006, t = 2.790, p = 0.006$ ). There are too few employees ( $N = 2$ ) who score low on neuroticism (emotionally unstable) to perform any further analysis. For employees who score high on neuroticism (so emotionally stable) 20.4% of the variance ( $R^2 = 0.204$ ) in the scores on the actual use of social media to be explained by the five motivations. The model was significant ( $F(5,167) = 8.565, p = 0.000$ ). For these employees, the motivation information is a predictor of the actual use of social media for work purposes ( $\beta = .238, t = 2.815, p = 0.005$ ), as well as the motivation entertainment ( $\beta = .199, t = 2.038, p = 0.043$ ). For the personality dimension conscientiousness there are too few people ( $N = 3$ ) who score low on conscientiousness to conduct any further analysis. For employees who do score high on this personality dimension the motivation information is a significant predictor of the actual use ( $\beta = .247, t = 2.916, p = 0.004$ ). The model from the regression analysis showed to be significant ( $R^2 = .203, F(5,166) = 8.444, p = 0.000$ ).

For employees who score low on the personality dimension extraversion the motivation to share knowledge is a significant predictor of the intended use of social media for work purposes ( $\beta = 1.134$ ,  $t = 2.717$ ,  $p = 0.035$ ). The model was significant ( $R^2 = 0.921$ ,  $F(5,6) = 13.923$ ,  $p = 0.003$ ). For employees who score high on extraversion, 39.7% of the variance ( $R^2 = 0.397$ ) in the scores on the intended use can be explained by the five motivations. The model is significant ( $F(5,193) = 25.430$ ,  $p = 0.000$ ). The motivation information ( $\beta = .259$ ,  $t = 3.343$ ,  $p = 0.001$ ) showed to be a significant predictor. There are too few employees ( $N = 3$ ) who score low on the first item of openness to new experiences to perform any further analysis. For employees who score high on this item, 43.0% of the variance ( $R^2 = 0.430$ ) in the scores on the intention to use can be explained by the motivations. The model is significant ( $F(5,201) = 30.278$ ,  $p = 0.000$ ). The motivation information ( $\beta = .272$ ,  $t = 3.583$ ,  $p = 0.000$ ) showed to be a significant predictor of the intended use of social media. Employees who are traditionally and not creative have no motivations which predict the intended use of social media for work purposes. Employees who are not traditional and very creative prove to have the motivation information ( $\beta = .261$ ,  $t = 3.408$ ,  $p = 0.001$ ) as a significant predictor of their intended use, and for them 40.9% of the variance ( $R^2 = .409$ ) in the scores can be explained by the motivations ( $F(5,197) = 27.241$ ,  $p = 0.000$ ). There are too few employees ( $N = 8$ ) who score low on neuroticism (emotionally unstable) for further analysis. For employees who are emotionally stable it shows that 41.2% of the variance ( $R^2 = 0.412$ ) in the scores on the intention to use social media for work purposes can be explained by the five motivations. The model is significant ( $F(5,199) = 27.878$ ,  $p = 0.000$ ). The motivation information ( $\beta = .263$ ,  $t = 3.434$ ,  $p = 0.001$ ) appears to be a significant predictor of the intended use. There are also too few employees ( $N = 5$ ) who score low on conscientiousness for further analysis.



Employees who score high on this dimension have the motivation information ( $\beta = .275$ ,  $t = 3.658$ ,  $p = 0.000$ ) as a significant predictor of the intended use of social media, as well as the motivation knowledge sharing ( $\beta = .213$ ,  $t = 1.983$ ,  $p = 0.049$ ). The model from the regression analysis shows to be significant ( $R^2 = .427$ ,  $F(5,203) = 20.198$ ,  $p = 0.000$ ).

The analysis shows that hypothesis 8 can be confirmed. It should be noted that a number of analyzes were not possible because too few people scored low on the relevant personality dimensions to reach significant results. Thus, the personality of the employee affects the motivation to use social media within his / her work environment. Organizations are wise to take this into account in their policy, because every employee is different.

#### *Moderating effect experience*

The private experience of employees with the use of social media appears to be a moderator. Employees who are inexperienced in the use of social media, do not have any motivation which is a significant predictor for the actual use or intention to use. Employees who are experienced prove to have the motivation information as significant predictor of actual use ( $\beta = .243$ ,  $t = 2.749$ ,  $p = 0.007$ ) and intention to use ( $\beta = .267$ ,  $t = 3.201$ ,  $p = 0.002$ ). In addition, the motivation entertainment is also a significant predictor of the intended use ( $\beta = -.192$ ,  $t = -2.193$ ,  $p = 0.030$ ), but this appears to be a negative predictor. The greater the motivation entertainment is, the lesser their intention will be to use social media for work purposes. The model of the actual use ( $R^2 = .168$ ,  $F(5,155) = 6.276$ ,  $p = 0.000$ ), and the model of intention to use ( $R^2 = .396$ ,  $F(5,161) = 21.133$ ,  $p = 0.000$ ) are significant.

Employees who make little use of social media have no motivations that are significant predictors of the actual use and intention to use social media for work purposes. For employees who often use social media privately 19.0% of the variance ( $R^2 = 0.190$ ) in the scores on the actual use of social media for work purposes can be explained by the five motivations for this use. The model is significant ( $F(5,162) = 7.589$ ,  $p = 0.000$ ). The motivation information ( $\beta = .006$ ,  $t = 2.766$ ,  $p = 0.006$ ) is a significant predictor of the actual use of social media for work purposes.

For employees who do not use social media for work purposes, but privately often use social media it shows that the motivation information is a significant predictor ( $\beta = .241$ ,  $t = 2.974$ ,  $p = 0.003$ ) for the intention to use social media for work purposes. In addition, the motivation entertainment is also a significant negative predictor for the intended use of social media ( $\beta = -.206$ ,  $t = -2.441$ ,  $p = 0.016$ ). The model from the regression analysis shows to be significant ( $R^2 = .387$ ,  $F(5,163) = 20.572$ ,  $p = 0.000$ ).

The results show clear differences between employees who privately already use social media, and employees who do not. Hypothesis 9 can thus be assumed to be correct. Inexperienced employees have no strongly predictive motivations. The experienced staff, however, are strongly motivated to obtain information. Characteristic of this group of employees is the fact that entertainment for them is a negative motivation. The more they look for entertainment, the less they will use social media for work purposes. This indicates that this use is not considered as something that can fulfil this motivation.

All of the results of the moderators are summarized in the table below.

**Table 9**  
*Significantly predictive motivations by moderator for the actual use and the intention to use social media for work purposes.*

| Moderators         | Actual use      | Intention to use    |
|--------------------|-----------------|---------------------|
| <b>Gender</b>      |                 |                     |
| Men                | None            | + Knowledge sharing |
| Women              | + Information   | + Information       |
| <b>Age</b>         |                 |                     |
| 18-33              | + Information   | + Information       |
| 34-48              | + Entertainment | + Information       |
| 49-67              | None            | None                |
| <b>Personality</b> |                 |                     |
| Not extravert      | None            | + Knowledge sharing |
| Extravert          | + Information   | + Information       |

| Moderators                                  | Actual use                       | Intention to use                     |
|---|----------------------------------|--------------------------------------|
| Not open for new experiences and complexity | <i>No analysis possible</i>      | <i>No analysis possible</i>          |
| Open for new experiences and complexity     | + Information<br>+ Entertainment | + Information                        |
| Traditional and not creative                | None                             | None                                 |
| Not traditional and creative                | + Information                    | + Information                        |
| Not emotionally stable                      | <i>No analysis possible</i>      | <i>No analysis possible</i>          |
| Emotionally stable                          | + Information<br>+ Entertainment | + Information                        |
| Not conscientiousness                       | <i>No analysis possible</i>      | <i>No analysis possible</i>          |
| Conscientiousness                           | + Information                    | + Information<br>+ Knowledge sharing |
| <b>Experience private use SM</b>            |                                  |                                      |
| Inexperienced with private use of SM        | None                             | None                                 |
| Experienced with private use of SM          | + Information                    | + Information<br>- Entertainment     |
| Low use SM privately                        | None                             | None                                 |
| Great use SM privately                      | + Information                    | + Information<br>- Entertainment     |

None = none significant predictors  
+ = positive significant predictor  
- = negative significant predictor

#### 4.3.4 Other effects of personal characteristics

The experience private use of social media is not just a moderator for the relationship between the motivations for use and (intend to) the use of social media for work purposes, it also has a direct effect on the (intended) use of social media for work purposes.

The use of social media privately, measured on the basis of experience and frequency, provides 6.4% of the variance ( $R^2 = .064$ ) in the scores on the current use of social media for work purposes, this model is significant ( $F(2,172) = 5.854, p = 0.003$ ).

The experience with social media appears to be a significant predictor ( $\beta = .275$ ,  $t = 3.040$ ,  $p = 0.003$ ) for the actual use of social media for work purposes.

For the intention to use social media for work purposes 5.3% of the variance is explained by the private use of social media ( $F(2,208) = 5.875$ ,  $p = 0.003$ ). It appears that the frequency of private use of social media by employees is a predictor for the intention to use social media for work purposes ( $\beta = .232$ ,  $t = 2.161$ ,  $p = 0.032$ ).

Furthermore, in the literature for the personal characteristics some specific hypotheses were established. Hypothesis 6a states that young adults would score higher on the motivations than old adults. This only appears to be so for the motivation entertainment. The youngest group of employees (18-33 years,  $M = 3.20$ ,  $SD = 0.91$ ) scored significantly higher ( $F(2, 389) = 4.770$ ,  $p = 0.009$ ) on the motivation entertainment compared to the oldest group of employees (49-67 years,  $M = 2.75$ ,  $SD = 1.07$ ). Hypotheses 6a can be rejected for all motivations, except the motivation entertainment. Contrary to expectations, there are so few differences in the scores on the motivations of the various age groups. Where it was expected that the youngest age group would score higher on all motivations unlike the oldest age group, it appears that this is only the case for the motivation entertainment. Young people aged 18-33 years to find this motivation more important than older people (49-67 years) when it comes to using social media for work purposes.

Hypothesis 7a tests whether men score higher on the motivations information and knowledge sharing than women. Contrary to what is described in the literature, so far this cannot be confirmed. Men ( $M = 3.47$ ,  $SD = 0.94$ ) even scored significantly lower than women ( $M = 3.95$ ,  $SD = 0.72$ ) on the motivation information ( $t = -4.900$ ,  $df = 390$ ,  $p = 0.000$ ). Also, men scored significantly lower ( $M = 3.00$ ,  $SD = 1.06$ ) than women ( $M = 3.46$ ,  $SD = 0.89$ ) on the motivation of knowledge sharing. Hypothesis 7a can therefore be rejected. This means that these results are not consistent with previous research on differences in motivations between men and women. Hypothesis 7b was posited to test whether women had significantly higher scores on the motivation social interaction than men.

This turns out to be the case, women ( $M = 3.29$ ,  $SD = 0.82$ ) score significantly higher than men ( $M = 2.84$ ,  $SD = 0.93$ ) on the motivation social interaction ( $t = 3.929$ ,  $df = 110\ 747$ ,  $p = 0.000$ ). Hypothesis 7b can thus be assumed. For women, the motivation for social interaction is thus more important than men when it comes to using social media for work purposes. This means that they are looking for more social contact when they use social media than men.

For personality an additional hypothesis (hypothesis 8a) was drafted. This hypothesis argues that employees who score high on extraversion, openness to experience and neuroticism, have stronger motivations for using social media for work purposes. Extravert employees ( $N = 371$ ,  $M = 3.22$ ,  $SD = .85$ ) scored significantly higher ( $F(1, 390) = 4.682$ ,  $p = 0.031$ ) on the social interaction motivation than employees who are not extravert ( $N = 21$ ,  $M = 2.80$ ,  $SD = .98$ ). High scoring employees on extraversion ( $M = 3.12$ ,  $SD = 1.00$ ) scored significantly higher on the motivation entertainment ( $F(1, 390) = 11.480$ ,  $p = 0.001$ ) than employees with a low score on extraversion ( $M = 2.36$ ,  $SD = 1.08$ ). For other personalities, no significant differences were discovered. Hypothesis 8a can thus only be adopted for the personality dimension extraversion concerning the motivations social interaction and entertainment. Extravert employees score higher on the motivations social interaction and entertainment than not extravert employees.

#### **4.3.5 Effect attitude on the (intended) use of social media**

A single regression analysis shows that 23.6% of the variance ( $R^2 = 0.236$ ) in the scores on the actual use of social media for work purposes is explained by the attitude to this use. The model is significant ( $F(1, 173) = 53.301$ ,  $p = 0.000$ ). A positive attitude towards the use of social media for work purposes appears to be a significant predictor of the actual use of social media ( $\beta = .485$ ,  $t = 7.301$ ,  $p = 0.000$ ). A simple regression analysis indicated that 58.0% of the variance ( $R^2 = 0.580$ ) in scores of intention to use social media for work purposes is explained by the attitude to this use. The model is significant ( $F(1, 209) = 288.504$ ,  $p = 0.000$ ).

A positive attitude towards the use of social media for work purposes appears to be a significant predictor of intention to use these media ( $\beta = .7642$ ,  $t = 16.985$ ,  $p = 0.000$ ).

Hypothesis 10 can therefore be assumed. The more positive the attitude of an employee is about the use of social media for work purposes, the more the use of social media for work purposes will increase.

#### **4.3.6 Effect use of social media on the degree of knowledge sharing**

##### *Perception effect*

To discover if there is a difference in the perception of knowledge sharing through social media between people who already use social media for work purposes ( $N = 175$ ,  $M = 4.10$ ,  $SD = 0.82$ ) and employees who (still) do not ( $N = 217$ ,  $M = 3.66$ ,  $SD = 1.04$ ), an independent sample t-test was performed. There appears to be a significant difference between these two groups ( $t = -4.606$ ,  $df = 390$ ,  $p = 0.000$ ). The perception of employees who already use social media for knowledge sharing is significantly more positive than those of employees who do not. The first group expects that the use of social media leads to greater knowledge sharing within the organization than employees who do not use social media for work purposes.. Hypothesis 11 can therefore be confirmed.

##### *Degree of knowledge sharing*

The items that have been asked about the sharing of knowledge in the organization (collect and donate) positively correlated with the value judgments of knowledge that the employees themselves have given. Correlation between the degree of knowledge sharing and value judgment for knowledge sharing within the department ( $r = 0.420$ ,  $n = 392$ ,  $p = 0.000$ ) and the correlation with the value judgment for knowledge sharing across the organization ( $r = 0.127$ ,  $n = 392$ ,  $p = 0.012$ ) are significant. Additionally the value judgment for knowledge sharing within the department correlates significantly with the value judgment for knowledge sharing across the organization ( $r = 0.354$ ,  $n = 392$ ,  $p = 0.000$ ).

*Relation between use or no use of social media for work purposes and the degree of knowledge sharing*

There is no difference ( $t = 0.492$ ,  $df = 384.789$ ,  $p = 0.497$ ) in the degree of knowledge sharing between employees who already use social media for work purposes ( $M = 4.43$ ,  $SD = 0.52$ ) and employees who have not done this ( $M = 4.47$ ,  $SD = 0.58$ ). Also no difference ( $t = 0.030$ ,  $df = 388.875$ ,  $p = 0.976$ ) was found in the value judgment of the knowledge within the department between employees who already use ( $M = 7.55$ ,  $SD = 1.03$ ) and employees who do not (yet) use ( $M = 7.56$ ,  $SD = 1.17$ ) social media for work purposes. There is a difference in the value judgment of knowledge sharing across the organization between employees who already use social media for work purposes ( $M = 5.97$ ,  $SD = 1.69$ ) and employees who have not done this ( $M = 5.32$ ,  $SD = 1.98$ ). Employees who already use social media give themselves a significantly higher grade for the sharing of knowledge within the whole organization than people who do not use them ( $t = -3.465$ ,  $df = 390$ ,  $p = 0.001$ ). They therefore claim that they share more knowledge within the organization. That would indicate an effect of the use of social media for knowledge sharing within departments apparently has no effect, but for knowledge sharing across the organization it does. The latter corresponds to the perception of employees on the impact of social media in relation to knowledge sharing

*Relation actual use and degree of knowledge sharing*

The actual use of social media provides 3.4% of the variance ( $R^2 = .034$ ) in the scores on the value judgment of knowledge sharing within the department, this model is significant ( $F(1,173) = 6.118$ ,  $p = 0.014$ ). The current use appears to be a positive predictor of this value judgment ( $\beta = .185$ ,  $t = 2.473$ ,  $p = 0.014$ ). The actual use also appears also to be a positive predictor for the value judgment for knowledge sharing across the whole organization ( $\beta = .258$ ,  $t = 3.517$ ,  $p = 0.001$ ). The variance in the scores on this value judgment are for 6.7% ( $R^2 = .067$ ) determined by the actual use of social media for work purposes ( $F(1,173) = 12.372$ ,  $p = 0.001$ ). In addition, a reverse relationship is discovered .

The degree of knowledge sharing provides for 8.2% of the variance ( $R^2 = .082$ ) in the scores on the actual use of social media for work purposes ( $F(3, 171) = 5.125, p = 0.002$ ). The value judgment for knowledge sharing across the organization is the only significant predictor ( $\beta = .224, t = 2.892, p = 0.004$ ).

#### *Relation intention to use and degree of knowledge sharing*

Regression analyzes showed no significant results for the influence of the intention to use on the degree of knowledge and vice versa. Only a significant correlation was found between the intention to use social media for work purposes and the value judgment that employees themselves give knowledge sharing within the department ( $r = .145, p = 0.035$ ).

Hypothesis 12 can thus not be fully assumed. There appears to be a positive effect between the current use of social media for work purposes and the two value judgments for sharing knowledge, employees give themselves. Similarly, it appears that the value judgment for knowledge sharing across the organization has a positive effect on its actual application. But no relation can be explored between the intention to use social media for work purposes and the degree of knowledge sharing. So there is only one (mutual) relationship, and this is between the actual use of social media for work purposes and the degree of knowledge sharing. This means that only when social media for work purposes is actually used this will have an effect on knowledge sharing within organizations, and in addition, the sharing of knowledge within organizations only affects the employees who already use social media for work purposes.

#### **4.3.7 Effect organization context on the degree of knowledge sharing**

A multiple regression analysis showed that 9.2% of the variance ( $R^2 = 0.092$ ) in the scores on the degree of knowledge sharing can be explained by the organizational culture and structure. The model is significant ( $F(2, 389) = 19.706, p = 0.000$ ).



The organizational culture shows to be a significant positive predictor for the degree of knowledge sharing ( $\beta = .397$ ,  $t = 6.278$ ,  $p = 0.000$ ), while the organization structure is a significant negative predictor for the degree of knowledge sharing ( $\beta = -.256$ ,  $t = -4.047$ ,  $p = 0.000$ ).

It also examined the influence of the organizational structure and the value judgments. A multiple regression analysis showed that 2.3% of the variance ( $R^2 = 0.023$ ) in scores of the value judgment for knowledge sharing within the department can be explained by the organizational culture and structure. The model is significant ( $F(2, 389) = 4.680$ ,  $p = 0.010$ ). The organizational culture is a significant predictor ( $\beta = .198$ ,  $t = 3.021$ ,  $p = 0.003$ ) of the value judgment of knowledge within the department. For the value judgment for knowledge sharing across the organization 5.7% of the variance ( $R^2 = 0.057$ ) can be explained by the organizational culture and structure. This model is significant ( $F(2, 389) = 11.817$ ,  $p = 0.000$ ). Again, the organizational culture is the only significant predictor ( $\beta = .191$ ,  $t = 2.963$ ,  $p = 0.003$ ) of the value judgment of knowledge throughout the organization.

Hypothesis 13 can thus be assumed, the organizational culture affects positively the level of knowledge within the organization. The more the organizational culture is arranged on sharing knowledge, the more knowledge will be shared. Hypothesis 14 should be rejected, the organization structure has no effect on the value judgments. It negatively affects the organizational level of knowledge within the organization, which is therefore a negative relationship. This implies that the more the organizational structure is arranged on the sharing of knowledge, the less knowledge will be shared. This finding is not consistent with findings from previous studies.

#### **4.4 Model for optimizing knowledge sharing through social media**

The results of questionnaire have led to the following final model for optimizing knowledge sharing through social media (see Figure 3). It is clear that all five motivates affect the use of social media for work purposes, and that the motivations obtain information and entertainment are the most important.

In addition, the model shows that effects of age, gender, personality and experience should be taken into account. The results also show that experience has a direct effect on the use of social media for work purposes, this also applies to the attitude towards the use. The use of social media affects the perception that people have about knowledge sharing through social media. Users have a more positive perception, they think that by using social media more knowledge will be shared, as opposed to non-users. It also appears that there is a relationship between the current use of social media and the degree of knowledge sharing. Current users share more knowledge throughout the organization than non-users. The actual use explains some variance degree of knowledge sharing, and in addition, knowledge sharing explains some variance in the actual use of social media for work purposes. The value judgment for knowledge sharing across the whole organization is a strong predictor. Finally it appears that the organizational culture has a positive effect on the level of knowledge sharing within organizations when it is arranged on the sharing of knowledge.

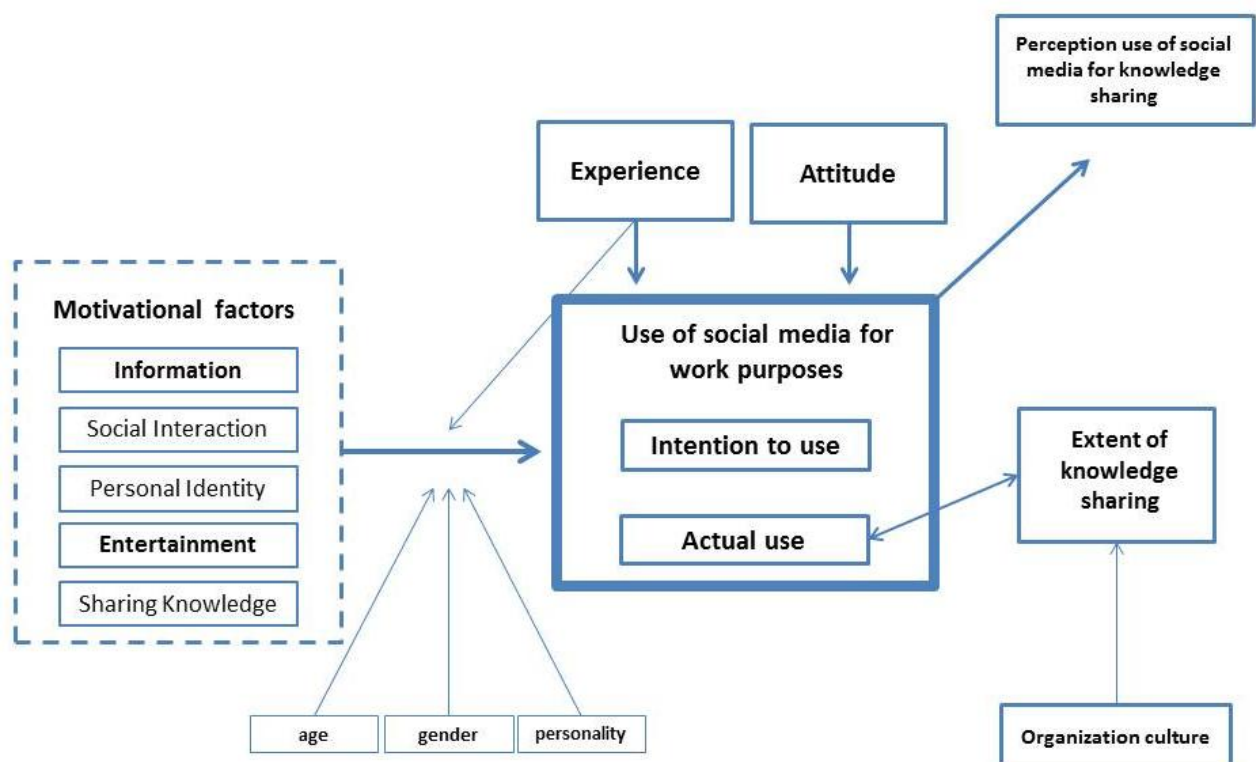


Figure 3: model for optimizing knowledge sharing through social media

## **4.5 Results focus group**

The results of the survey and the resulting model are discussed during the two focus groups. During these focus groups the results were discussed against the light of Organization A and B. Furthermore, in both focus groups possible recommendations were discussed.

### **4.5.1 Results focus group Organization A**

Organization A indicated that experience with the private use of social media and the attitude towards the use of social media for work purposes are very important. Many employees do not want to participate because it is unknown, they think it is not safe for them or because the utility is simply missing. Given that experience and attitude are important predictors of the use of social media for work purposes it can therefore be assumed that many employees still do not want to work with social media. Organization A also indicated that they think that those who participated in the study were motivated employees, who are interested in the topic.

The predictive motivation information was highly valued by the participants of the focus group, because the intranet is the most used medium at Organization A and is mainly informative. On this platform, not only the communication department posts information, others are also active on it, asking information or sharing experiences, which is a good sign. Less of a good sign is that people are very selective in responding to messages or questions of others, response is mainly on the 'fun' messages, serious news or questions often get no response.

Furthermore, the participants of the focus group indicated that too little information and knowledge are asked for through social media, much of this still happens in the hallway. And because this mainly happens in the hallway, asking for knowledge through social media still remains the domain of a small group of people. Employees still expect that information comes from above, that they should be told about it by their managers or the director, and that they therefore not act the way the systems ask them to act.

In assessing the comments of the employees of Organization A given at the end of the survey, there is a need within the focus group for better training to learn to use, and understand the benefits of social media (average 8). Other important recommendations for Organization A to take in consideration in the future are better mapping of knowledge (average 8.3) and more appreciation for taking initiative to add knowledge or information (average 8.5). For the full list of comments see Appendix D.

#### **4.5.2 Results focus group Organization B**

The participants of the focus group at Organization B clearly indicated that the use of social media is still very much emerging, especially the closed networks. They are developing an interactive intranet, which already exists in Organization A, and Yammer (a closed social network) is increasingly used. With this development they expect a shift in motivation for the employees towards information and knowledge sharing as their main motivations. They also pointed out that in practice they can clearly see that experience with social media is a direct predictor of actual use for work purposes. Inexperience is clearly a stumbling block at Organization B, employees do not know what to do with social media and how to use it and that is why they still do not use it. In addition, some employees think that the workload pressure increases and it is too time consuming, or they find that the use of social media for work purposes fades the separation between the private and work boundary. This can affect the attitude they have towards the use, and as research has shown, the attitude is a direct predictor of the use or intention to use.

Another possible influence on the actual use and intention to use social media for work purposes, according to the participants of the focus group, are that there are too many communication ways present within Organization B. Therefore, there are too many side roads to not use social media.

Participants of the focus group indicated however, that with the use of social media they are more in touch with people from outside their department and this ensures that the threshold is lower to contact them. This corresponds to the degree of knowledge sharing from actual users within the whole organization.

The last part of the focus group was to review some comments that employees of Organization B left when filling in the survey. It shows a secure environment is very important to discuss clients, and would be highly appreciated by the participants of the focus group (with an average of 10.0). This is according to them the highest priority for Organization B to take into account with the further development of the social media use. In addition, the participants indicated that they also find it very important (average 9.2) that there is more facilitation for social media and it is taken into account that people learn in different ways and that sometimes people are scared of the unknown (average 8.2). For the full list of the grades that participants of the focus group have given to the comments see Appendix D.

## 5 Conclusion

In chapter four the results of the research were discussed, these results will be briefly summarized in this chapter. This enables answering the main question of this research; *what are the motivations of employees to use social media for work purpose and what is the effect of this use on the knowledge sharing within organizations?* In addition, feedback is given on the literature researched. Finally, in this chapter, recommendations are given for the implementation of social media for knowledge sharing.

### 5.1 Motivations to use social media for work purposes

The motivations information, social interaction, personal identity, entertainment and knowledge sharing predict the use of social media for work purposes. The motivations obtaining information and entertainment are the most predictive motivations for the actual users of social media for work purposes. For the employees who do not use social media for work purposes the motivation obtaining information is the most predictive motivation for future use. Interestingly, the motivations social interaction and personal identity are not proved to be predictive. This goes against the findings of many other studies about motivations for using (different types of) social media (Joinson, 2008; Raacke & Federal Raacke, 2008; Park, Kee & Valenzuela, 2009). A possible reason could be, that in this study the use of social media is intended for work purposes and not for private use. This may lead to more work oriented motivations (such as finding information and sharing knowledge) then personal motivations.

All four personality characteristics are moderating the relationship between the motivations to use and actual use or intended use of social media for work purposes. Thus, differences in age within organizations should be taken into account, because results show that for the youngest age group (18-33 years) the motivation information is most important. This also applies to the middle age group (34-48 years), but they also find entertainment important. The oldest age group within organizations (49-67 years) has no specific motivation that is important to them.

Between men and women are clear differences visible, as men use social media for work purposes they prefer to share knowledge, while women prefer to obtain information. This is an interesting result, which shows that men are more likely to add information, while women are more likely to receive information. Different personalities also show differences in motivations for using social media for work purposes, so it is important for organizations to take this into account. Each employee is different, and therefore has different motivations. Besides it is shown that experience affects the motivations that people have for using social media, it appears that for the experienced workers' the motivation to obtain information is most important and that the motivation entertainment raise an aversion. They are not looking for entertainment in the use of social media for work purposes. Interestingly, the inexperienced employees have none predicting motivations for using social media for work purposes, perhaps this is because of their inexperience they do not know what social media can offer them.

There are clear differences in the motivations of employees from Organization A and those from Organization B. The general results show that obtaining information is the most predictive motivation for employees, this is also the case for Organization A but not for Organization B. This is a result contrary to expectations from literature, but as just described most properly cost by work related use and private use. The predictive motivations of Organization B, namely entertainment, social interaction and personal identity, do not correspond with the general results, but it correspondents with the results from previous studies on motivations for using social media. A possible reason for this difference is the different social media platforms that are present within the organizations. Organization A's most widely used platform is Intraqt, this is an intranet with social media characteristics. This is mainly an informative medium. For Organization B LinkedIn and Facebook are the most used platforms, these are general social networks. This may indicate that employees use it more, because they also use it at home, making the motivations social interaction, entertainment and personal identity emerge.

The attitude towards the use of social media appears to be an important predictor for the use of social media for work purposes. The actual use, is explained for 23.6% by the attitude toward this use, and the intention to use social media for work purposes can be explained for 58.0% due to the attitude towards this use. This means that the attitude that employees have plays an important role in whether or not (to start) using social media for work purposes, and this confirms the theories that predict people's behavior (Fishbein, 1967, Ajzen, 1989; Davis, 1989). Therefore it is important to make sure that employees develop a positive attitude, allowing that the use of social media for work purposes will increase.

It was also found that experience with the private use of social media has a direct effect on the actual use and intention to use social media for work purposes. The more experienced people are with the private use of social media, the more or sooner they will use social media for work purposes. This demonstrates that experience with social media use is very important and that organizations must consider that fact. Experience with the use therefore ensures that the step to use it at work reduces. It is therefore important for organizations that they ensure that their employees become experienced with the use of social media.

## **5.2 Influence of social media use on knowledge sharing**

The results show that employees who already use social media for work purposes have a more positive perception when it comes to knowledge sharing via social media compared with employees who do not use social media for work purposes. The current users believe that with the use of social media more knowledge is shared. No differences were found in the items that question knowledge sharing between users and non-users of social media for work purposes. There are no differences found in the value judgment for knowledge sharing within the department, but there are regarding the value judgment within the entire organization. Employees who already use social media give themselves a significantly higher grade for knowledge sharing across the organization than employees who do not. This corresponds to the perception that people have.



As indicated in the literature, relationships may be established or strengthened by the use of social media (Dekkers, 2011; Kietzmann et al, 2011; Muscat, 2012), and strong relationships ensure that more implicit knowledge is made explicit (Dyer & Nobeoka, 2002; Rajagopal et al, 2012). Because relationships with people in your own department generally are stronger than with others in the organization (because you simply see them less often), this can explain the difference in value judgment for knowledge sharing across the organization between users and non users. This may indicate that relationships with others within the organization through the use of social media have become stronger and this ensures that more knowledge is shared throughout the organization, and not only within the department.

Whether there is a relation between the (intended) use of social media for work purposes and the degree of knowledge sharing was also investigated. There is a reciprocally relation between the actual use and the degree of knowledge sharing. But there is no relation between the intention to use and the degree of knowledge sharing. These results indicate that only the actual use of social media for work purposes increases the knowledge sharing, and when the knowledge sharing increases the actual use of social media also increases.

Finally, the influence of the organizational structure and the degree of knowledge sharing within organizations was studied. A small proportion, 9.2%, the degree of knowledge can be explained by the organizational culture and organizational structure. It is remarkable that the organizational culture is a positive predictor for the degree of knowledge, while the organizational structure turns out to be a negative predictor. The more the organizational culture is built around knowledge sharing, the more knowledge is shared. But when the organization structure is stronger based on knowledge sharing, the degree of knowledge sharing decreases. The study of van den Hooff and Huysman (2009) showed even that the organization structure plays a less important role than the organization culture. This study suggests that the organization has a negative role.

The results of organizational culture are consistent with the literature (Hooff & Huysman, 2009; Gold, Malhotra & Segars, 2001; Bock et al, 2005), it appears important to ensure that the organizational culture encourages knowledge sharing, because this actually appears to have an effect on the degree of knowledge shared. When the management within organizations expect employees to contribute actively to the registration and transfer of knowledge, this will positively affect knowledge sharing within organizations. It is also important that employees are encouraged to innovate, to explore and to experiment and that employees are encouraged to ask for help when needed. Interaction between different departments is very important when organizations want that knowledge sharing is increased.

### **5.3 Recommendations**

Based on the results of the research and the two focus groups, a few recommendations for youth care organizations are formulated.

- Because the motivations information and entertainment are major predictors for the use of social media for work purposes it is useful to arrange the social media platforms that are used within organizations so that they fulfill these motivations. Make sure that the platforms are informative, because that is what employees are searching for. But do not forget to create an environment that is entertaining and pleasant to work with.
- Experience has, direct influence on the use of social media for work purposes, so it is important that many employees are experienced in the use of social media. This can be achieved through courses and training, plan room for questions synchronous and a-synchronous, and an ambassador group can be appointed within the organization who are the precursors and who can help others. Reward the positive use of social media
- The attitude towards the use actually appears to influence the use, so a positive attitude is desirable because then the use will increase.

For a positive attitude it is important that employees understand the use and necessity of social media for work purposes, and that employees are invested.

Answer the 'what's in it for me' question. Make it clear in which ways social media can be used to improve yourself, such as finding information and knowledge sharing, but also social interaction. Let them clearly see what benefits the use can have, try to take away fears and answer questions.

- The organization culture has a positive effect on the level of knowledge sharing within organizations when it supports sharing knowledge. Therefore it is important that within organizations it is expected that everyone actively contributes to the registration and transfer of knowledge and that by doing this contributes to the success of the organization. That employees are encouraged to do so. That it is made clear that asking for help is not a disgrace, and that interaction outside the department needs to take place. Especially important is that it is made clear that everyone has their own responsibility in terms of knowledge sharing, and that, especially in practice-oriented organizations, the most importance is in the lower layers of the organization. It should not be expected that information and knowledge is brought only from above (top-down), but also from underneath (bottom-up).

#### *Specific recommendations for Organization A*

These relate mainly to the establishment of the platforms that are present at, or are being developed by Organization A.

- Many employees are just starting with social media and it is therefore very important that the platforms used are accessible to everyone, including those who have little understanding of it. Keep it very simple and logical, and lower the threshold to participate.
- It is currently very difficult to know who has what knowledge when using social media platforms like Interaqt.

A possible solution could be entering a search option within Interagt through which employees can see who has relevant competence for their needs. This enables employees to quickly access the right person.

- There is a demand for a chat function within Interagt, so that employees can instantly see who is online and have a lower threshold to approach the right person with their questions. This speeds up the process of knowledge sharing.
- The attractiveness of Jouw Omgeving is also put forward by the focus group. For this platform there is demand for a database where employees can find knowledge and where knowledge can be added. More social interaction is also an opportunity for the use of this platform, even as the interaction design. It must be attractive to use.
- To make use of social media the facilities for this purpose should be present, facilitating resources for using social media is thus an important recommendation.

#### *Specific recommendations Organization B*

- Use just one main platform for communication. At this moment there are still too many ways for employees to find the right place, which allows them to avoid the use of social media. By choosing one main communication tool, it is clear for employees that dealing with it is the only option they have. This can also provide savings in time and costs.
- Within Organization B employees want to know how they should use the social media appropriately. Train your employees and set guidelines for use. Think of questions like 'how to write a good message' and 'what kind of information do I put on the platform, and what information is not appropriate'.
- The attractive aspect (entertainment) is important for employees of Organization B. The use of audio and visual input image and sound can help to fulfill this motivation. Use audio and visual tools to bring it up. Try also to ensure that conversations be initiated.

- Within Organization B there is demand for a database in which knowledge is incorporated and in which knowledge can be added. This makes it easier for employees to share knowledge but also to provide that necessary knowledge can be found outside their department.
- As the same with Organization A it is important that that if Organization B wants (all) employees start using social media for work purposes, the facilities to do this need to be present. Many employees have a phone without internet, so they only rely on the use of the computer. For employees who work in groups, ambulatory care providers for example, it would be easy if they have a tablet or smart phone with them so they can make use of social media everywhere they are.

## 6 Discussion

This study has shown that the use of social media for work purposes interacts positively with the knowledge sharing within the organization. This is an important fact for organizations that want to increase their knowledge sharing. The research can certainly be of value for organizations that do not have a fixed place to work, such as youth organizations in this study, because the use of social media can connect the various "islands". In addition, the study demonstrated experience and attitude of employees have a large influence on the use of social media for work purposes, something that organizations must take into account if they want to implement social media. In addition, there appears to be a difference in the motivations of men and women, between different age groups, between different personalities and between inexperienced and experienced employees. This is also something to take into consideration when organizations want to use social media. To better identify these differences further research is needed. Especially an additional study for the influence of personality is needed, because in this study this factor was tested on a minimal way. Besides, the participants in this study had to indicate to what extent they saw themselves back in certain words. The question that can be asked is whether the participants have completed these items in a way how they actually see themselves, or how they want to see themselves. More extensive research on personality may prevent desirable answers.

This research has supplemented existing research on social media and learning, by looking at youth care institutions, where previous research focused mainly on the education sector. It is looked at people's motivations for using social media, but really focused on work purposes. It therefore appears that the motivations differ from the motivations for the private use of social media. However, this study has some limitations. This study was conducted in a half year period. In addition, during this study, only one measurement occurred. This is a fairly short time frame and a one-time assessment of the difference in the use of social media and the degree of knowledge sharing.

The results and corresponding conclusions of this research should be strengthened by conducting a study with a longer time frame. A recommendation for that study is that it should perform a 0-measurement, followed by several subsequent measurements. As a result, differences in knowledge sharing through the use of social media become more visible. Interesting for such a study is to include the adaptive structuration theory. This theory of DeSanctis and Poole (1994) looks at the adaptation of technology not only from the technical side but it also looks at the social consequences. In future research, with several measurements, it could therefore be considered whether the adaptation of social media for work purposes is actually used by employees as was thought in advance. Besides, despite all the employees within the participating organizations were asked to participate, but participation was voluntary. Given that the number of actual users and non users (who were asked for their intentions) of social media for work purposes is very close, it is possible that mainly the employees who are interested in this subject participated in the study. This may have influenced the results. Focus groups indicated as much. In addition, this study was conducted in organizations in a special work field, namely youth care, which makes it difficult to generalize the results to other work fields. It is also difficult to really draw firm conclusions between the different organizations, because each organization uses various social media platforms and this could affect the results. This is reflected in the predictive motivations of Organization A and Organization B. In addition, in this study it was found that the organizational structure had a negative impact on the degree of knowledge sharing. This may be because the structure of the participating organizations are not good enough focused on knowledge sharing. There is also the possibility that employees have interpreted the question wrong, during the pre-test of the questionnaire it was already found that some questions were not well understood. There is a chance that the changes in these questions after this pre-test have not worked out very well. Another explanation can be that is not a necessarily good. It often has only an influence when it is not a good structure, but when it is the right structure it is not longer noticed anymore by organizations.

On the subject of social media and knowledge sharing within organizations, there is still much to explore. First, this study only looked from an internal perspective (employees), the outside perspective (clients, suppliers, etc.) were not included. A study that also takes the external exchange of knowledge into account, is recommended. A study of different types of organizations from different work fields is recommended, to come to a more general understanding of the effects of using social media for work purposes. Special focus should be on the difference between a centralized and decentralized organization. The differences between those two organization can be interesting regarding the degree of knowledge sharing within the department and within the whole organization.



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## 8 Appendices

### 8.1 Appendix A: Items questionnaire

#### Motivational factors (MF)

Ik gebruik sociale media voor werkdoeleinden om....

##### Information (INF)

|                                  |        |
|----------------------------------|--------|
| Naar informatie te zoeken        | (INF1) |
| Informatie gratis te verkrijgen  | (INF2) |
| Te kijken wat er te vinden is    | (INF3) |
| Nuttige informatie te verkrijgen | (INF4) |

##### Social interaction (SI)

|   |       |
|---|-------|
| Collegiale ondersteuning te krijgen van anderen     | (SI1) |
| Interessante mensen te ontmoeten                    | (SI2) |
| Het gevoel dat ik deel uitmaak van mijn organisatie | (SI3) |
| Te praten over iets met anderen                     | (SI4) |
| In contact te blijven met collega's                 | (SI5) |

##### Personal Identity (PI)

|   |       |
|---|-------|
| Omdat ik druk voel om deel te nemen                 | (PI1) |
| Mijn carrière te verbeteren door groepsparticipatie | (PI2) |
| Bij een groep te horen                              | (PI3) |
| Mezelf vrij uit te drukken                          | (PI4) |
| Mijn input te geven                                 | (PI5) |
| Iets voor mezelf te doen                            | (PI6) |

##### Entertainment (ETM)

|   |        |
|---|--------|
| Omdat het vermakelijk is                  | (ETM1) |
| Omdat ik het gewoon leuk vind             | (ETM2) |
| Omdat het plezierig is                    | (ETM3) |
| Omdat het me ontspant                     | (ETM4) |
| Om te genieten van het contact met mensen | (ETM5) |

### Knowledge sharing (KS)

- Volledig op de hoogte te blijven van wat mijn collega's weten (KS1)
- Wanneer ik kennis nodig heb, mijn collega's het te vragen (KS2)
- Mijn collega's te informeren waaraan ik werk (KS3)
- Nieuw geleerde dingen te delen met collega's (KS4)
- Collega's om vaardigheden vragen wanneer ik die vaardigheden wil leren (KS5)

### **Use of social media for work purposes (USM)**

#### Attitude (AT)

- Het is goed dat sociale media wordt ingezet voor werkdoeleinden (AT1)
- Werken wordt voor mij interessanter door het gebruik van sociale media (AT2)
- Sociale media voor werkdoeleinden is aantrekkelijk om te gebruiken (AT3)
- Ik verwacht dat het gebruik van sociale media voor werkdoeleinden plezierig is (AT4)

#### Intention (IT)

- Als ik toegang heb tot de sociale media, ben ik van plan het te gaan gebruiken (IT1)
- Als ik toegang heb tot de sociale media, voorspel ik dat ik het ga gebruiken (IT2)
- Ik ben van plan om sociale media voor werkdoeleinden in de toekomst te gaan gebruiken (IT3)

#### Intentie Organization B Platformen (IJP)

- Ik ben van plan om MijnVerhaal2.0 te gaan gebruiken (IJP1)
- Ik ben van plan om Yammer te gaan gebruiken (IJP2)
- Ik ben van plan om LinkedIn voor werkdoeleinden te gaan gebruiken (IJP3)
- Ik ben van plan om de Facebook van Organization B voor werkdoeleinden te gaan gebruiken (IJP4)
- Ik ben van plan om Twitter voor werkdoeleinden te gaan gebruiken (IJP5)

#### Intentie Organization A Platformen (IAP)

- Ik ben van plan om MijnVerhaal2.0 te gaan gebruiken (IAP1)
- Ik ben van plan om Yammer te gaan gebruiken (IAP2)
- Ik ben van plan om LinkedIn voor werkdoeleinden te gaan gebruiken (IAP3)
- Ik ben van plan om de Facebook van Organization A voor werkdoeleinden te gaan gebruiken (IAP4)
- Ik ben van plan om Twitter voor werkdoeleinden te gaan gebruiken (IAP5)
- Ik ben van plan om MijnOmgeving te gaan gebruiken (IAP6)



### Actual use (AU)

In welke mate maak je al gebruik van sociale media voor werkdoeleinden? (AU1)

### Actual use Organization B platformen (AUJ)

In welke mate maak je al gebruik van MijnVerhaal2.0 (AUJ1)

In welke mate maak je al gebruik van Yammer (AUJ2)

In welke mate maak je al gebruik van LinkedIn voor werkdoeleinden (AUJ3)

In welke mate maak je al gebruik van de Facebook van Organization B (AUJ4)

In welke mate maak je al gebruik van Twitter voor werkdoeleinden (AUJ5)

### Actual use Organization A platformen (AUA)

In welke mate maak je al gebruik van MijnVerhaal2.0 (AUA1)

In welke mate maak je al gebruik van Yammer (AUA2)

In welke mate maak je al gebruik van LinkedIn voor werkdoeleinden (AUA3)

In welke mate maak je al gebruik van de Facebook van Organization A (AUA4)

In welke mate maak je al gebruik van Twitter voor werkdoeleinden (AUA5)

In welke mate maak je al gebruik van MijnOmgeving (AUA6)

## **Personal Characteristics (PC)**

### Age

Wat is uw leeftijd? (AGE)

### Gender

Wat is uw geslacht? (GEN)

### Personality (PN)

Ik zie mijzelf als..

### *Extraversion (EX)*

Extravert, enthousiast (EX1)

Gereserveerd, rustig (reversed) (EX2)

### *Agreeableness (AGB)*

Kritisch, ruzieachtig (reversed) (AGB1)

Sympathiek, warm (AGB2)

### *Openness to new experiences (ONE)*

Openstaand voor nieuwe ervaringen, openstaand voor complexiteit (ONE1)

Traditioneel, niet-creatief (reversed) (ONE2)

### *Conscientiousness (CST)*

Betrouwbaar, zelfgedisciplineerd (CST1)

Ongeorganiseerd, achteloos (reversed) (CST2)

### *Neuroticism (NEU)*

Angstig, eenvoudig van streek (reversed) (NEU1)

Kalm, emotioneel stabiel (NEU2)

### Experience (EXP)

Hoe ervaren ben je met het gebruik van sociale media in het dagelijks leven? (EXP1)

### **Degree of knowledge sharing (EKS)**

#### Collecting knowledge (CK)

Ik deel informatie met mijn collega's, wanneer ze er om vragen (CK1)

Ik deel mijn vaardigheden met collega's, wanneer ze er om vragen (CK2)

Collega's vertellen mij wat ze weten, als ik ze hier naar vraag (CK3)

Collega's vertellen mij wat hun vaardigheden zijn, als ik ze hier naar vraag (CK4)

#### Donating knowledge (DK)

Als ik iets nieuws heb geleerd vertel ik mijn collega's hierover (DK1)

Kennis delen met mijn collega's wordt beschouwd als een normale zaak (DK2)

Als mijn collega's iets nieuws hebben geleerd vertellen ze mij hierover (DK3)

#### Value judgment knowledge sharing (VJKS)

Als ik mijzelf een cijfer moest geven voor de mate waarin ik mijn kennis deel binnen deze organisatie dan zou dat een ..... zijn (VJKS1)

### **Organizational factors**

#### Organization culture (OC)

Het management van onze organisatie verwacht dat iedereen actief bijdraagt aan de registratie en overdracht van kennis. (OC1)

Medewerkers worden gestimuleerd om te innoveren, te onderzoeken en te experimenteren. (OC2)

On-the-job trainen en leren worden zeer gewaardeerd in deze organisatie (OC3)

In deze organisatie worden medewerkers aangemoedigd om hulp te vragen wanneer dat nodig is. (OC4)

Interactie tussen verschillende afdelingen wordt aangemoedigd in deze organisatie.  
(OC5)

De doelstellingen en de visie van deze organisatie worden duidelijk gecommuniceerd naar de werknemers.  
(OC6)

Het management van onze organisatie benadrukt het belang van kennis voor het succes van de organisatie.  
(OC7)

#### Organization structure (OS)

De structuur van onze organisatie bevordert interactie en het delen van kennis (OS1)

De structuur van onze organisatie bevordert collectief gedrag over individueel gedrag.  
(OS2)

De structuur van onze organisatie faciliteert de ontwikkeling van nieuwe ideeën / processen/ producten, dat wil zeggen het creëren van nieuwe kennis.  
(OS3)

Deze organisatie maakt gebruik van een gestandaardiseerd beloningssysteem voor het delen van kennis.  
(OS4)

De structuur van onze organisatie vergemakkelijkt de uitwisseling van kennis over functionele formele grenzen, zoals afdelingen.  
(OS5)

#### **Other demographic factors**

Opleiding (EDU): Basisschool, MAVO, HAVO, VWO, MBO, HBO, WO

Functie Organization A (FA):

Bestuur, management, overig bedrijfsbureau, gedragswetenschapper, therapeut, sociaal pedagogisch hulpverlener/persoonlijk begeleider, activiteiten begeleider, gezinshulpverlener, overig

Functie Organization B (FJ):

Bestuur, management, overig bedrijfsbureau, gedragswetenschapper, ambulant hulpverlener, pedagogisch medewerker, overig

## 8.2 Appendix B: Implemented changes after pre-test

| Situatie voor pre-test   | Geconstateerd probleem  | Situatie na pre-test   |
|--|---|--|
| <b>Geen inleiding onderzoeksonderwerp in introductie tekst</b>           | Om mensen nieuwsgierig te maken de vragenlijst in te laten vullen is het goed ze nogmaals het belang van het onderzoeksonderwerp te laten zien  | Onderzoeksonderwerp en het belang voor de betreffende organisatie daarvan aangestipt in introductie  |
| <b>Zinsdeel 'gegevens gepubliceerd in onderzoek'</b>                     | Resultaten worden gepubliceerd in een rapport   | Veranderd in 'gegevens gepubliceerd in onderzoeksrapport'  |
| <b>Bedanken aan het begin van de vragenlijst, in introductie</b>         | Bedanken hoort aan het einde van iets   | Bedank woord verplaatst naar eind vragenlijst  |
| <b>Gebruik 'je' en 'u'</b>   | Inconsistent gebruik van je   | Alles met 'u' en 'uw' vervangen door 'je' of 'jou'   |
| <b>Gebruik woord 'moeten' in enquête</b>                                 | 'moeten' geeft een dwingende toon   | Vervangende woorden gebruikt   |
| <b>Definitie sociale media in introductie ontbreekt</b>                  | Sommige mensen weten niet wat sociale media precies zijn of hebben er verschillende gedachten over. Daarom is het geven van een definitie handig  | Definitie sociale media is toegevoegd.   |
| <b>Echte leeftijd invullen</b>   | Leeftijd is dan herleidbaar   | Leeftijdscategorieën als keuze   |
| <b>Keuzes opleiding</b>  | Basisschool is geen goede optie   | Vervangen door LBO   |
| <b>Vraag 5; onduidelijk of het gaat om een of meerdere sociale media</b> | Het is onduidelijk of het om een of meerdere sociale media gaat. Als iemand ervaren is met alleen Facebook dan vult hij of zij in heel ervaren, maar dit geldt dan alleen voor Facebook. Daarnaast is ervaren voor de een heel vaak gebruik maken van sociale media, en voor de andere het snappen van het gebruik. | Twee vragen toegevoegd.<br>Hoe vaak mensen gebruik maken van sociale media (privé). En welke sociale media ze privé gebruiken (meerdere antwoorden mogelijk) |
| <b>Begrippenparen vraag 6 niet hetzelfde</b>                             | De begrippenparen zijn soms tegenstrijdig. Dat iemand kritisch is betekent niet dat hij of zij ook ruzieachtig is.  | Gekeken naar oorspronkelijke definitie (engels) van woorden en eenduidiger gemaakt   |

|   |   |   |
|---|---|---|
| <b>Formulering definitie werkdoeleinden</b>                       | De formulering van het gebruik voor sociale media voor werkdoeleinden werd soms als onduidelijk ervaren. Daarnaast onduidelijk of het ook voor werkzaamheden met cliënten geldt.  | Formulering aangepast. Ook gemeld dat het voor werkdoeleinden is met betrekking tot andere collega's, maar ook cliënten.  |
| <b>Veel dubbele motivaties in vraag 7</b>                         | Er werd opgemerkt dat er veel dubbelzinnige motivaties in de lijst stonden.   | Enkele motivaties anders geformuleerd (bv. 'omdat ik het gebruik er van leuk vind') en enkele dubbele motivaties verwijderd (bv. 'omdat het plezierig is', 'om iets voor mezelf te doen').  |
| <b>Ontbreken werk gerelateerde attitudes</b>                      | Werk gerelateerde attitudes zouden ontbreken. Meer specifiekere attitudes tegenover sociale media gebruik voor werkdoeleinden   | Extra vraag toegevoegd met attitudes als 'nut', 'werkdruk', 'efficiënt'.  |
| <b>Vraag intentie en actueel gebruik dubbelop</b>                 | Voor mensen die al gebruik maken van sociale media voor werkdoeleinden is de vraag over intentie tot gebruik overbodig. Voor mensen die nog geen gebruik maken van sociale media voor werkdoeleinden is de vraag over actueel gebruik overbodig | Extra vraag toegevoegd waarin wordt gevraagd 'maak je al gebruik van sociale media voor werkdoeleinden'. Indien geantwoord 'ja' dan wordt hij of zij doorgeleid naar vraag over actueel gebruik. Indien geantwoord 'nee' dan wordt hij of zij doorgeleid naar de vraag over intentie tot gebruik. |
| <b>Ontbrekende sociale media</b>                                  | Bij Organization A ontbraken de sociale media Interagt en WhatsApp, en bij Organization B WhatsApp  | Toegevoegd aan vragenlijst  |
| <b>Stellingen die intentie algemeen meten precies hetzelfde</b>   | De drie stellingen die intentie meten bevragen precies het zelfde   | Een stelling van de drie gemaakt en twee tijdsduur stellingen toegevoegd om gedrag in de toekomst te voorspellen (binnen 3 maand en binnen een jaar)  |
| <b>Verzamelen van kennis onduidelijk wat er mee wordt bedoeld</b> | Het is onduidelijk of met deze vragen wordt bedoeld kennis verzamelen door sociale media of in het algemeen   | Woord algemeen aan uitleg toegevoegd  |
| <b>Ontbreken perceptie gebruik sociale media en kennisdeling</b>  | In de vragenlijst wordt wel gevraagd naar kennis deling in het algemeen, maar niet naar de perceptie van werknemers of het gebruik van sociale media lijdt tot toename van kennisdeling   | Vraag toegevoegd 'door gebruik te maken van sociale media voor werkdoeleinden zal er meer kennis worden gedeeld binnen de organisatie'  |
| <b>Waardeoordeel kennis deling algemeen</b>                       | Pre-testers verwachten verschil in waarde oordeel kennisdeling afdeling en organisatie als geheel   | Twee waardeoordelen; afdeling en organisatie als geheel   |

|  |  |   |
|--|--|---|
| <b>Benaming 'onze organisatie'</b>   | Benaming komt afstandelijk over  | Vervangen door organisatie naam   |
| <b>Stelling 'de structuur van Organization B/ Organization A bevordert collectief gedrag boven individueel gedrag'</b> | Stelling wordt als onduidelijk ervaren   | Veranderd in 'de structuur van Organization B/ Organization A bevordert samenwerkend gedrag meer dan individueel gedrag'                            |
| <b>Geen beloningssysteem aanwezig bij Organization B of Organization A</b>   | Stelling organisatie structuur over beloningssysteem overbodig omdat het niet aanwezig is in organisatie. i.v.m bestaande schaal wel laten staan in vragenlijst. | Anders geformuleerd 'de structuur van Organization B/ Organization A bevordert kennis delen aan de hand van een gestandaardiseerd beloningssysteem' |

### 8.3 Appendix C: Final questionnaire

*Beste medewerker van Organization B,*

*Je zal zo beginnen aan de vragenlijst waarmee wordt onderzocht hoe medewerkers denken over het gebruik van sociale media voor werkdoeleinden en ook wordt er gekeken naar kennisdeling binnen Organization B. Het gebruik van sociale media wordt onderzocht, omdat goede ICT en mediawijsheid helpen om beter ons werk te doen en om slimmer te organiseren. Dit is een speerpunt van Organization B. Het kijkt naar de kansen van sociale media, en draagt dus bij aan de ontwikkelingen richting Organization B2.0.*

*Met sociale media worden in deze vragenlijst internettoepassingen bedoeld waarmee het mogelijk is om kennis en informatie te delen. Je kunt via deze toepassingen samenwerken, delen, spelen, ontmoeten en creëren. Dit kan niet alleen in de vorm van tekst, maar ook door geluid, foto's en video's. Bekende voorbeelden van sociale media zijn Facebook, LinkedIn, Twitter en Yammer. Maar ook MijnVerhaal2.0, een platform dat binnen Organization B wordt gebruikt, heeft de karakteristieken van sociale media.*

*Het invullen van de enquête zal ongeveer 10 minuten van je tijd in beslag zal nemen. Belangrijk bij het invullen van de enquête is dat er geen goede of foute antwoorden bestaan, het gaat enkel om je mening. Alle gegevens die je invult worden strikt vertrouwelijk behandeld en er zullen geen (herleidbare) persoonlijke gegevens gepubliceerd worden in mijn onderzoeksrapport, of worden verstrekt aan derden. Voor het onderzoek is het van belang dat je de vragenlijst volledig invult.*

*Met het invullen van deze enquête maak je kans op een prijs. Onder de deelnemers zullen we vier prijzen verloten. Indien je mee wilt loten naar deze prijs, vul dan je emailadres aan het eind van de enquête in. Hiermee vervalt je anonimiteit naar mij toe, maar de anonimiteit in het rapport blijft gewaarborgd.*

*Indien je nog vragen hebt over de in te vullen vragenlijst, of indien je geïnteresseerd bent in de resultaten van dit onderzoek dan kun je contact opnemen met mij via [jvdzande@Organization B.nl](mailto:jvdzande@Organization B.nl)*

*Succes met het invullen van de enquête!*

*Judith van der Zande*

#### **Start enquête**

##### **Vraag 1.**

Wat is je geslacht?

☐ Man   ☐ Vrouw

##### **Vraag 2.**

Wat is je leeftijd?

☐ 18 – 33 jaar

☐ 34 – 48 jaar

☐ 48 – 67 jaar

**Vraag 3.**

Wat is je hoogst genoten opleiding?

☐ LBO ☐ VMBO ☐ HAVO ☐ VWO

☐ MBO ☐ HBO ☐ WO

**Vraag 4.**

Wat is je functie binnen Organization B?

☐ Bestuur ☐ Management ☐ Overig bedrijfsbureau

☐ Gedragswetenschapper ☐ Ambulant hulpverlener

☐ Pedagogisch medewerker ☐ Overig

**Vraag 5.**

|  | Ze<br>er<br>on<br>er<br>v<br>a<br>r<br>e<br>n | O<br>n<br>e<br>r<br>v<br>a<br>r<br>e<br>n | N<br>e<br>u<br>t<br>r<br>a<br>a<br>l | E<br>r<br>v<br>a<br>r<br>e<br>n | Ze<br>er<br>e<br>r<br>v<br>a<br>r<br>e<br>n |
|--|---|---|--------------------------------------|---------------------------------|---|
| Hoe ervaren ben je met het privé gebruik van sociale media in het dagelijks leven? | <input type="checkbox"/>                      | <input type="checkbox"/>                  | <input type="checkbox"/>             | <input type="checkbox"/>        | <input type="checkbox"/>                    |

|   | M<br>e<br>e<br>r<br>d<br>a<br>n<br>3<br>k<br>e<br>e<br>r<br>p<br>e<br>r<br>w<br>e<br>e<br>k | 1-2<br>k<br>e<br>e<br>r<br>p<br>e<br>r<br>w<br>e<br>e<br>k | 1-3<br>k<br>e<br>e<br>r<br>p<br>e<br>r<br>m<br>a<br>a<br>n<br>d | M<br>i<br>n<br>d<br>e<br>r<br>d<br>a<br>n<br>1<br>k<br>e<br>e<br>r<br>p<br>e<br>r<br>m<br>a<br>a<br>n<br>d | n<br>o<br>o<br>i<br>t    |
|---|---|--|---|--|--------------------------|
| Hoe vaak maak je privé gebruik van sociale media? | <input type="checkbox"/>  | <input type="checkbox"/>                                   | <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/> |

Welke sociale media gebruik je privé? (meerdere antwoorden mogelijk)

☐ Geen

☐ Facebook

☐ Twitter

☐ LinkedIn

☐ Anders, namelijk:



*De volgende vraag gaat over je persoonlijkheid. Hoe zie jij jezelf? Geef op een schaal van 1 tot en met 5 aan in welke mate de je het met de stelling eens bent.*

**Vraag 6.**

| <b>Ik zie mijzelf als...</b>                         | Helemaal<br>mee<br>oneens | Een<br>beetje<br>mee<br>oneens | Niet<br>mee<br>eens,<br>niet mee<br>oneens | Een<br>beetje<br>mee<br>eens | Helemaal<br>mee<br>eens  |
|--|---------------------------|--------------------------------|--|------------------------------|--------------------------|
| Extravert, enthousiast                               | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>                   | <input type="checkbox"/>     | <input type="checkbox"/> |
| Kritisch, strijdzuchtig                              | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>                   | <input type="checkbox"/>     | <input type="checkbox"/> |
| Behoudend, niet-creatief                             | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>                   | <input type="checkbox"/>     | <input type="checkbox"/> |
| Betrouwbaar, gedisciplineerd                         | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>                   | <input type="checkbox"/>     | <input type="checkbox"/> |
| Kalm, emotioneel stabiel                             | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>                   | <input type="checkbox"/>     | <input type="checkbox"/> |
| Gereserveerd, stil                                   | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>                   | <input type="checkbox"/>     | <input type="checkbox"/> |
| Sympathiek, warm                                     | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>                   | <input type="checkbox"/>     | <input type="checkbox"/> |
| Openstaand voor nieuwe<br>ervaringen en complexiteit | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>                   | <input type="checkbox"/>     | <input type="checkbox"/> |
| Ongeorganiseerd, gemakzuchtig                        | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>                   | <input type="checkbox"/>     | <input type="checkbox"/> |
| Angstig, snel overstuurt                             | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>                   | <input type="checkbox"/>     | <input type="checkbox"/> |

De volgende vraag zal gaan over de motivaties die je hebt om sociale media voor werkdoeleinden te gebruiken.

**Hierbij gaat het om sociale media (of platformen die sociale media karakteristieken bevatten) die worden gebruikt in dienst van Organization B of speciaal zijn ontwikkeld door Organization B. Deze sociale media worden enkel gebruikt voor werkdoeleinden en niet voor persoonlijke doeleinden. Bij werkdoeleinden kun je bijvoorbeeld denken aan het uitvoeren van werkzaamheden, werk-gerelateerde dingen onder de aandacht brengen, werk-gerelateerde vragen stellen etc. Het kan betrekking hebben op andere collega's maar ook op cliënten.**

Geef op een schaal van 1 tot en met 5 aan in welke mate de je het met de stelling eens bent.

### Vraag 7.

| Redenen voor mij om sociale media voor werkdoeleinden te (gaan) gebruiken zijn ... | Helemaal mee oneens      | Een beetje mee oneens    | Niet mee eens, niet mee oneens | Een beetje mee eens      | Helemaal mee eens        |
|--|--------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|
| Om naar informatie te zoeken   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Om collegiale ondersteuning te krijgen van anderen                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Om mijn eigen input te geven   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Omdat het gemakkelijk is   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Om informatie gratis te verkrijgen   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Om interessante mensen te ontmoeten  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Om volledig op de hoogte te blijven van wat mijn collega's weten                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Om nieuw geleerde dingen te delen met collega's                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Om bij een groep te horen  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Omdat ik de druk voel om deel te nemen   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |

|  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Om te kijken wat er te vinden is   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Om nuttige informatie te verkrijgen  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Om mijzelf vrij uit te drukken   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Omdat ik het gebruik ervan leuk vind   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Omdat het me ontspant  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Om wanneer ik kennis nodig heb, dit mijn collega's te vragen                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Om mijn collega's te informeren waaraan ik werk                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Om het gevoel te krijgen dat ik deel uitmaak van de organisatie              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Om te genieten van het contact met mensen                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Om te praten over iets met anderen   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Om collega's om vaardigheden te vragen wanneer ik die vaardigheden wil leren | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Om in contact te blijven met collega's/cliënten                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Om het gevoel te krijgen dat ik deel uitmaak van de organisatie              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*De volgende twee vragen gaan over hoe je tegen het gebruik van sociale media voor werkdoeleinden aankijkt. Ook hier kun je antwoorden op de stellingen met een schaalverdeling van 1 tot en met 5.*

**Vraag 8.**

| <b>Attitude tegenover sociale media voor werkdoeleinden</b>                                | Helemaal mee oneens      | Een beetje mee oneens    | Niet mee eens, niet mee oneens | Een beetje mee eens      | Helemaal mee eens        |
|--|--------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|
| Het is goed dat sociale media worden ingezet voor werkdoeleinden                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Werken wordt voor mij interessanter door het gebruik van sociale media voor werkdoeleinden | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Het is voor mij aantrekkelijk om sociale media te gebruiken voor werkdoeleinden            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Ik verwacht dat het gebruik van sociale media voor werkdoeleinden plezierig is             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |

**Vraag 9.**

| <b>Ik vind (of mij lijkt) het gebruik van sociale media voor werkdoeleinden</b> | Helemaal mee oneens      | Een beetje mee oneens    | Niet mee eens, niet mee oneens | Een beetje mee eens      | Helemaal mee eens        |
|---|--------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|
| Nuttig  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Efficiënt   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Werkdruk verhogend  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |

Leuk

☐☐☐☐☐

Onnodig

☐☐☐☐☐

*Geef bij de volgende vraag aan of je al gebruik maakt van sociale media voor werkdoeleinden. Het antwoord op deze vraag bepaald de volgende vragen in de vragenlijst.*

**Vraag 10.**

**Maak je al gebruik van sociale media voor werkdoeleinden**

- ☐ Ja (door naar vraag 11)  
☐ Nee (door naar vraag 12)

*De volgende vraag gaat over het actuele gebruik van sociale media voor werkdoeleinden. Hiervoor wordt ook een schaalverdeling van 1 tot en met 5 gebruikt, alleen met een andere betekenis. Bij sommige stellingen kun je ook kiezen voor de optie niet van toepassing. Dit betekent dat deze vorm van sociale media niet van toepassing kan zijn in jouw werkzaamheden.*

**Vraag 11.**

**Actueel gebruik sociale media voor werkdoeleinden**

Nooit      Zelden      Soms      Regelmatig      Vaak

In welke mate maak je al gebruik van sociale media voor werkdoeleinden?

☐☐☐☐☐

In welke mate maak je al gebruik van MijnVerhaal2.0

☐☐☐☐☐

N.v.t  
☐

In welke mate maak je al gebruik van Yammer

☐☐☐☐☐

In welke mate maak je al gebruik van LinkedIn voor werkdoeleinden

☐☐☐☐☐

|   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| In welke mate maak je al gebruik van de Facebook van Organization B | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In welke mate maak je al gebruik van Twitter voor werkdoeleinden    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In welke mate maak je al gebruik van WhatsApp voor werkdoeleinden   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*De volgende vraag gaat over je intentie tot het gebruik van sociale media voor werkdoeleinden. Ook hier kun je weer antwoorden aan de hand van een schaalverdeling die loopt van 1 tot 5. Bij sommige stellingen kun je ook kiezen voor de optie niet van toepassing. Dit betekent dat deze vorm van sociale media niet van toepassing kan zijn in jouw werkzaamheden.*

## Vraag 12.

| <b>Intentie om sociale media voor werkdoeleinden te gaan gebruiken</b>                     | Helemaal mee oneens      | Een beetje mee oneens    | Niet mee eens, niet mee oneens | Een beetje mee eens      | Helemaal mee eens        |                                    |
|--|--------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|------------------------------------|
| Ik ben van plan om sociale media voor werkdoeleinden te gaan gebruiken                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |                                    |
| Ik ben van plan om sociale media voor werkdoeleinden binnen drie maanden te gaan gebruiken | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |                                    |
| Ik ben van plan om sociale media voor werkdoeleinden binnen een jaar te gaan gebruiken     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |                                    |
| Ik ben van plan om MijnVerhaal2.0 te gaan gebruiken  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | N.v.t.<br><input type="checkbox"/> |
| Ik ben van plan om Yammer te gaan gebruiken  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |                                    |
| Ik ben van plan om LinkedIn voor werkdoeleinden te gaan gebruiken                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |                                    |

Ik ben van plan om de Facebook van Organization B voor werkdoeleinden te gaan gebruiken

☐ ☐ ☐ ☐ ☐

Ik ben van plan om Twitter voor werkdoeleinden te gaan gebruiken

☐ ☐ ☐ ☐ ☐

Ik ben van plan om WhatsApp voor werkdoeleinden te gaan gebruiken

☐ ☐ ☐ ☐ ☐

*De volgende twee vragen gaan over het delen van kennis binnen de organisatie. Dit gaat over het delen van kennis in het algemeen tijdens je werk. Deze vragen hebben ook weer een schaalverdeling van 1 tot en met 5.*

### Vraag 13.

| <b>Verzamelen van kennis in het algemeen</b>                                 | Helemaal mee oneens      | Een beetje mee oneens    | Niet mee eens, niet mee oneens | Een beetje mee eens      | Helemaal mee eens        |
|--|--------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|
| Ik deel informatie met mijn collega's, wanneer ze er om vragen               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Ik deel mijn vaardigheden met collega's, wanneer ze er om vragen             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Collega's vertellen mij wat ze weten, als ik ze hier naar vraag              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Collega's vertellen mij wat hun vaardigheden zijn, als ik ze hier naar vraag | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |

#### Vraag 14.

| Doneren van kennis in het algemeen                                      | Helemaal mee oneens      | Een beetje mee oneens    | Niet mee eens, niet mee oneens | Een beetje mee eens      | Helemaal mee eens        |
|---|--------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|
| Als ik iets nieuws heb geleerd vertel ik mijn collega's hierover        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Kennis delen met mijn collega's wordt beschouwd als een normale zaak    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| Als mijn collega's iets nieuws hebben geleerd vertellen ze mij hierover | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |

*Bij de volgende vraag ik je jezelf een waardeoordeel geven. Dit kan een cijfer zijn van 1 tot en met 10, vergelijkbaar met een rapportcijfer. 1 is hier het laagste cijfer dat je jezelf kan geven en 10 het hoogste cijfer.*

#### Vraag 15.

##### Waardeoordeel kennis deling

Als ik mijzelf een cijfer moest geven voor de mate waarin ik mijn kennis deel binnen mijn afdeling dan zou dat het volgende cijfer zijn:

Als ik mijzelf een cijfer moest geven voor de mate waarin ik mijn kennis deel binnen de gehele organisatie dan zou dat het volgende cijfer zijn:

*De volgende vraag gaat over het gebruik van sociale media in combinatie met kennis delen. Geef op een schaal van 1 tot en met 5 aan in welke mate de je het met de stelling eens bent.*



**Vraag 16.**

| <b>Sociale media en kennis delen</b>  | Helemaal<br>mee<br>oneens | Een<br>beetje<br>mee<br>oneens | Niet<br>mee<br>eens,<br>niet mee<br>oneens | Een<br>beetje<br>mee<br>eens | Helemaal<br>mee<br>eens  |
|---|---------------------------|--------------------------------|--|------------------------------|--------------------------|
| Door gebruik te maken van sociale media voor werkdoeleinden zal er meer kennis worden gedeeld binnen de organisatie | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>                   | <input type="checkbox"/>     | <input type="checkbox"/> |

*De laatste twee vragen gaan over de organisatie cultuur en structuur. Deze vragen worden weer beantwoord aan de hand van een schaal die loopt van 1 tot en met 5.*

**Vraag 17.**

| <b>Organisatie cultuur</b>  | Helemaal<br>mee<br>oneens | Een<br>beetje<br>mee<br>oneens | Niet<br>mee<br>eens,<br>niet mee<br>oneens | Een<br>beetje<br>mee<br>eens | Helemaal<br>mee<br>eens  |
|---|---------------------------|--------------------------------|--|------------------------------|--------------------------|
| Het management van Organization B verwacht dat iedereen actief bijdraagt aan de registratie en overdracht van kennis. | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>                   | <input type="checkbox"/>     | <input type="checkbox"/> |
| Medewerkers worden gestimuleerd om te innoveren, te onderzoeken en te experimenteren.                                 | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>                   | <input type="checkbox"/>     | <input type="checkbox"/> |
| On-the-job trainen en leren worden zeer gewaardeerd door Organization B   | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>                   | <input type="checkbox"/>     | <input type="checkbox"/> |
| Organization B moedigt medewerkers aan om hulp te vragen wanneer dat nodig is.  | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>                   | <input type="checkbox"/>     | <input type="checkbox"/> |
| Interactie tussen verschillende afdelingen wordt aangemoedigd door Organization B.                                    | <input type="checkbox"/>  | <input type="checkbox"/>       | <input type="checkbox"/>                   | <input type="checkbox"/>     | <input type="checkbox"/> |

De doelstellingen en de visie van Organization B worden duidelijk gecommuniceerd naar de werknemers.

☐ ☐ ☐ ☐ ☐

Het management van Organization B benadrukt het belang van kennis voor het succes van de organisatie.

☐ ☐ ☐ ☐ ☐

### Vraag 18.

#### Organisatie structuur

| Helemaal<br>mee<br>oneens | Een<br>beetje<br>mee<br>oneens | Niet<br>mee<br>eens,<br>niet mee<br>oneens | Een<br>beetje<br>mee<br>eens | Helemaal<br>mee<br>eens |
|---------------------------|--------------------------------|--|------------------------------|-------------------------|
|---------------------------|--------------------------------|--|------------------------------|-------------------------|

De structuur van Organization B bevordert interactie en het delen van kennis

☐ ☐ ☐ ☐ ☐

De structuur van Organization B bevordert samenwerkend gedrag meer dan individueel gedrag

☐ ☐ ☐ ☐ ☐

De structuur van Organization B faciliteert de ontwikkeling van nieuwe ideeën / processen/ producten, dat wil zeggen het creëren van nieuwe kennis.

☐ ☐ ☐ ☐ ☐

De structuur van Organization B bevordert kennis delen aan de hand van een gestandaardiseerd beloningssysteem.

☐ ☐ ☐ ☐ ☐

De structuur van Organization B vergemakkelijkt de uitwisseling van kennis over functionele formele grenzen, zoals afdelingen.

☐ ☐ ☐ ☐ ☐

*Dit was de vragenlijst. Hartelijk bedankt voor het invullen. Zijn er nog opmerkingen over de vragenlijst, of wil je nog dingen kwijt over het onderzoeksonderwerp die niet zijn bevraagd, maar volgens jou wel van belang zijn, dan kun je die hieronder kwijt.*

:

*Wil je mee loten voor de prijs vergeet dan niet hier je emailadres in te vullen. Indien je nog vragen hebt of je wilt graag de resultaten weten van het onderzoek dan kun je mailen naar [jvdzande@Organization B.nl](mailto:jvdzande@Organization B.nl) .*

*Nogmaals bedankt!*

*Judith van der Zande*

**Indien je graag mee wilt loten voor de prijs, vul dan hier je emailadres in:**

#### **8.4 Appendix D: Rating comments focus group**

Wegens privacy redenen niet in deze versie zichtbaar.