



## Enhancing Organizational Learning Through Social Media: Insights from Social Learning Theory

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### Abstract

This qualitative case study investigates social media and its effect on organizational learning within a technology manufacturing company. Seven participants, including a general manager and IT specialist, team leaders, frontline managers, and an HR coordinator, were interviewed through semi-structured interviews to get insights on the use of social media for organizational learning. The finding indicated that social media learning effectiveness is constrained by poor governance, lack of consistent leadership support, and technological enablers. There also are cultural challenges to overcome, such as generational differences and differing levels of digital literacy. By outlining the significant factors that need to be addressed for technology manufacturers to incorporate social media into their learning strategies fully, this study provides valuable practical advice on using social media for best organizational learning. For successful integration, the study indicates that strategic alignment and better digital literacy should exist. Future research should explore how these barriers might be overcome and test different social media approaches in various organizational contexts.

**Keywords:** Social Media, Organizational Learning, Social Learning Theory, Maturity Level, Case Study

### 1. INTRODUCTION

In the digital age, which is more connected, social media has become one of today's top forms of communication, not only for personal use but also in an organizational context. Instead of just being seen as a medium to broadcast information, social media has become an imperative collaboration tool inside the company [1][2]. For example, social media applications within an organized context can speed up the learning of organizations where disseminating knowledgebases with one another learn better practices from each other [3][4]. According to Albert Bandura, social learning theory is the idea that people learn from one another via observation, imitation, and modeling [5][6][7]. Within an organization, social media enables this learning to be potentially more broadly and systemically diffused.



Organizational learning develops and adapts knowledge to achieve better performance and stimulate innovation. In this sense, social media has the potential to enable organizational learning by enabling widespread knowledge sharing and connecting existing employees within and across different parts of the organization. However, previous research has shown that using social media for this purpose can face considerable challenges, such as a lack of coordinated strategies, technological barriers, and differences in digital literacy among employees. This study aims to address the gaps in current knowledge by exploring in depth the barriers and facilitators of social media use for organizational learning within a technology manufacturing industry context that has not yet been thoroughly investigated.

This study aims at a technology manufacturing company where social media has been embedded as an essential part of the organizational learning strategy. It has complicated problems like handling the knowledge scattered across different departments and units of a company. It uses social media to drive organizational learning and make employee interactions more efficient, dynamic, and engaging. Yet, some unresolved issues suggest this company-wide leveraging of social media for learning has not yet realized its complete organizational potential. This, in turn, raises the question of how far social media enables organizational learning within the company and adds value to the performance of employees and contributions to organizational innovation.

To further justify this company's selection as the study's focus, a relevant incident within the organization sheds light on these challenges. A manager from the product development team once posted a technical question to the company-wide social media platform. It was intended to gather feedback and solutions from employees with related experience or information. A few responses returned over the next 48 hours, but none offered any viable path to the current problem. This delayed the ongoing project, so the manager had to ask outside of her department for help, which then took more time, resulting in a significant delay in launching a new product.

This incident uncovers several critical points:

- 1) The lack of active involvement of employees who use social media as a tool for knowledge-sharing reflects the gap in technology adoption.
- 2) Social media platforms are used rarely and randomly. The extent of their exploitation has been restrained by the scope of general discussions and the lack of any developed system to enhance more effective knowledge exchange.
- 3) This event significantly influenced the company's performance, and it is an example of how inadequate support for organizational learning may be detrimental to innovation and productivity.

Furthermore, this study is based on the social learning theory that suggests that individuals learn through observation, imitation, and modeling of other's behavior. In an organizational context, social media can extend this capacity by enabling employees to observe and interact with one another, facilitating a more interactive and collaborative form of learning. It informs how generational differences in the use of media and digital literacy affect the uptake and utility of social media for learning purposes, drawing from theories on organizational learning. The research not only underlines the existing challenges but also proposes recommendations to improve the adoption and use of social media for organizational learning in the technology manufacturing industry.

Therefore, the choice of this technology manufacturing company as a case study is very suitable regarding these incidents. The incident positions a practical example of the difficulties in using social media for organizational learning and its performance impact on company innovation. The purpose of this study is to investigate what mechanisms are required to deal with these challenges and how they can contribute new knowledge to social media use for organizational learning, especially within technology manufacturing industries.

The paper addressed the following research questions:

- 1) RQ#1: How does the use of social media influence the process of organizational learning among employees?
- 2) RQ#2: What factors affect the effectiveness of social media in supporting organizational learning?

## 2. METHODS

### 2.1 Social Learning Theory and Organizational Learning

Theorized by the psychologist Albert Bandura, Social learning theory holds that people are capable of acquiring new behaviors and information simply through observing others. This theory posits that learning is a social process through observation, imitation and modeling [8]. Inside an organization, social learning can be increased through various platforms of Social media, where employees watches what their peers are doing and interact and learns form it. Social media provides the ability to share knowledge, best practices and new ideas among employees in a more interactive collaborative learning approach [9][10]. Social learning constructs such as social interaction, social influence and perceived social presence have been found to significantly impact the potential of a Social media-based learning environment[8]. These constructs, specifically impact employee engagement, sharing of knowledge and collective organizational learning.

## 2.2 Social Media Maturity and Organizational Learning

If we talk about social media in a business context, the conversation might level up to "social media maturity," that is how effectively an organization has adopted and utilized the use of its tools within. Social media maturity of the organization indicates to what extent social media technology can support organizational learning [4], [7], [11–13]. The role of an organizations level of social media maturity [14], [15], and how effectively this predicts the use it will provide to support organizational learning.

Organizations who are more advanced in the use of social media technologies have built through processes and underlying infrastructure such as policies and standards that enable them to leverage these tools for organizational learning [7], [16]. These organizations have typically integrated social media into their overall knowledge management strategy, and have implemented training, incentives, and governance structures to encourage employee participation and knowledge sharing [17-23]. On the other hand, organizations at lower levels of social media maturity may find it challenging to realize maximum value from their social media effort in supporting organizational learning. One model (the Altimeter Group's Social Media Maturity Model) provides a methodology for determining the social media maturity level of an organization on five dimensions: strategy, organization, governance, technology, and measurement. [24]

Altimeter offered this as a ladder of six steps in their model for social business transformation: ranging from planning through converged. This model is highly relevant to the study at hand since it clearly outlines different levels of maturity and underlines long term imperatives for social media as a strategic ingredient in organisational strategy. For the technology manufacturer in this case study, The Altimeter Maturity Model can inform where social media is being applied today – and provide a model for how to advance through higher stages of maturity. Moving through these stages allows the organization to leverage social media support organizational learning, eventually leading toward performing well in terms of employee-based performance benefit from innovations may have useful effect on knowledge sharing across departments.

The following is a brief description of each level from a total of 6 maturity levels referring to the Altimeter Group's Social Media Maturity Model [24]:

### 1) Planning

At the Planning level, organizations are just beginning to explore the use of social media. There is minimal strategy, and the use of social media is mostly experimental. Governance and policies are either nonexistent or in their infancy. The organization is focused on understanding how social media might fit into its

broader strategy but has not yet made any significant investments or developed clear objectives.

#### 2) Presence

In the Presence stage, organizations have established a basic social media presence, such as creating accounts on major platforms. However, social media is not yet integrated into the overall organizational strategy. The focus is on building an audience and engaging in basic communication. Policies are still informal, and the technology infrastructure supports only the basic use of social media.

#### 3) Engagement

This is where organizations are more operationally involved in social media at the Engagement level. The organization starts to rethink the role of social media from a communication channel and begins use it more for engagement. Attempt to attach social media activities with business goals, and governance frameworks begin to form. Social media use becomes more standardized across the organization, but employees are also taught to engage.

#### 4) Formalized

The Formalized stage involves establishing more defined strategies, policies, and governance on social media. It embeds social media into the larger organizational strategy, as a tool to accomplish business objectives (for example, customer engagement or employee learning). Employees are trained and resourced, but there is an established measurement system for determining social media's efficacy. While the technology foundation already enables more advanced social media efforts.

#### 5) Strategic

Full integration of social media in strategy, with governance and range metrics defined social media is being used successfully in multiple areas of the organization such as marketing, customer service and internal communications. The social media initiatives are data driven, with regular performance metrics analysis. Its backbone is designed to accommodate sophisticated social media capabilities, as well as a collaborative and innovation program.

#### 6) Converged

The organization has fully integrated the use of social media into operations across multiple departments and / or locations. It is in a deep embedded into organizational culture guiding not only communication, but innovation and cooperation throughout the organization. Social media is being used it to the fullest, with ever-evolving analytics helping to improve our game. They have a part of their strategic plan dedicated to social media and a well processed governance, technology landscape & engagement implementation across the enterprise.

### 2.3 Research Steps

To explore the research questions, this study adopts a qualitative case study focusing on organizational learning and social media within a technology manufacturing company. A case study approach was selected since it permits an in-depth examination of multifaceted social phenomena in a real context. It is especially well suited for understanding how users on different sides of the boundary within the firm experience and perceive social media for learning, which may not be captured using quantitative methods.

Another consideration is that, given the study's aim to explore both barriers and facilitators in this particular setting, a case study approach offers the best way to capture the complexity of real-life situations that cannot be easily quantified. Various steps were taken to study the influence of social media on organizational learning in a structured manner. The steps included:

- 1) Literature Review: An extensive literature review was conducted to explore the theories and work related to social learning theory, organizational learning, and the use of social media. This facilitated the framing of research objectives.
- 2) Identify the Case Study Company: The study focused on a technology manufacturing company that has actively integrated social media into its organizational learning processes. This company was chosen because of its continued initiatives utilizing social media as part of the overall learning and employee development approach.
- 3) Development of Semi-Structured Interview Questions: Semi-structured interview questions were developed to gather insights from key stakeholders within the case company, including managers, IT personnel, and employees. These questions were stacked along five vital categories adapted from the Altimeter Group's Social Media Maturity Model: strategy and governance, technology and infrastructure, culture and participation, knowledge sharing and collaboration, measurement, and impact. Tables 1 and 2 show the list of semi-structured interviews questions.
- 4) Data Collection: Seven participants participated in one-to-one, semi-structured interviews; these included a General Manager, an IT Specialist, two Team Leaders, two Frontline Employees, and an HR Coordinator. Interviews were conducted using a face-to-face approach or video conferencing, depending on where the subjects were and their availability. One interview was conducted with each participant and lasted between 45 and 60 minutes, exploring the participants' experiences, attitudes, and barriers to using social media as an organizational learning tool.
- 5) Data Analysis: A narrative analysis approach was employed to analyze the interview data. This approach enabled an in-depth exploration of participants' experiences, perceptions, and reflections. Transcripts were reviewed several

times to discern repeating topics, patterns, and storytelling on utilizing social media for learning. Narrative analysis helped to get an insight into a more comprehensive and clear understanding of how social media is practiced and perceived in their organization.

- 6) Assessment of Social Media Maturity: The Altimeter Group's Social Media Maturity Model was applied to evaluate the company's current level of social media maturity. This assessment helped identify areas for improvement and provided a framework for understanding how the company could better leverage social media for learning.
- 7) Formulation of Findings and Implications: The findings from the case study were synthesized to develop recommendations for enhancing the use of social media to support organizational learning in the technology manufacturing industry. These recommendations addressed the identified barriers and potential facilitators for effective social media adoption.

## 2.4 Sampling Method

Participants were purposively selected to represent various perspectives from stakeholders centrally involved in the learning processes. We identified seven individuals: one general manager, one IT specialist, two team leaders, two frontline employees, and one HR coordinator. This sampling strategy is tailored to gather perspectives from both strategic and operational levels to provide a full picture of social media use for learning within the organization. For the study, a total of 7 individuals from the technology manufacturing company will be interviewed. The selected roles are as follows:

- 1) General Manager (1 person): Provides strategic insights on the integration of social media in organizational learning.
- 2) IT Specialist (1 person): Manages the social media platforms, offering technical perspectives on challenges and integration.
- 3) Team Leaders or Supervisors (2 people): Leading different departments, they provide insights into the practical use of social media for knowledge sharing within teams.
- 4) Frontline Employees (2 people): Direct users of social media, sharing their experiences and challenges.
- 5) HR Coordinator (1 person): Manages employee training and development, highlighting how social media supports learning initiatives.

**Tabel 1.** List of Questions for Semi-Structured Interviews for Maturity Level Assessment and Research Question #1.

### Dimension 1: Strategy & Governance

General Manager

1. How is social media integrated into the organizational learning strategy?



2. How are governance policies ensuring efficient social media usage for learning?
3. How do social media affect the organisational learning processes and innovations?

HR Coordinator

1. How do the policies of the organization promote social media for learning and development?
2. What are the metrics that clearly say when social media has been a success in learning initiatives and how does this align with overall organisational strategy?

### Dimension 2: Technology & Infrastructure

IT Specialist

1. How does the current social media infrastructure support organizational learning across departments?
2. What technological improvements could enhance the integration and use of social media for learning purposes?
3. How mature is the organization's technology infrastructure in supporting social media-based learning?

Team Leaders / Supervisors

1. How do your teams utilize social media tools in their daily workflows?
2. Are there any technological barriers that limit the use of social media for learning?

### Dimension 3: Culture & Engagement

HR Coordinator

1. How does the organizational culture support or hinder employee engagement with social media for learning?
2. What initiatives are in place to encourage active participation in social media learning platforms?

Frontline Employees

1. How often do you engage with social media platforms for work-related learning, and what motivates or demotivates you?
2. In what ways does social media help you learn from your colleagues?

### Dimension 4: Knowledge Sharing & Collaboration

Team Leaders / Supervisors

1. How does social media facilitate knowledge sharing within your team?
2. Can you share an example where social media significantly improved collaboration or problem-solving?

Frontline Employees



1. How do you use social media to share knowledge or learn from others in the organization?
2. What challenges do you face in using social media to collaborate with colleagues?

#### **Dimension 5: Measurement & Impact**

General Manager

1. How do you measure the impact of social media on organizational learning and performance?
2. What metrics are used to assess the effectiveness of social media in driving innovation and learning outcomes?

HR Coordinator

1. How do you evaluate the success of social media initiatives in terms of employee learning and development?
2. What improvements are necessary to better measure the impact of social media on learning?

**Tabel 2.** List of Questions for Semi-Structured Interviews for Social Learning Perspective.

#### **Dimension 1: Strategy & Leadership Support**

General Manager

1. How does the leadership promote the use of social media to facilitate observation and learning among employees?
2. What role does social media play in allowing employees to model best practices from their peers?

#### **Dimension 2: Technology & Accessibility**

IT Specialist

1. How do the features of social media platforms support the observation and imitation of successful behaviors or practices?
2. How accessible is social media for employees to engage in collaborative learning and modeling?

#### **Dimension 3: Organizational Culture & Employee Engagement**

HR Coordinator

1. How does the organizational culture encourage employees to observe and learn from each other via social media?

2. What factors influence employees' willingness to model behaviors or practices they observe on social media?

#### **Dimension 4: Knowledge Sharing & Collaboration**

Team Leaders/Supervisors

1. How does social media facilitate the sharing of tacit knowledge through observation and interaction among employees?
2. What role does social media play in encouraging the replication of successful behaviors within teams?

#### **Dimension 5: Training & Support**

HR Coordinator

1. What training is provided to help employees use social media as a tool for observing and learning from peers?
2. How does the training on social media use reinforce the concepts of observation, imitation, and modeling in the workplace??

### **3. RESULTS AND DISCUSSION**

#### **3.1. Interview Results Based-on The Maturity Model Perspective**

The following is a summary of the interview results to assess the maturity level referring to the questions in Table 1. The interview results reveal several key findings concerning the organization's maturity in using social media for learning, structured around five dimensions of the Altimeter Group's Social Media Maturity Model.

##### **1) Strategy & Governance**

General Manager: Social media integration into the organization's learning strategy is currently limited and occurs mainly through informal knowledge sharing rather than formalized training programs. Although governance policies are in place, these are not detailed and specific enough to inform how best to use social media within learning environments. This lack of an overarching strategy has, in turn, also held back the larger application of social media to innovation and learning throughout the organization.

HR Coordinator: We have policies that promote social learning but are not heavily enforced. Current success metrics are subjective and qualitative, predominantly

based on employee feedback rather than concrete data. The results imply that social media strategies do not align with larger organizational goals to impact learning.

## 2) Technology & Infrastructure

IT Specialist: Social media infrastructure in the organization enables basic organizational learning but does not fully support more advanced organizational needs. It is not just about social media-based learning, there should be further improvements such as better integration with popular LMS (such as moodle), and more security which meets the regulatory requirements before social media can play a full-fledged role in learning.

Team Leaders/Supervisors: Team leaders and supervisors utilize social tools intermittently but mainly for rapid communication and informal knowledge exchange. The use of social media in structured learning activities is inhibited by technological barriers that result from the limited access to advanced features and the inconsistent performance of the platform as a whole.

## 3) Culture & Engagement

HR Coordinator: The organization lacks a conducive culture for the proactive use of social media for learning. Despite efforts through interdepartmental workshops and internal campaigns, participation remains low, with many employees perceiving social media as a tool for personal rather than professional use. This reflects a nascent stage of cultural readiness for integrating social media into learning processes.

Frontline Employees: Engagement with social media for work-related learning is infrequent and largely driven by individual motivation. Contributing factors include a lack of clear incentives and a perception that social media platforms are not relevant to their specific roles. The absence of a structured approach further reinforces the view that these platforms are not valuable tools for learning.

## 4) Knowledge Sharing & Collaboration

HR Coordinator: The organization lacks a conducive culture for the proactive use of social media for learning. Despite efforts through interdepartmental workshops and internal campaigns, participation remains low, with many employees perceiving social media as a tool for personal rather than professional use. This reflects an early phase of cultural readiness for integrating social media into learning processes.

Frontline Employees: Engagement with social media for learning related to work is a personal and relatively infrequent activity for frontline employees. Reasons for this include not having obvious rewards and the fact that they consider social media platforms as not relevant to their specific roles. The absence of a structured approach further reinforces the view that these platforms are not valuable tools for learning.

#### 5) Measurement & Impact

General Manager & HR Coordinator: We do not have any useful mechanism or metrics to evaluate impact of social media effectively on learning. However, current assessments remain largely based on employee feedback and anecdotal observation. This suggests the organization is very early in its process for developing empirical methods to measure how social media may be able to drive better learning outcomes.

### 3.2. Interview Results Based-on Social Learning Perspective

The following is a summary of the interview results to explore the role of social media in supporting the learning process in organizations from a social learning perspective (Table 2).

#### 1) Strategy & Leadership Support:

General Manager: While leadership recognizes the value of social media for observation and learning, there has been insufficient effort to facilitate its use. Employees tend to use social media independently, without formal guidelines, leading to inconsistent usage across the organization.

#### 2) Technology & Accessibility:

IT Specialist: Although the current social media platforms offer features that support observation and imitation, such as video tutorials and discussion boards, there are significant accessibility issues. A key challenge is the digital literacy gap, which creates a divide between tech-savvy employees and those less familiar with social media tools, particularly in cross-departmental projects where seamless communication is crucial.

#### 3) Organizational Culture & Employee Engagement:

HR Coordinator: The cultural response to social media for learning is mixed. While younger employees view it as an extension of their existing work practices, older employees often find it uncomfortable and unnecessary, leading to silos of

resistance. This generational divide limits the optimization of social learning across the organization.

#### 4) Knowledge Sharing & Collaboration:

Team Leaders/Supervisors: There is some success in using social media for knowledge sharing, but fear of criticism and mistakes discourages employees from sharing openly. As a result, only "safe" knowledge is shared, which limits deep learning and fosters a culture of caution rather than cooperation.

#### 5) Training & Support:

HR Coordinator: It is a blended approach when it comes to social media for learning as a cultural response. Younger employees think that social collaboration is just an extension of their current way of working, while older employees feel uncomfortable and unnecessary, leading to silos of resistance. This generational divide limits the effectiveness of social learning throughout the organization.

### 3.3. Maturity Level

The following is the organization's maturity level for each dimension of Altimeter Group's Social Media Maturity Model based on the interview results.

#### 1) Strategy & Governance

Maturity Level: Presence, the organization is in the Presence stage as social media is partially integrated into the learning strategy with informal knowledge sharing. However, governance policies are underdeveloped, and there is no cohesive strategy that aligns social media use with overall organizational goals.

#### 2) Technology & Infrastructure

Maturity Level: Presence, the organization's technology infrastructure supports basic organizational learning through social media but is not fully optimized for advanced needs. The infrastructure is evolving, indicating a Presence level where basic functionality is in place, but further technological improvements are necessary.

#### 3. Culture & Engagement

Maturity Level: Planning, the organization is at the Planning level in terms of culture and engagement, as the support for using social media for learning is

minimal. Despite some initiatives, there is limited employee engagement, and social media is still primarily seen as a personal rather than a professional tool.

#### 4. Knowledge Sharing & Collaboration

Maturity Level: Engagement, the group is at the Engagement stage, with social media enabling dissemination of information but rarely used. While it could be said that some process succeeds in collaboration, the absence of standardization suggests while there is engagement but not fully utilized.

#### 5. Measurement & Impact

Maturity Level: Planning, the organization is at the Planning level in measuring the impact of social media on learning. Metrics are qualitative and basic, indicating an early stage of development in this area. There is significant room for improvement in developing data-driven methods to assess the impact of social media on organizational learning.

The maturity model analysis reveals significant insights into the organization's current use of social media for organizational learning. The findings indicate that while the organization has initiated the integration of social media, it remains in a nascent stage, with efforts primarily informal and lacking strategic alignment. The technological infrastructure is adequate for basic needs but requires enhancement to support more sophisticated learning processes. Cultural resistance and inconsistent engagement further hinder the full potential of social media as a learning tool. To advance, the organization must develop a more structured and strategic approach, addressing gaps in governance, culture, and measurement to optimize social media's role in organizational learning.

### 3.4. Discussions

Results from this study fit within the concept of social learning theory, which posits that learning takes place through observing, imitating, or modeling behavior. Social media provides an effective platform for employees to watch others and learn from them. Nevertheless, the value of this learning relies upon organizational aspects like top management engagement to a significant extent and technological or cultural adaptation.

The results confirmed the findings of Goodyear and Armour [5] as well as Zhang et al. [20], who propose that whilst social media may be a useful learning tool, it is hindered by "organization and cultural factors." The strategic misalignment and governance, apparent in this case study seem to converge with the findings of Digmayer & Jakobs [17] who highlight that a clear strategy should be the

cornerstone for an effective use of social media. They are also in line with the technology challenges identified by Lee and Lee [8] on technology infrastructure are important as an enabling factor for social media-based learning.

This study also reveals a critical gap in previous research: the generational divide in social media engagement. While prior research [6] noticed more open attitudes toward IT in younger employees, our study indicates how generational differences manifest silos of resistance within an organization. This shows that building such bridges is not simply a matter of good intentions, but requires organizations to have tailored approaches to build a more inclusive learning culture.

The outcome of interviews could be mapped from the viewpoint offered by both maturity model and social learning, combining them it provides information about organizational behaviours under influence of social media. This comprehensive examination not only assesses the technical and strategic capacity of organizational communities to make use of social media but also considers cultural influences on evolving learning behaviors. By combining these views together, the company can find some places merely a strategy is necessary and others simply where technology or changed culture would be required for social media to act as an effective learning tool.

#### 1) Strategy & Leadership Support

- a) Maturity Model: The strategy is partially integrated, with underdeveloped governance policies and limited formal guidelines. The impact of social media on learning is recognized but not fully leveraged due to inconsistent alignment with organizational goals.
- b) Social Learning: Leadership acknowledges the potential of social media but promotes it inconsistently. There's a fragmented adoption across departments, which limits the effectiveness of social learning.
- c) Insight: The leadership's inconsistent promotion of social media limits its potential as a tool for social learning. The lack of formal guidelines and strategy results in fragmented adoption, highlighting the need for stronger leadership involvement and clearer strategic alignment to fully leverage social media for learning.

#### 2) Technology & Accessibility

- a) Maturity Model: The infrastructure supports basic learning needs but requires technological improvements for advanced learning. The organization is at an intermediate maturity level.
- b) Social Learning: Social media platforms support observation and imitation, but digital literacy divides limit accessibility, hindering seamless communication and social learning across departments.



- c) **Insight:** The current technology supports basic learning needs but is hindered by digital literacy gaps and limited accessibility. To maximize social learning, targeted efforts are needed to bridge these gaps and enhance the accessibility of social media tools for all employees, ensuring seamless collaboration and knowledge sharing.
- 3) **Organizational Culture & Employee Engagement**
  - a) **Maturity Model:** The culture does not fully support proactive social media use for learning. Engagement is low, with many viewings' social media as a personal rather than professional tool.
  - b) **Social Learning:** There is a generational divide in social media engagement. Younger employees are more engaged, while older employees struggle, leading to pockets of resistance and underutilization of social learning.
  - c) **Insight:** The generational divide in social media engagement reveals a cultural challenge that limits social learning. Younger employees are more inclined to use social media, while older one's resist, indicating a need for inclusive strategies that bridge this gap and foster a culture of continuous learning through social media.
- 4) **Knowledge Sharing & Collaboration**
  - a) **Maturity Model:** Social media facilitates knowledge sharing inconsistently. Some teams use it effectively, while others do not, leading to a fragmented approach and a developing maturity level.
  - b) **Social Learning:** Employees are hesitant to share knowledge publicly due to fear of criticism, creating a cautious culture where only safe knowledge is shared, limiting effective social learning.
  - c) **Insight:** Fear of criticism and the absence of standardized processes for social media use create a cautious culture, hindering effective knowledge sharing and collaboration. Encouraging a more open and supportive environment is essential to unlock the full potential of social learning.
- 5) **Measurement & Impact**
  - a) **Maturity Model:** Measurement tools are basic and qualitative, focusing on employee feedback without robust metrics. The organization is at an early maturity stage in assessing social media's impact on learning.
  - b) **Social Learning:** Training on using social media for learning is minimal, often informal, leading to uneven competence. Informal peer-led training has been more effective, indicating gaps in formal support for social learning.
  - c) **Insight:** The organization's lack of sophisticated metrics to measure the impact of social media on learning limits its ability to make informed strategic decisions. Developing more robust, data-driven methods for

evaluating social media's effectiveness will provide clearer insights and support continuous improvement in organizational learning.

Based on the insights gained from mapping the maturity model and social learning perspectives, the following recommendations are provided to improve the organization's use of social media for organizational learning:

- 1) **Strategy & Leadership Support:** Establish proper policies to guide the way social media has been used in line with organizational strategies. Leadership should encourage the use of social learning in all departments and on a regular basis, this means that it becomes part of an organizational strategy rather than being used informally.
- 2) **Technology & Accessibility:** Implement targeted training and support to ensure that all employees can operate social media tools effectively. Build the technology stack to accommodate deeper learning needs and integrate social media tools into existing systems, making deployment simpler.
- 3) **Organizational Culture & Employee Engagement:** Incorporate inclusive strategies to overcome the generational gap in social media engagement. Encourage the use of social media as a professional learning tool for younger and older employees by creating initiatives to strengthen this continuous learning culture, hence countering resistance.
- 4) **Knowledge Sharing & Collaboration:** Foster an open and supportive knowledge sharing environment on social media. Create standardized processes and best practices to fight criticism fear, an environment where employees are not afraid of expressing themselves and work together.
- 5) **Measurement & Impact:** Develop robust, data-driven metrics to assess the impact of social media on organizational learning. This will enable the organization to make informed decisions and continuously improve its social media strategies to enhance learning outcomes.

### **3.5. Factors that Influencing the Effectiveness of social media in Organizational Learning**

Based on the results of mapping from both maturity model and social learning perspective, addressing RQ2, several key factors are identified from the analysis as in. These factors include:

- 1) **Strategic Alignment and Leadership Support:** social media can only be effective if it is well-aligned to what the organization is trying to achieve in learning, and there must also be leadership support for its use.

**Strategy:** Formulate a written policy that describes how social media can be used in support of learning goals. Leadership might even introduce monthly “Knowledge Sharing Days” where employees are invited to share posts about

what they have learned or their top tips via the company social. Leaders should also act this way, leading by example and adding to and hashing out these conversations, illustrating the point that social media is important for learning.

- 2) Technological Accessibility: How easily the employees can access and use the social media platforms is a deciding factor in helping them bridge their digital literacy gap.

Strategy: Mobile enable the social media platforms and make sure that whatever tool you are using at work, it is integrated to the solution. Tip: For example, use of single sign-on (SSO) can simplify access to corporate social media platforms without multiple logins for employees. On the other hand, providing quick interactive tutorials on how to make use of these platforms can help in overcoming a serious digital literacy challenge.

- 3) Organizational Culture and Employee Engagement: The cultural readiness of an organization to adopt social media for learning, which involves discouraging generational divides in the workforce is very important as well motivates a collaborative learning atmosphere.

Strategy: Cultivate a culture of inclusion through the implementation of some sort of “Digital Buddy” system, pairing digitally native employees with those who may not feel as comfortable online. Utilizing this method also helps closing the generational gap and increases collaborative learning. Include motivational features like “Top Contributor of the Month” for employees who will be regularly doing social learning as incentive.

- 4) Knowledge Sharing and Collaboration Practices: Although knowledge sharing is a primary motivator for using social media, most of it is ineffective, as a lack of proper routine and a culture of fear make interactions only about non-threatening topics.

Strategy: Support open knowledge sharing with a “No Judgment Zone” policy on social media channels allowing employees to express success and failure without judgement. Organising “Knowledge Cafes” on a regular basis through social media, discuss their challenges and solutions to help collaboration.

- 5) Measurement and Impact: Absence of well-organized metrics to measure how effective the social media are in taking place on learning outcomes, lack adequate metrical will leave the organization unable to evaluate its strategies using this mechanism accurately.

Strategy: Create metrics like engagement rates, the number of knowledge-sharing posts or the effect of shared knowledge on team performance, the number of employees using something learned from a social media discussion in their project. Collect information through surveys and platform analytics, then perform quarterly reviews to analyze the impact of these changes as well as refine accordingly.

#### 4. CONCLUSION

This study explored the impact of social media on organizational learning within a technology manufacturing company, highlighting the challenges and opportunities associated with its use. The findings indicate that while social media can enhance learning by facilitating knowledge sharing and collaboration across different departments, its effectiveness is often limited by several barriers, including inadequate governance, inconsistent leadership support, technological constraints, and cultural challenges such as generational differences and varying levels of digital literacy.

Implications for Practice: To address these challenges and to increase the adoption of social media for organizational learning, there are a few practical steps that organizations should consider. The first step in the process is creating a robust governance framework that holds employees accountable for social media and supports learning goals. This framework will include guidelines for best practices, privacy policies, and evaluation & impact strategies. Next, an unwavering commitment from leadership to communicate how important employee engagement is and create a learning culture. Leaders should encourage the use of social media as a learning tool and campaign to elevate digital literacy amongst all employee groups, especially those who are less comfortable using digital resources.

Furthermore, organizations need to consider scaling up their technology infrastructure and making it ready for social media platforms that can ensure easy accessibility & integration with existing learning management systems. Overcoming cultural barriers means creating an inclusive environment where all young, old, or digitally savvy employees can participate. This will address the issue of digital literacy to some extent and foster a culture of shared learning by introducing peer mentoring programs, allowing those not digitally adept to interact with employees who know their way around on digital platforms.

Recommendations for Future Research: This study contributes valuable insights and has some limitations that future studies can extend. Future studies could explore the long-term impact of social media use on organizational learning outcomes in different industries to determine whether the barriers identified in

this study are consistent across various sectors. It would also be interesting to explore a research design comparing different social media strategies and tools in learning, especially with varied group dynamic employee demographics within an organization.

Further studies should investigate the role of organizational culture in the adoption of social media for learning, particularly how cultural readiness and resistance influence its success. The studies might also concentrate on developing and testing interventions oriented towards enhancing the digital literacy and social media proficiency of employees to support their use of the tools for learning.

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