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COURSE	BA - Marketing
DISSERTATION TOPIC	*Social media and Contemporary learning models: How do workers learn to generate value for the company's strategy*
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WORD COUNT	6000
DUE DATE	30-Nov-2022

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"Social media and Contemporary learning models: How do workers learn to generate value for the company's strategy"

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Nov 2022

ACKNOWLEDGEMENTS

ABSTRACT

The world has been transformed and continues to change at an increasing rate, requiring society to quickly adapt to all processes, and this is no different when discussing corporate processes or the introduction of social media in various industries. Learning and the way we learn have also changed, and in the quest for increased productivity and efficiency, new ways of providing traditional development content can be an alternative to keeping up with the profile of new generations. This study sought to stimulate debate about how social networks can be used as tools for corporate education and establish themselves as an effective channel. A survey was conducted with a non-probabilistic sample. The findings indicate a proclivity to use networks for learning purposes, and people currently spend about a quarter of their working hours on social media, demonstrating the power of this channel. Instagram has the most users of any social network.

Key words: Learning. Social Media. Business. Internet

LIST OF DIAGRAMS

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CHAPTER 1 - INTRODUCTION

1.1 Introduction Background of research

Without any regressive movement, social networks are an indelible part of the modern world. The cell phone has become almost as much a part of the modern individual as a new phalanx, bringing with it media and social interaction resources, particularly for millennials and generation Z. Hundreds of 15-second videos are part of the subjects' routine, waking up, at lunch, at work intervals, and before bedtime; while there are negative consequences, this new social praxis can be added to several interactions, including the promotion of educational content. Because of the short duration of the media available in tik tok, instagram, and the like, the concepts of microlearning have been added to this format in the corporate education of many companies that are attentive to contemporary learning formats; however, the production of content with this intention requires a set of skills of those who produce it, as well as after production for its promotion and dissemination in networks. The goal of this study is to assess the value of social networks and their formats for corporate education, as well as how different generations consume this content.

1.2 Rationale for the study

The modern world, particularly in the context of services, has increasingly focused on the issue of customer experience, which is essentially built by the way the service presents the needs of customers; however, in order to achieve this metric, a curriculum of skills and competencies must be developed in the employees of the operation, those who deliver the final product to the customer, and corporate education, as a learning culture, is an important ally; however, its tradition is a challenge. Among them, it is impossible not to mention microlearning and, with it, one of the most modern forms of learning: through the social learning that networks promote, and that can be hard explored through linguistic neuroprogramming to develop behaviours required in the curriculum I mentioned above.

I observed a colleague discussing how his company used it and how unconsciously learning to achieve the company's strategic goals was being inserted into media content in a simple way that generated behavioural impact. The research findings can be used by managers of various company profiles to develop new methods of education using microlearning and social networks as tools for internal and external education.

The search question was: "How do media content and social networks help modern workers develop skills and abilities?"

What draws attention in the development of the literature review is the research object's call for multidisciplinarity, which pervades disciplines such as marketing, pedagogy, business education, and others. It is critical to understand the basic arguments for each face of the object so that the insights gained from field research can be discussed and generated value for those who can benefit from the research.

Several surveys around the world evaluated the influence of training and development on the productive performance of the workforce, according to Okyireh & Okyireh (2016), and their work sought to bring in a detailed way the experiences of participants in the choice of social media and the experiences of participants of the training content. The authors reveal that WhatsApp, for example, influenced the participants' training experience. They also emphasise that the use of social media in the marketing of training programmes reached the majority, demonstrating the importance of social media in influencing the outcomes of work activities. Talk about projects, tasks, and ideas.

1.3 Statement of the research objectives

The literature research calls to several questions about how the object can be seen in each face of discipline that involves it, such as:

General Objective:

"How can social media content aid in the development of workers in corporate education?"

Is the consumption of digital content for corporate learning perceived as?

Do training with greater connectivity favor the development of soft skills or hard skills?

Outside the company, do employees learn from social media like tiktok and instagram content?

Which social networks have the best experience?

1.4 Information gathering & data collection

This study's target population was workers from variable areas, living in Dublin. The questionnaire was also distributed online.

We used non-probabilistic sampling by volunteering due to the research's goal of considering specific situations.

1.5 Expected Outcomes of the study

The study has as outcome expectation a representation of the potential use of social networks, as an important social habit, as a tool that can help corporate processes, such as the educational process.

1.6 Chapter by chapter Overview

This study is divided into 5 chapters, the first chapter, which ends here, proposes to present the research proposal and its justification for carrying it out.

Chapter 2 presents a literature review on important topics related to the object of study.

Chapter 3 addresses the methodological process. And in chapter 4 the main results and discussion are presented. Chapter 5 ends with conclusions, limitations and recommendations

CHAPTER 2: LITERATURE REVIEW

2.1.Modern learning models: how do employees learn to add value to the company's strategy?

Extensive research has revealed that traditional teaching methods no longer have the same space and significance in the context of producing necessary competencies for subjects as they did previously, regardless of learning environment. It is clear that implementing changes in teaching models in various educational segments. Transmission, accumulation, and memorization without context are ineffective for the formation of a subject capable of exercising a profession with social applicability in the market dynamics and competencies. This must be observed not only in academic training, but also in continuing education within companies as a starting point for individual development.

Globally, it indicates a transformational process for youth in terms of education, skills, and the future of work. Technological advances and changes in conventional knowledge were forced to rethink and remake themselves in the pandemic scenario. 2022 (RESTLESS DEVELOPMENT)

This process only requires a return to pedagogical practices that promote meaningful and active learning, because the nature of learning is active, as we learn actively from birth and throughout life, in open design processes, facing complex challenges, adjusting flexible and semi-structured paths, and this occurs in all fields (personal, professional, social) that broaden our perception, knowledge, and skills for more liberating and fulfilling choices (BACICH; MORAN, 2018).

Learning and technology share many similarities; after all, both aim to simplify the complex. The primary distinction between these two fields is one of speed. While technology evolves at a rapid pace, we seem to insist on using endless PowerPoint presentations that only complicate learning and disperse the attention of our students, who find a much more interesting universe on their smartphones (ALVES, 2015).

Media and social networks offer a vast array of learning objects that, while not labelled as such, clearly demonstrate this function. Learning objects, according to Willey (2002), are small instructional components that can be reused in a variety of learning contexts.

It is clear that there is a need to adapt to a more dynamic educational scenario and to be more aware of global educational news. This paradigm shift means that applications such as WhatsApp, Spotify, YouTube, and Skype, among others, which were previously prohibited in the classroom (and in work environments), have been introduced into the routine of a learning culture. In all of its forms, digital education adds accessibility, flexibility, and innovation to the learning environment.

In this context, it is worth noting that computerization of education is characterized by the use of innovative information and telecommunications technologies, cloud computing, mass media technology, and virtual reality systems, and its use generates mobility that allows inclusion in the educational process, in the 2016 (LYTVYNOVA&BUROV, 2018).

The development of the social and cultural intellect will be facilitated by the creation of the digital space. And the world of connections that are created in this universe favour new ways of learning (in general) and provide space for learning theories such as connectivism to gain traction. "A community is a grouping of similar areas of interest that allows interaction, sharing, dialogue, and thinking together," according to connectivism (SIEMENS, 2008, p.12).

According to this theory, knowledge is disseminated as an information network. "Learning occurs through the use of both cognitive resources and affective domains; cognition and emotions play important roles in the learning process." (LYTVYNOVA&BUROV, 2018, p.3).

2.2. Corporate Education: Competency and Skills Curriculum

Competencies and skills, in general, are cognitive and instrumental constructs that enable an individual to perform specific functions. And because these competencies and skills are not typically fully formed in academic education, businesses must develop them in accordance with their internal objectives.

In its recommendations, the World Labor Organization (ILO) states that, in the development of human resources, the process of continuing education must significantly contribute to personal

development and citizenship, in addition to basic knowledge such as linguistics and mathematics, but also the use of information and communication technologies, as essential skills (ILO, 2004)

And it is not a new idea that the development of this curriculum of skills to be developed necessitates diverse, even holistic approaches in order to achieve the goal of developing essential elements such as: literacy, numeracy, communication, teamwork, problem solving, and learning capabilities, as all of these skills maintain employability and allow subjects to be adaptable to work conditions and requirements, as well as to accompany the inevitable changes that the future will bring (ILO, 2008).

The COVID-19 scenario has stimulated and accelerated digital transformation in businesses, and the professional of the future now requires a set of skills such as basic digital literacy, access to and use of information and communication software, or office productivity (ILO, 2021). Empathy, leadership, learning to learn, creativity and innovative thinking, and adaptability, in addition to negotiation and conflict resolution (CHETTY et al. 2018).

It is worth noting that this set of changes in the nature of work calls for companies to adopt a culture of continuous learning in an effective system that lasts a lifetime, in a continuous process of learning, unlearning, and relearning (RA et al. 2019).

2.3. Microeducation

As we have seen, the nature of the work has changed, and it is necessary to remain vigilant in order for these changes to be accompanied by the company's internal development processes. Today's workforce follows a more dynamic and active routine, with few breaks or time dedicated to learning processes, for example, so that the operation is not harmed. And this challenge has been met with the use of new technologies and models, as companies must be able to train their employees in an effective, continuous, and, above all, agile manner.

Microlearning is an appropriate solution in this scenario because it focuses on micro learning processes in micro periods of time. The well-known knowledge pills, as they are also known, can

solve the problem by providing short just-in-time training solutions, which can be widely used in mobile applications (ELOGIC LEARNING, 2018)

According to research, face-to-face training is no longer as important in the workplace as it once was. Managers in several market segments prefer on-demand learning and access to timely updated information for corporate training (OVERTON, 2011).

Hug (2006) believes that when discussing microlearning, seven dimensions must be considered: a) time, b) content, c) curriculum, d) form, e) process, f) mediality, and g) type of learning. Microlearning design is critical to achieving its goal, and it, along with pedagogical and technological aspects, is a critical component of an effective learning solution.

2.4. The modern world's use of social networks

In the midst of digital transformation and widespread technological adoption. As a result of technology, social media ends up dictating a society's culture. Social media facilitates the connection between subjects, even when they are physically separated, by providing the illusion of speed and constant presence, just a click away. They promote communication, which results in collateral processes such as creativity, social cohesion, and advanced freedom of expression. In this context, organisations are using social media to improve their business performance in various strategy formats, for internal and external customers, and in a variety of ways, given its influence and functionality in modern life. Because "considering the number of members on social networks, if Facebook represented a country, it would be the third largest nation on the planet, after China and India" (MADAKAM; TRIPATHI, 2021, p.1), there is no way to separate this phenomenon from its strategic potential for businesses.

Web 2.0, which can directly involve consumers in the creative process and collaborative phenomena of interaction, has enabled a broad discussion about interactive social media and social networks (ASSAAD; GOMEZ, 2011)

The networks have a significant advantage in that they are instantaneous. And, because its impact can amplify the effects of popular cohesion and message diffusion, risks can be greatly reduced by employing a multi-faceted media strategy (MADAKAM; TRIPATHI, 2021).

According to Recuero (2009) and ROCHA et al (2013, p.3), there are four core values that motivate companies to use networks:

> "1. Visibility: Social networking sites enable users to stay in touch with their brands at all times."
> 2. Reputation: this is a perception formed by other actors, i.e. the impression that others have of a specific individual or company.
> 3. Popularity: This is directly related to the general public and is facilitated by social networks. The number of visits to a profile, among other things, can be used to determine an audience on the Internet.
> 4. Authority: the ability to persuade a social network user. It is a measure of a social actor's effective influence in relation to its network, as well as other users' perceptions of its reputation. The speed with which information is transmitted is a key feature of social networks; much of this information is released as an epidemic, reaching extremely large audiences."

According to Madakam and Tripathi (2021), the type of communication established in social networks has far-reaching implications in social daily life, as they are used not only in personal blogs through videos, audios, photos, news, and reviews, but also for professional purposes. Business communication, tourist information, medical assistance, disaster alerts, technology learning, operations management, recruitment, new information technology, entertainment, and other applications

2.5. Social learning: Social networks and digital media as learning tools

Because the use of social networks and digital media in the workplace is increasing on a large scale, corporate social networks play an important role in ensuring a fluid process of communication and education for employees. in the informational educational environment, to ensure communication and educational support for learning The process of classifying these objects proved critical for the organisation of teaching through social networks:

"Social network subjects justifying social objects such as messages, personal messages, videos, photos, audios, presentations, documents, messages, comments, and blitz poll." Quizzes, debates, discussions, photo-story, writing contest, virtual tour, mini design web mission conference, video tutorials, and others were identified as the most relevant forms of learning (individual, group, collective) and unique ways of teaching students on social networks."(LYTVYNOVA & BUROV,2018)

It's also worth noting that social media consumption reaches the most diverse demographics, including rural areas and the elderly, and in all languages. For unified and 24/7 communication, it is necessary to use Facebook, LinkedIn, Twitter, Myspace, and other more fruitful web media applications. Taking this scenario into account, it is necessary to conduct related theoretical and empirical research in order to provide a solid foundation for the community on Social Media/Networking in business applications. Madakam&Tripathi (2002).

The use of corporate social networks encourages the growth of creativity, openness, linguistic culture, and online communication. Lytvynova & Burov (2018) Thus achieving the ILO's strong recommendations for the development of a learning culture at work.

CHAPTER 3 :METHODOLOGY

3.1.Theorethical Paradigm / Philosophy employed

This is a quantitative analytical and cross-sectional survey study, as it is defined as a type of investigation in which data and information are gathered from the characteristics and opinions of groups of individuals.

Research of a descriptive, exploratory nature with an approach quantitative, of the survey research type, characterized by the direct questioning of people with the aim of knowing their behavior (GIL, 2010).

Different research paradigms are generated from different ontological and epistemological perspectives. Here, paradigms are understood as different worldviews. Paradigms are philosophical authorities that inform research methods (CROTTY, 1998).

A realist ontology generates an objectivist epistemology, leading to a paradigm. Positivists generally use quantitative and structured methods, such as survey studies and experiments, and may use their techniques for data collection and analysis. Create structured surveys and use statistical tests. The positivist paradigm is based on a realist ontology. That is, we believe in objective truths independent of human perception. It believes that reality consists of tangible, tangible and relatively stable structures. In doing so, he considers objectivist epistemology. That is, it presupposes the objective arrival at knowledge that reality is "there" and awaiting discovery. On the other hand, only observable and measurable phenomena can represent truly valid and testable knowledge. The positivist paradigm considers only the existence of facts, not perceptions or opinions. Scientific research should attempt to explain and predict what happens in the world by seeking regularities and causal relationships among the elements that make up the world. According to the positivist paradigm, we generally follow hypothetical deductive logic. That is, gaps and unsolved questions are identified based on prior knowledge. Hypotheses are generated for these questions (MARCONI&LAKATOS, 2002).

A hypothesis is a possible answer to the question asked. These hypotheses are tested to see if they are true or false. To do this, we start collecting data that will allow us to test our hypotheses. If the tested hypothesis is refuted (confirmed as false), it must be corrected or restated. Once proven, new knowledge and new theories can be generated. Figure 1 shows the main steps of hypothetical deductive logic (COLLIS&HUSSEY, 2005).

3.2. Justification for the adoption of method

The method was chosen given the circumstances of the objective that was planned to be reached, as well as the evaluation of the project's feasibility, being impracticable for this moment, time and circumstance the application of different methods.

A survey is a type of research that has great potential for raising initial hypotheses when observing the nature of a non-probabilistic sample, however it has strong value for recommending new research insights.

3.3. An outline of sampling technique and sample size

The investigated population was that of Irish workers, who operate in different branches in Dublin. There were 72 respondents in the sample who fit the inclusion criteria and therefore the sample used was of the non-probabilistic type. and with lower costs, but with the bias of the impossibility of making inferences (GIL, 2010).

The research instrument used was a structured questionnaire with variables that included the profile of the respondents, the profile of the use of social networks and the use of social networks for corporate learning.

The questionnaire was applied via Google Forms, due to the impossibility of applying it in person due to the time variable. No questionnaire was excluded, as all were answered in the

totality. Respondents' anonymity was guaranteed, and their responses were safeguarded. The survey was applied during the month of October 2022.

Criteria for inclusion: Age over 18 and have worked in Dublin for at least three months. Questionnaires with more than 30% incomplete responses were excluded.

3.4 Explanation of what analysis method employed

The data from the answers were extracted in Excel spreadsheets and treated to provide descriptive statistics data, the results are presented in the body of the work in the form of graphs, and discussed in the text in absolute numbers and percentages.

3.5 . Ethical Section

All participants were presented with information as required by the Ethical Approve form, data confidentiality and anonymity were also guaranteed.

CHAPTER 4 FINDINGS AND DISCUSSION

When we look at the sociodemographic characteristics, we can see in Chart 1 1 that most respondents (54.2%) were young men, because the majority of the public (55.6%) is young adults aged 26 to 33 years, with a minority of 5.6 over 40 years.

In 2022, Ireland's total population was 5.00 million. According to data, the population of Ireland increased by 41 thousand (+0.8 percent) between 2021 and 2022. Ireland has a female population of 50.3 percent and a male population of 49.7 percent. Ireland's population is 39.0 years old on average (KEMP, 2022).
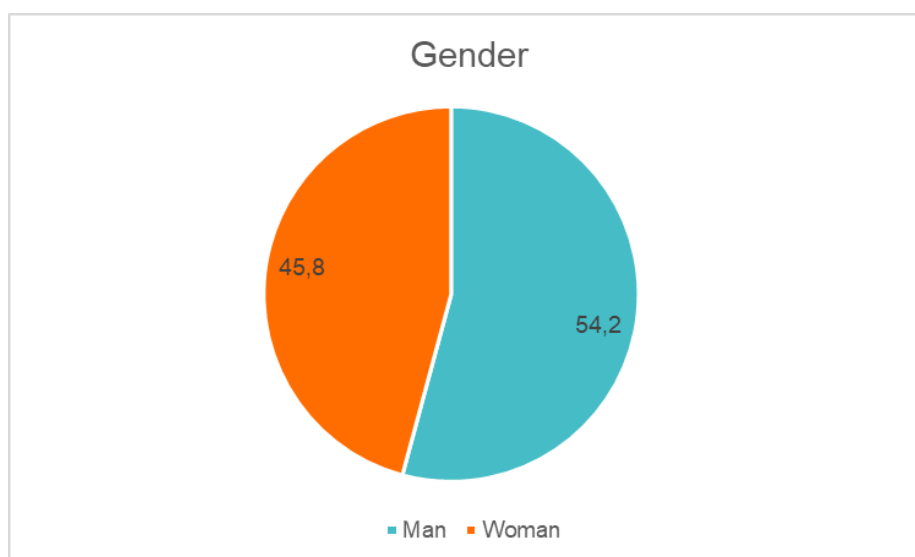

Chart 1 Gender, Ireland 2022

In 2022, Ireland had 4.95 million internet users, Ireland's internet penetration rate was 99.0 percent of the total population. The number of internet users in Ireland increased by 388 thousand (+8.5 percent) between 2021 and 2022. To put this in context, these user figures show that 50.0 thousand people in Ireland did not use the internet at the start of 2022, representing 1.0 percent of the population. However, because COVID-19 issues continue to influence internet adoption. In 2022, Ireland had 3.95 million social media users, was equivalent to 79.0 percent of the total population,

but it's important to note that social media users may not represent unique individuals. The number of social media users in Ireland increased by 160 thousand (+4.2 percent) between 2021 and 2022 (KEMP, 2022).

Notably, "no significant gender gap in Internet usage exists." A study found that "women use social media more than men." Social media is expanding globally, regardless of government structures, Internet access levels, or culture. Engagement, as measured by the average number of hours spent per visitor on social networks, is also rising. There is also a discernible shift occurring in media usage patterns around the world, indicating that communications are becoming more social, particularly among teenagers and young adults, the so-called "digital natives." (LALLANA, 2014)
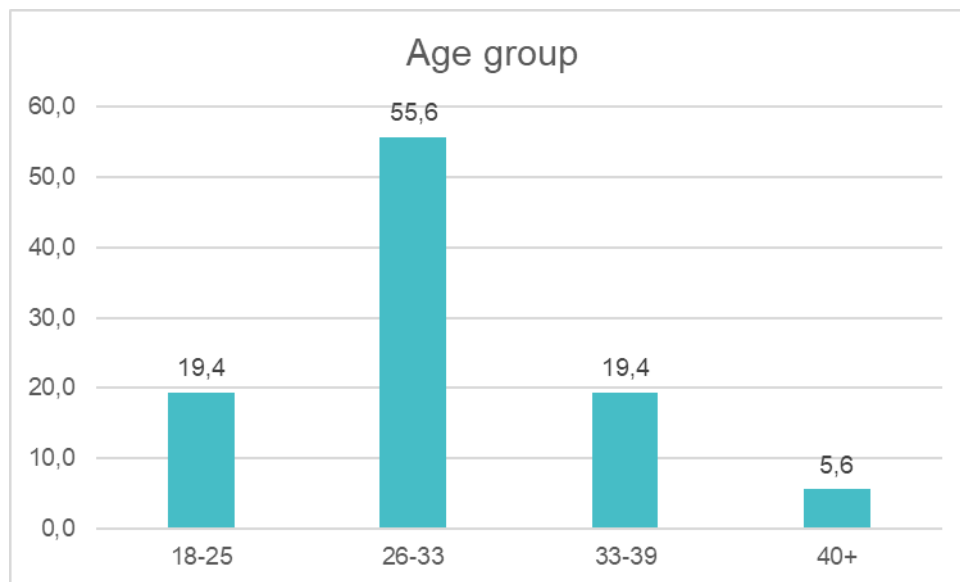

Chart 2: Age Group, Ireland 2022

In terms of education, nearly half of respondents (47.2%) have a bachelor's degree, 26.4% have a postgraduate degree, and 22.2% do not have a degree (Chart 3).

As can be seen in Chart 4, the majority of respondents (41.7%) work in the field of service provision, followed by a significant portion (31.9%) who fit as others.
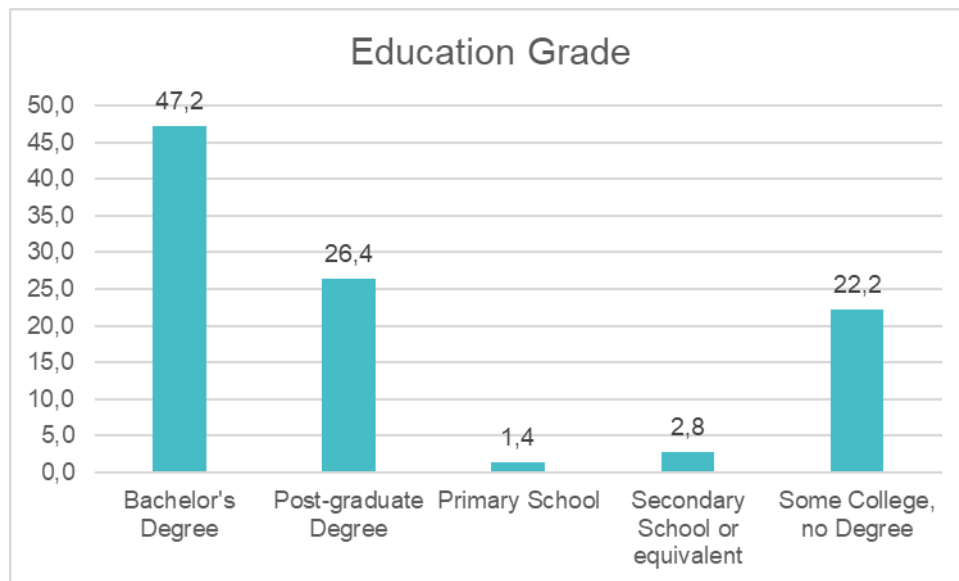
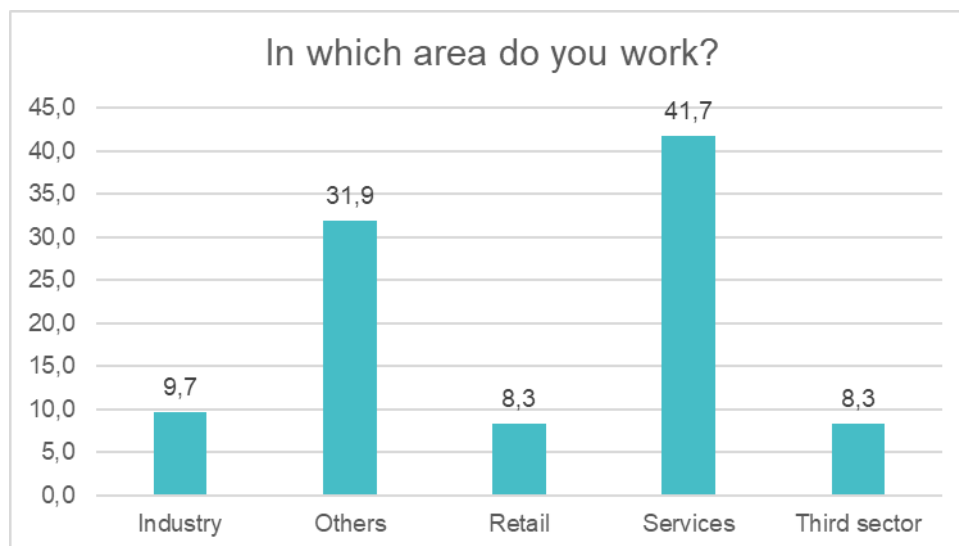*Chart 3 – Education Grade, Ireland 2022*

Chart 4: Work, Ireland 2022

Regarding the use of social networks, with regard to the number of active accounts on social networks, declared, more than half (65.3%) of the entire public have between 3 and 5 active accounts and 4.2% reported not having active account on any network. It should be noted that not having an active account does not prevent browsing on some networks (Chart 5).

In terms of time spent on social networks per day, a significant number (43.1%) of respondents with active accounts on social networks spend between 1 and 3 hours a day on this activity.

Social media are technologies that promote social interaction and collaboration while also creating a sense of community. However, while many educators embrace social media on a personal level, there are still concerns when using it for formal classroom instruction (DELELLO, MCWHORTER, & CAMP, 2015).
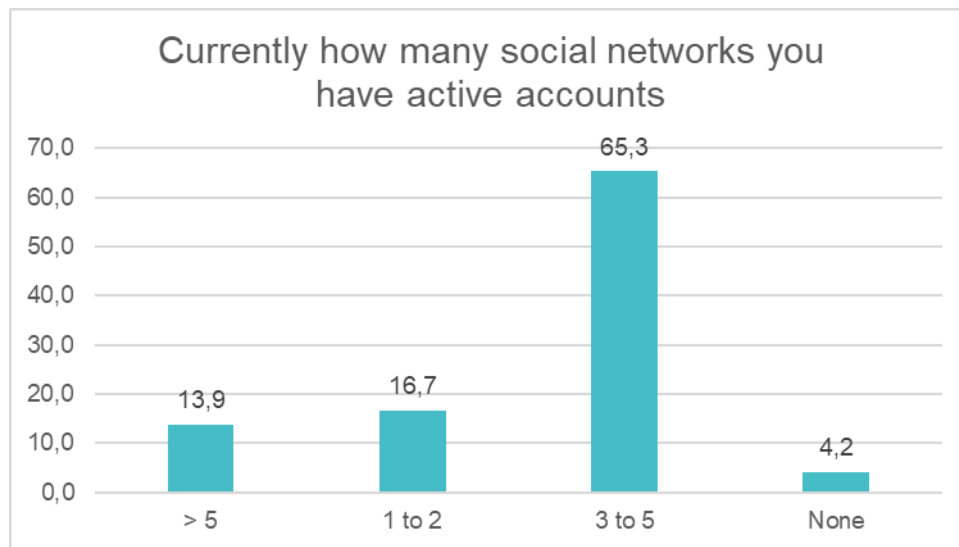

Chart 5- Social networks active accounts, Ireland 2022

"Social media has emerged in recent years as an essential tool for hundreds of millions of Internet users worldwide and a defining element of the Internet generation," according to the International Telecommunication Union (ITU), the United Nations specialised agency for information and communication technologies (ICTs) (LALLANA, 2014).

When asked about the purpose of using the networks, we can see that most of the public (69.1%) who use social networks to seek leisure and entertainment do so very often. (Chart 6).

With regard to use for learning purposes on social networks, 50% of the total number of respondents stated that they use them for this purpose frequently. The same percentage refers to frequent use to update the news (Chart 8).

Most also mention that their frequent use is for interaction with other users (59.7%).

When considering the use for visibility at work, a smaller percentage refers to the use of this purpose frequently (34.7%), but users who use it occasionally (34.7%) for this purpose are also expressive (Chart 9).

Training and education have become commercial products in today's information society. Online learning appeals to a wide range of people, including young people, workers, mothers with small children, people living in areas without educational institutions, people with limited purchasing power, people with disabilities, and others. The benefits of this type of training are numerous: learning at any time and from any location, using interactive educational resources, synchronous and asynchronous communication with a teacher, teamwork, and so on. Online training, on the other hand, is an intriguing opportunity for entrepreneurs (HADZHIKOLEVA, *et al.* 2019)..

In Chart 6, the level of use in the various social networks is observed, with the networks with the greatest popularity and frequent use standing out, such as Instagram, which has 86.1% of respondents stating that its use is very frequent, followed by Youtube, which has 59.7%. Twitter (40.3%) and TikTok (38.9%) were the most popular social networks for casual use.

According to data from Meta's advertising tools, Instagram had 2.40 million users in Ireland in early 2022. At the start of the year, Instagram's ad reach in Ireland was equivalent to 48.0 percent of the total population. However, because Instagram only allows people aged 13 and up to use its platform, knowing that 58.0 percent of the "eligible" audience in Ireland uses Instagram in 2022 is useful. It's also worth noting that at the start of 2022, Instagram's ad reach in Ireland was equivalent to 48.5 percent of the local internet user base (regardless of age). 57.3 percent of Ireland's Instagram ad audience was female, while 42.7 percent was male (KEMP, 2022).
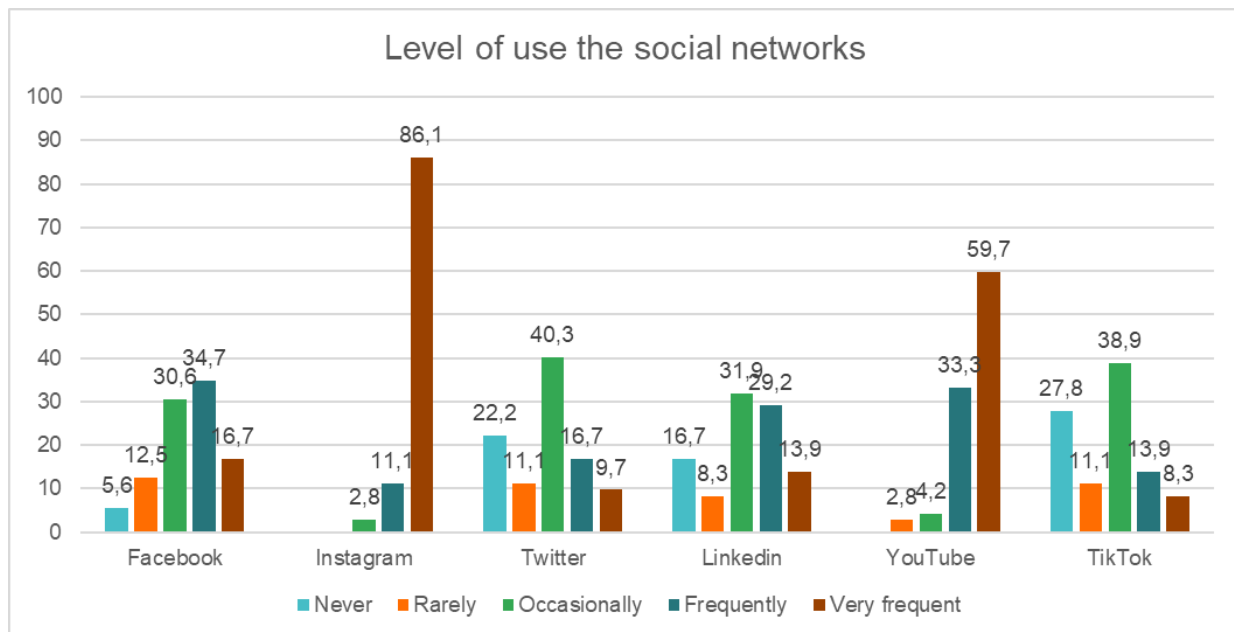
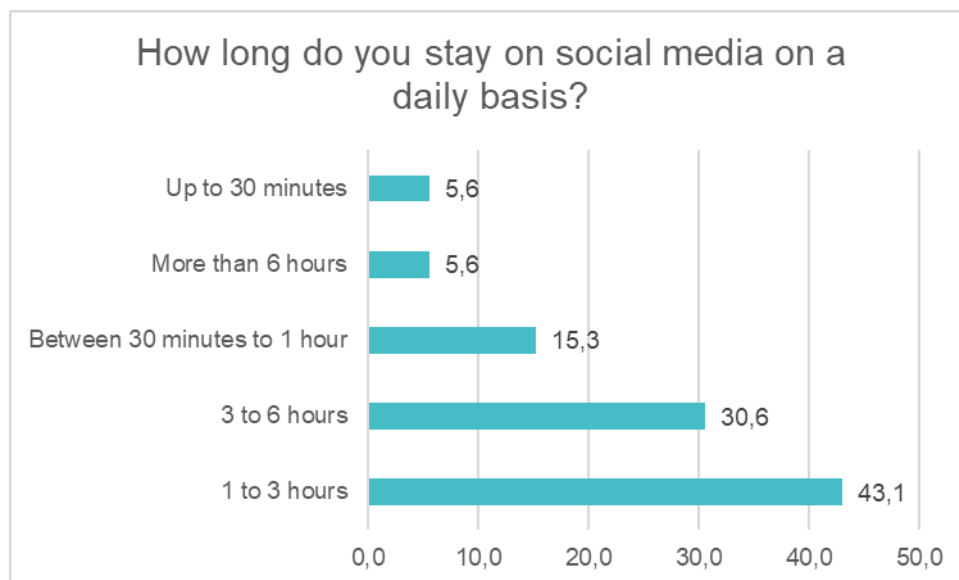*Chart 6 – Level of use the social networks, Ireland 2022*

Chart 7 – Time spend in social media, Ireland 2022

According to some theories, employees will try new social media technologies as they learn about them and form some expectations about their utility in the workplace. If social media performs better than expected, they will continue to use it, resulting in a positive spiral of intensity of use that drives additional usage opportunities but also raises the risk of an unhealthy obsession with the medium. If not, they will limit their use to specific tasks or stop using it entirely. As users gain more experience with a communication medium, they will become more diverse in how they use that medium across

a wide range of communication tasks and scenarios. However, simply measuring the amount of time spent on a medium or the number of messages exchanged is insufficient to predict channel expansion. Rather, the nature of the use and the demands placed on the medium are what cause the types of experiences identified by channel expansion theory. This is referred to as "intense" usage. The perception that the user is in a continuous, habitual, "always on" connection with the medium may be the defining feature of such intense usage.

That high intensity social media use may help employees build critical resources that enable them to be more successful at work, but it may also be a source of dysfunctionality in organizations, based on this understanding of intense usage and these empirical results. There's two ways that intense social media use can help employees engage in positive workplace behaviors: task-oriented behaviors and relationship-building behaviors. At the same time, we consider the possibility that heavy social media use contributes to organizational deviance (Carlson et al., 2016).
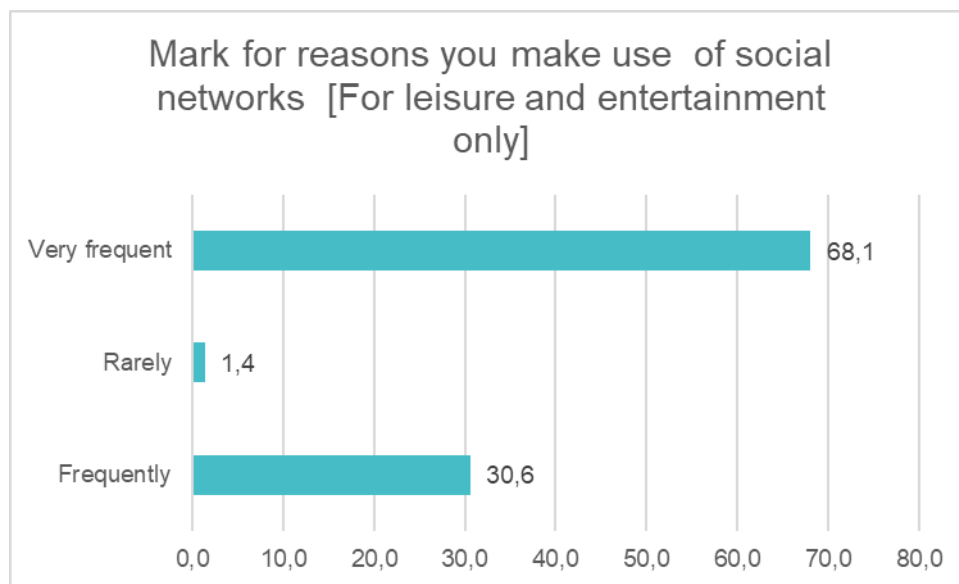

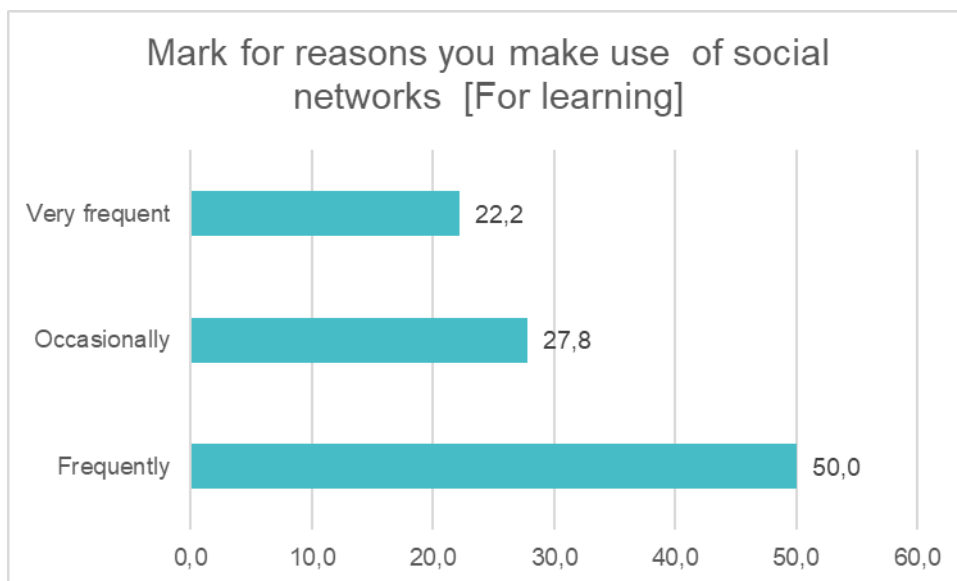*Chart 8- Reason of use – Leisure and entertainment, Ireland 2022*
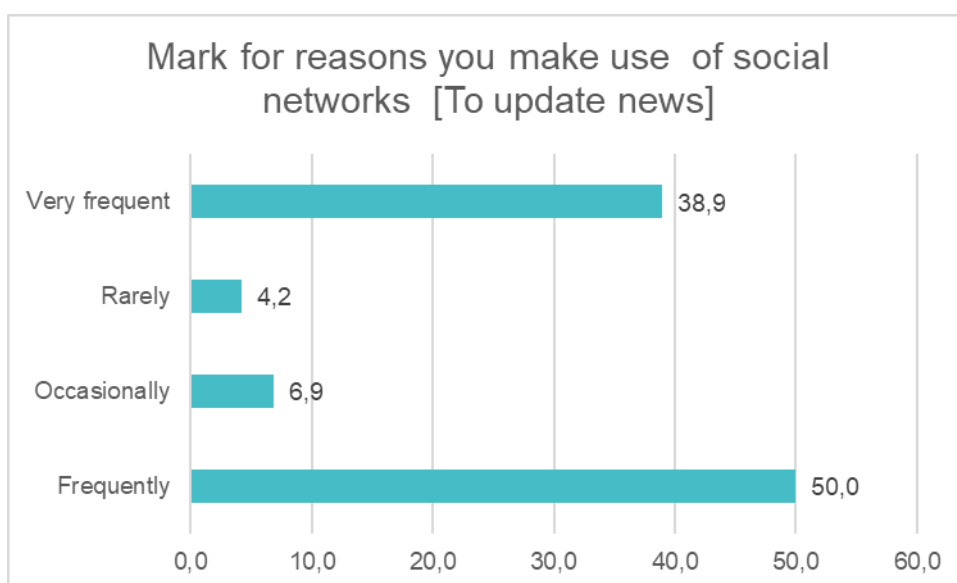
Chart 9 – Reason of use – Learning, Ireland 2022

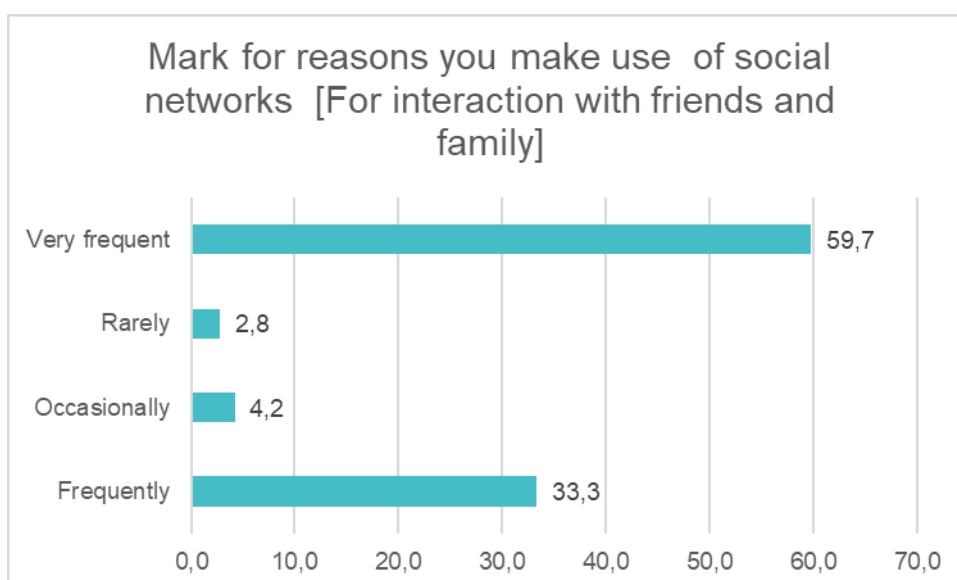*Chart 10 Reason of use – Update News, Ireland 2022*

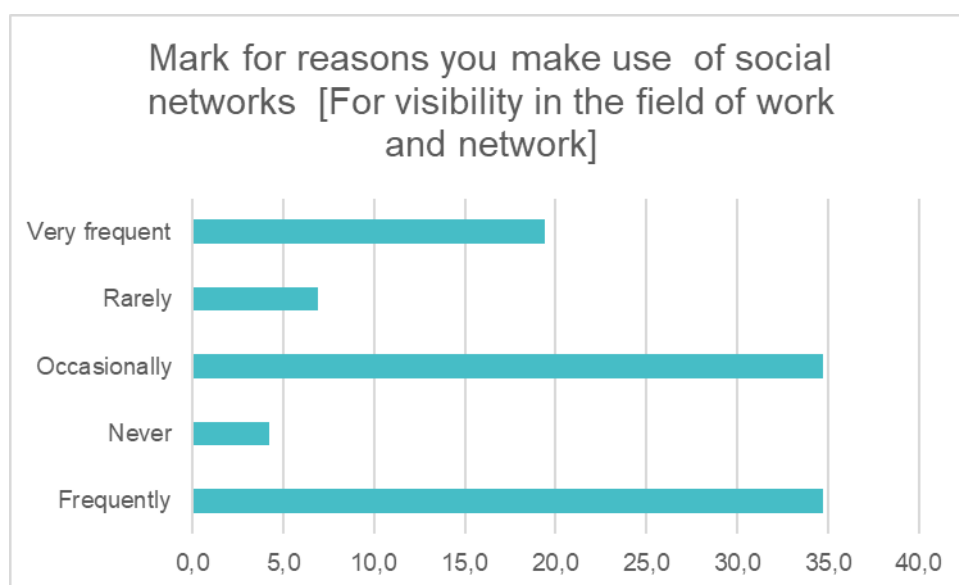*Chart 11- Reason of use – Interaction, Ireland 2022*

Chart 12 – Reason of use – Visibility in work, Ireland 2022

When asked about use at work and whether their companies use social networks, the majority of respondents (73.6%) say their companies are present in some type of social network.

When asked if the companies for which they work have an internal social network, the majority of the public (68.1%) says that their workplaces have some kind of internal communication network (Chart 14).

In terms of frequency of use of the company's internal social network, the majority (44.4%) say they use it only occasionally (Chart 15).

The majority of the general public (62.5%) claims to have received some type of learning or training through the company's internal social network.

The majority of respondents (29,2%) are unsure about the subject, with a significant number (22,2%) disagreeing (Chart 16).
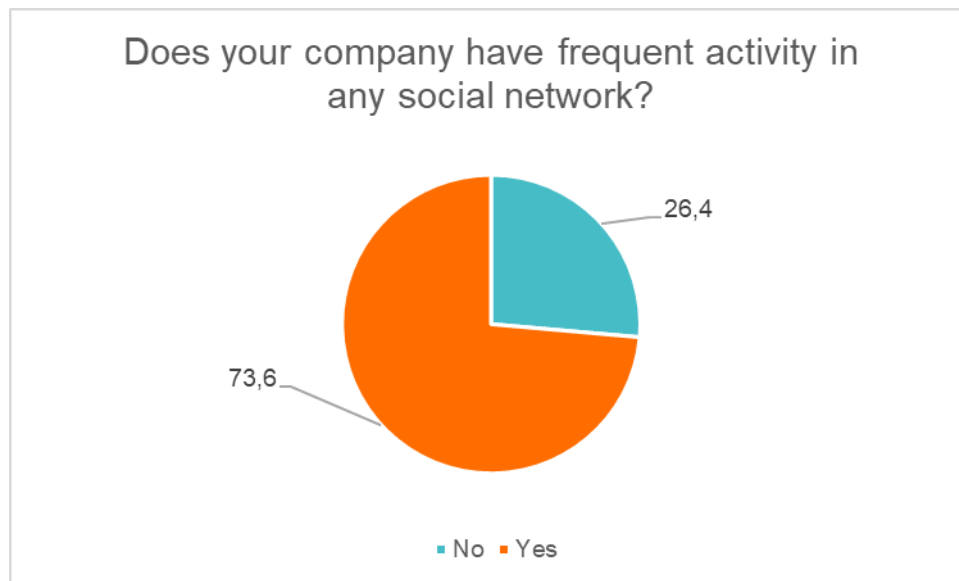
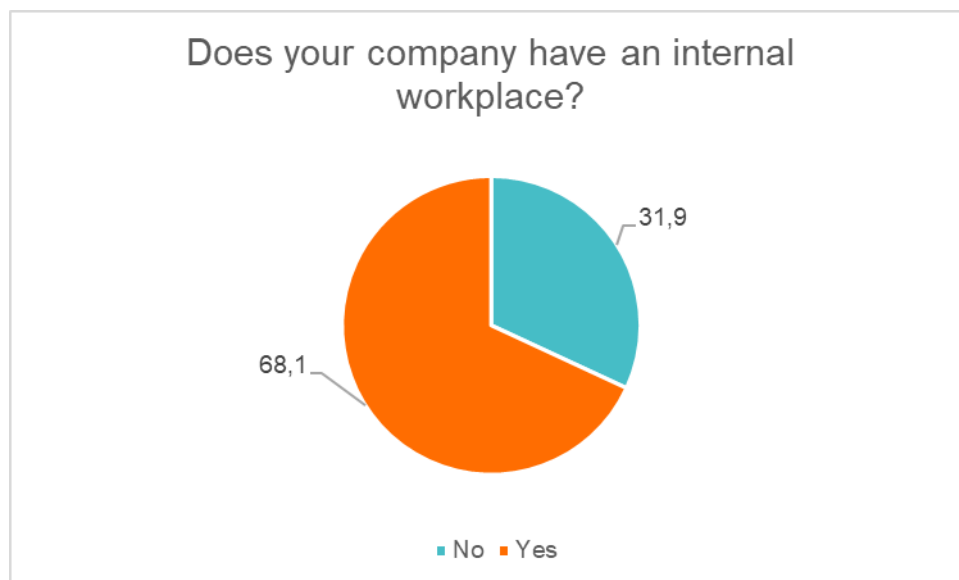*Chart 13 – Question 1 about Social networks in work perception, Ireland 2022*

Chart 14 - Question 2 about Social networks in work perception, Ireland 2022
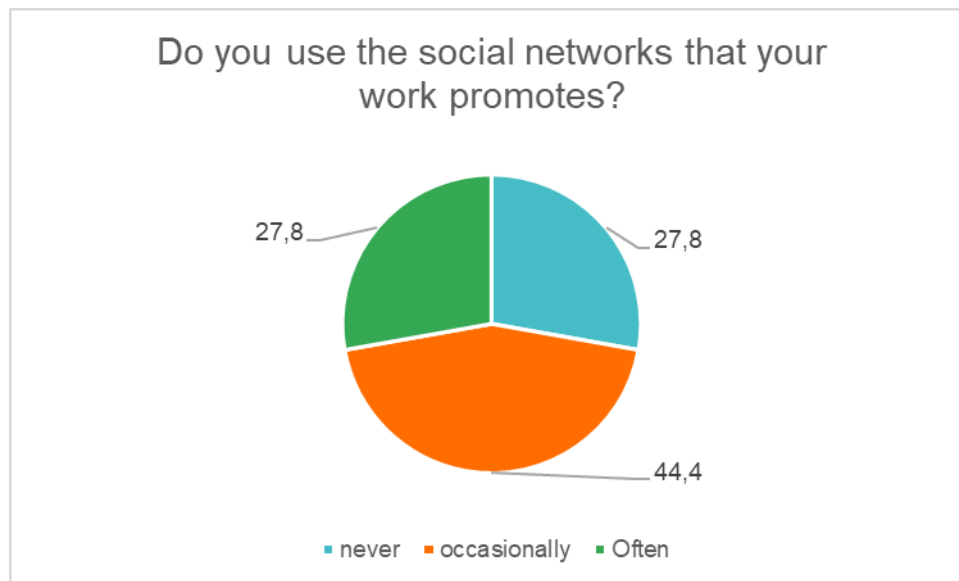
Chart 15 - Question 3 about Social networks perception, Ireland 2022

Several studies have assessed the impact of training and manpower development on work proficiency, performance, and productivity around the world. The design, implementation, and effectiveness of training programs would result in positive outcomes such as positive participant experiences, high levels of work proficiency, and positive attitudes toward future training levels (Okyireh&Okyireh). According Incorporating social media into human resource management has the potential to reduce recruitment costs by up to 95% when compared to traditional recruitment sources, as well as reduce hiring cycle time by approximately 25%. The preceding revelation implies that, when used effectively, social media platforms can be valuable tools in the hands of human resource managers (Cober et al. 2006).

In Chart 16, when asked if they had already received some work training content via social networks, 37.5% answered yes. When questioned whether the current company preferred to use traditional training methods (Chart 17) most chose not to be sure about it (29.2%) followed by those who disagree with this statement (22.2%). And 25.2% disagree that the company is concerned with their significant learning, which implies a low perception of the sense of development (Chart 18), as well as disagree that the company varies in the ways of disseminating knowledge (25%) (Chart 19).
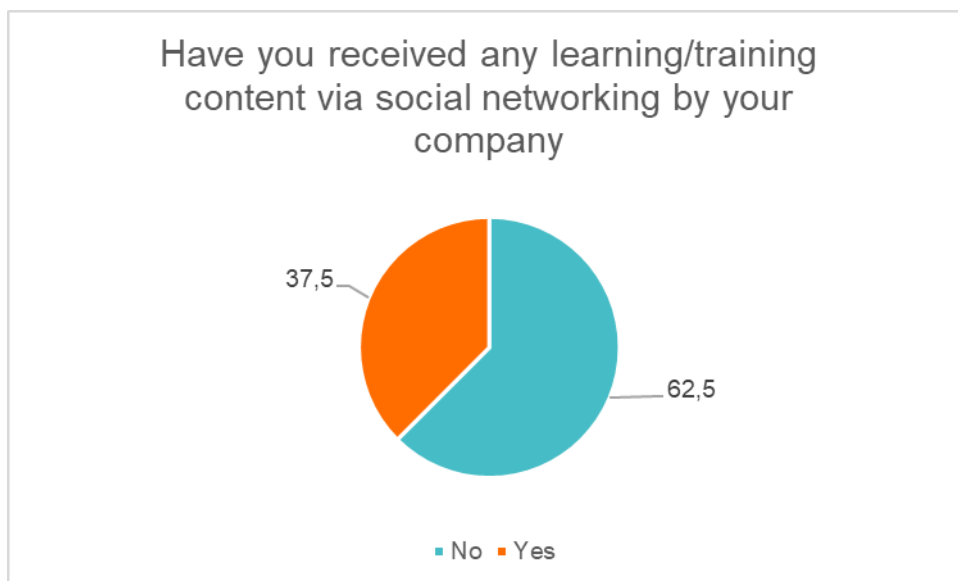
Chart 16 - Question 4 about Social networks perception, Ireland 2022

Chart 17 - Question 1 about corporative training and perception of social medias, Ireland 2022

Chart 18 - Question 2 about corporative training and perception of social medias, Ireland 2022

Chart 19 - Question 3 about corporative training and perception of social medias, Ireland 2022

When asked about their preferences for receiving training and whether they prefer to receive content through social media, 26.5% completely agree and 16.7% agree with this statement. Furthermore, the majority (37.1%) prefer training that allows them to exercise time management skills.
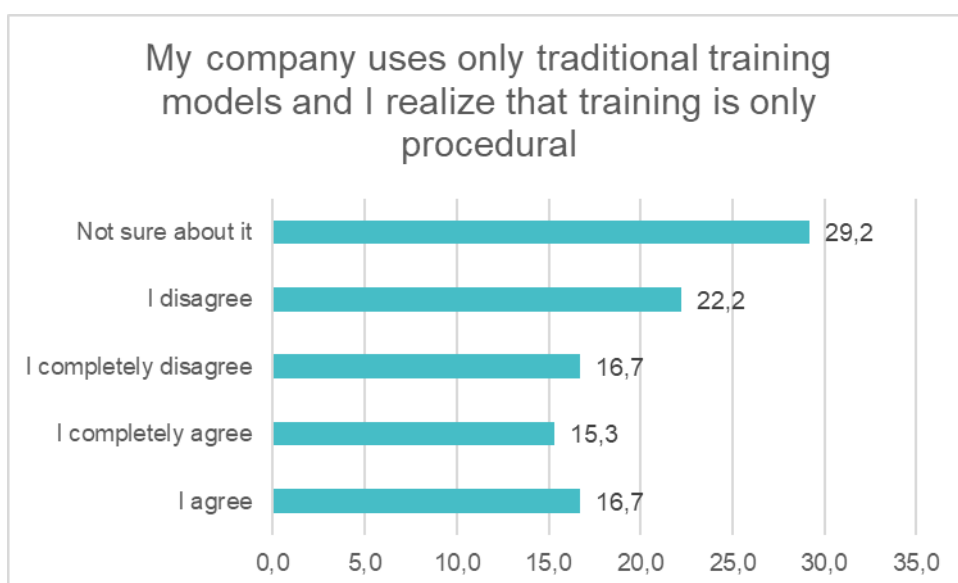
Chart 20 - Question 4 corporative training and perception of social medias, Ireland 2022
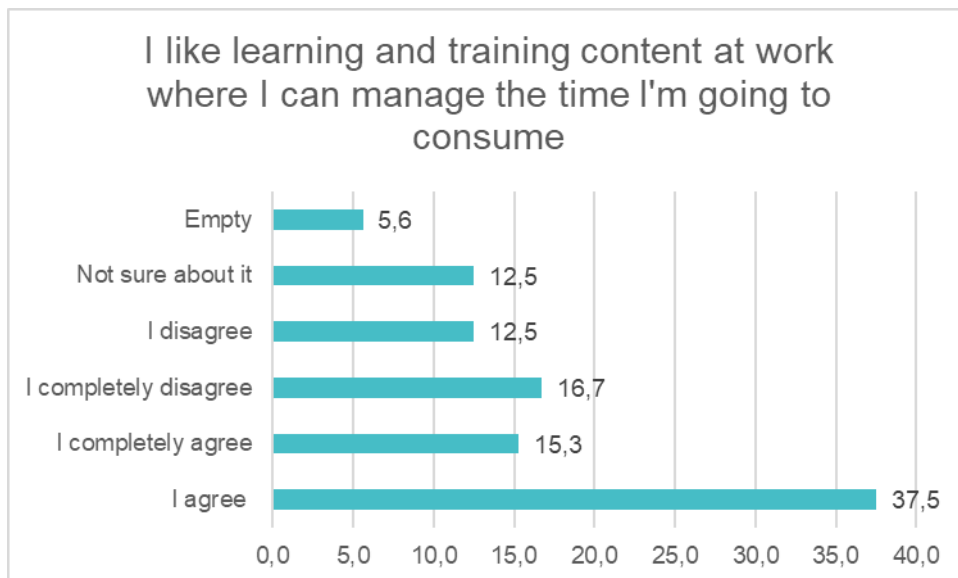
Chart 21 – Question 5 about corporative training and perception of social medias, Ireland 2022

When asked about the perceived value of using social networks at work, the majority (29.2%) are unsure, while 23.6% agree that they do so because they see added value (Chart 22). When asked if they use it because they believe they will be punished if they do not (Chart 23), most are unsure, but 19.4% disagree with this statement while 20% agree. And the vast majority (27.8%) completely agree with the statement that they consume these contents at work because they are relevant to their best work process (Chart 24).
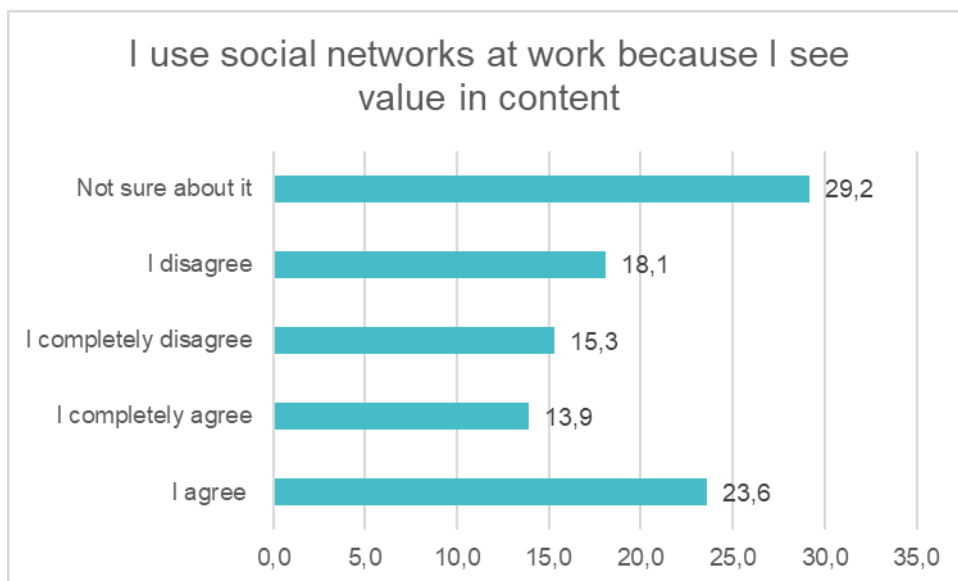
Chart 22 – Question 6 about corporative training and perception of social medias, Ireland 2022
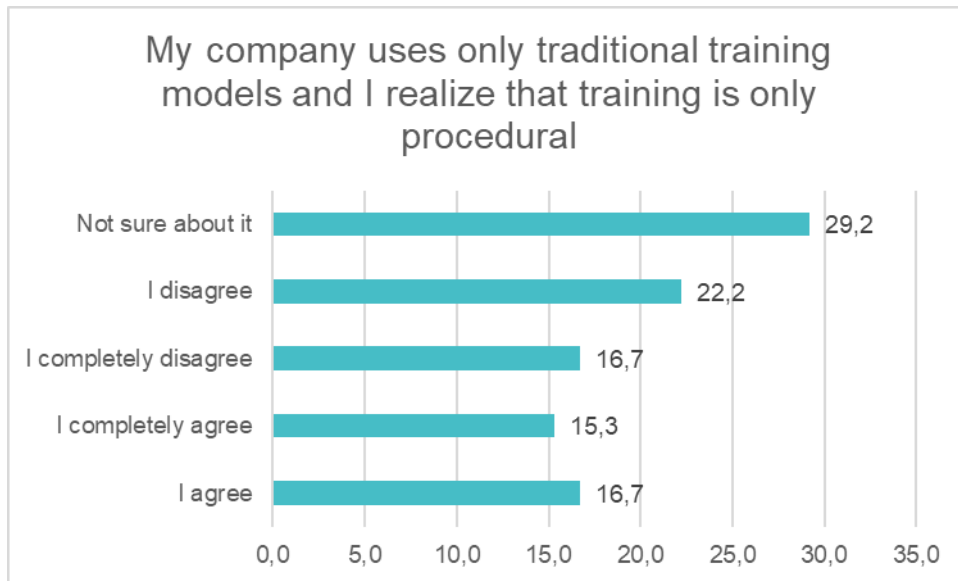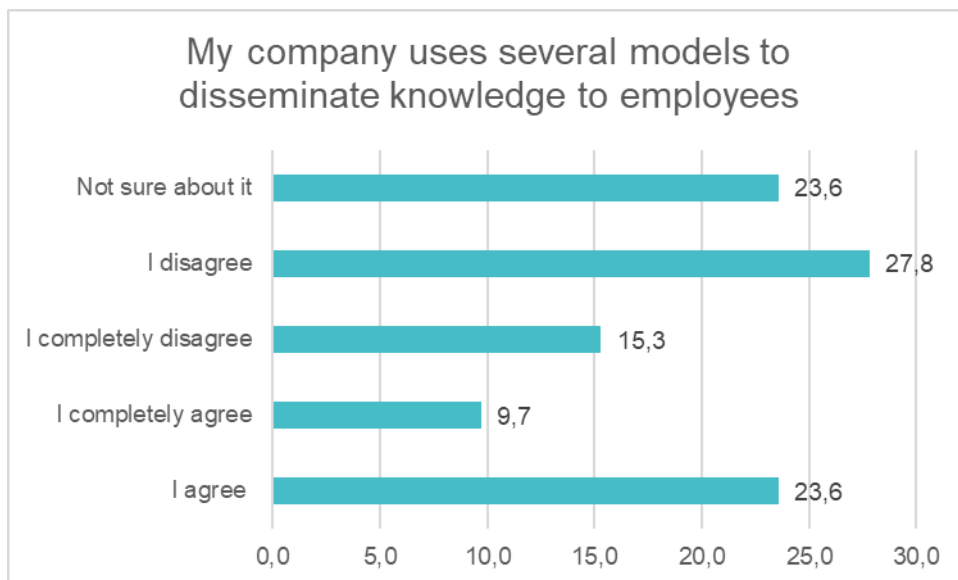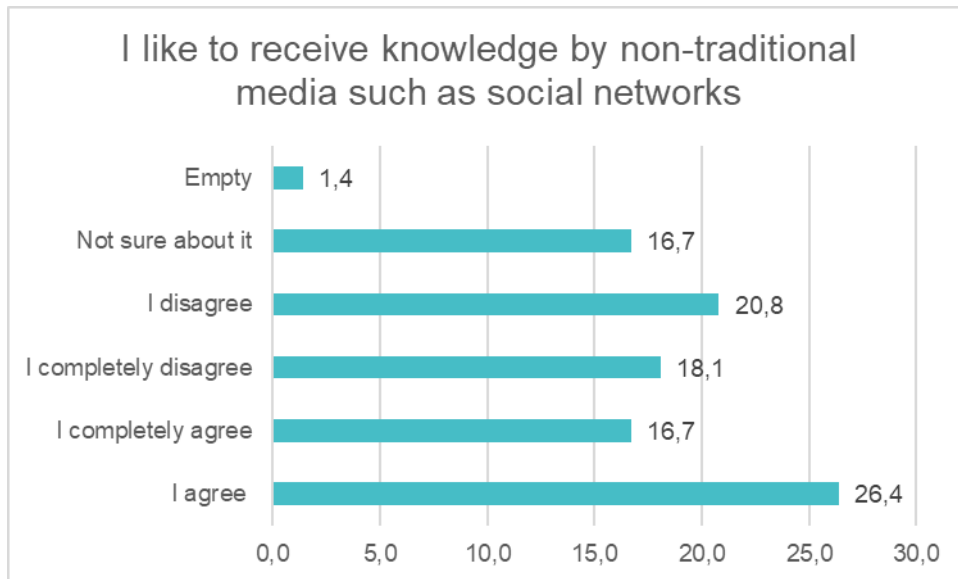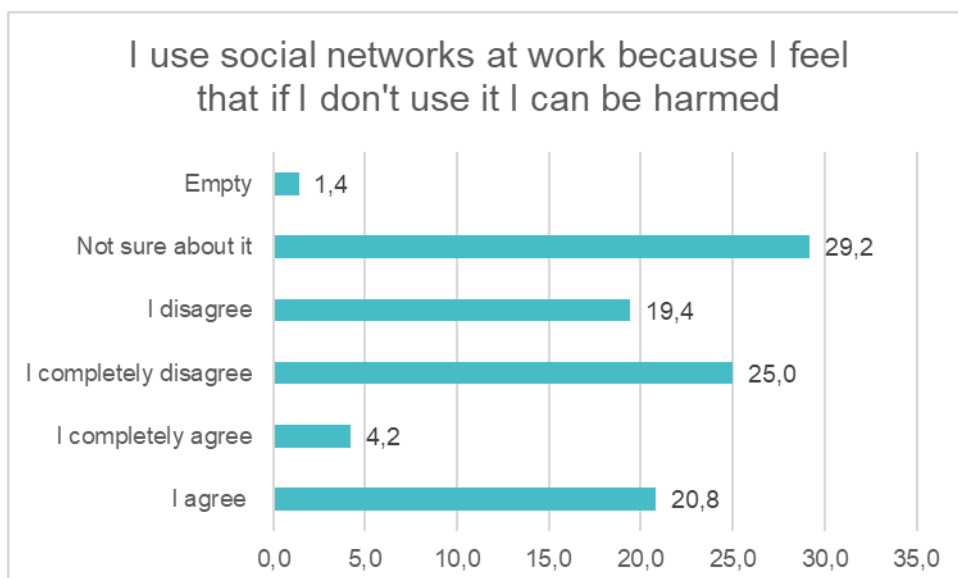

Chart 23 - Question 7 about corporative training and perception of social medias, Ireland 2022
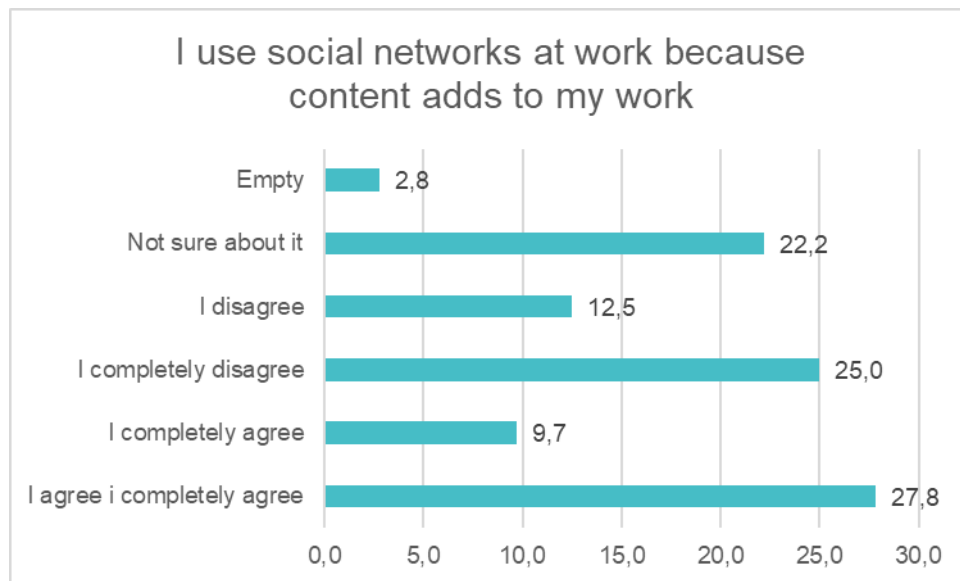
Chart 24 - Question 8 about corporative training and perception of social medias, Ireland 2022

The impact of social media in various fields has demonstrated that technological innovations have demonstrated rapid advancement and development featuring small, specialized gadgets, and we can use these small, specialized gadgets for communication and access to social networks anytime and anywhere because these gadgets include computers. Pocketbooks, laptops, iPads, and even basic cell phones are all examples of electronic devices. As an example of use for learning, studies indicate that Facebook could be an effective tool platform for language learning. As Generation Z and Millennials enter the workforce, their developmental expectations differ from those of Baby Boomers, and they are more comfortable using new technologies to improve work efficiency (ZAMIL, ABU-ALSONDOS & SALAMEH, 2020; SLIM & HAFEDH, 2019; KURNIA & SUHARJITO, 2018)

CHAPTER 5: CONCLUSIONS LIMITATIONS RECOMMENDATIONS

General implications:

The research demonstrated and reinforced research data that social networking is now almost native to people's daily lives in general, and it would be no different in the corporate world. One of the most difficult processes in businesses is effectively maintaining and sustaining the training process. Individual learning, group learning, organizational learning, and interorganizational learning are all levels of learning in the organizational context.

People in organizations all over the world are increasingly using social media to collaborate and learn. New technologies enable a new type of knowledge-based ecosystem, with people at its heart. The traditional business model assumes that relevant information is generated and disseminated through management and training. The traditional model, however, is no longer adequate: there is too much to know and learn, too little time to form an opinion, and information changes too quickly to be transmitted.

Given this point and how young people consume content, social networks are demonstrated to be powerful allies and potential partners for corporate education initiatives. Microlearning appears to be here to stay, owing to the growth of these modalities and the value of short, easy-to-assist content. Instagram is the social network with the most potential.

Concerning internal networks, there are still many challenges to capturing this worker for the organic use of workplaces, and they are currently underutilized by companies due to resource constraints. However, the results lead us to believe that the consumption pattern is worthwhile.

When discussing learning through social networks, it is important to note that it is mostly about network learning. Networks of knowledge-driven people working across time and space can now make informed decisions and solve complex problems in ways that they could not have imagined a few years ago. Social media has the power to transform the workplace into an environment where learning is as natural as it is powerful by bringing together people who share interests regardless of

their location or time zone. While the majority of articles on social media focus on how to use it for marketing, we believe there is a larger story to be told. Hurry, share your knowledge, and interact with your coworkers, business partners, and customers. However, there is still a scarcity of literature on this topic aimed specifically at businesses. There are few networks of authors who conduct research on the subject, and there are few significant publications in the field.

As limitations:

As limitation it is important to note that when non-probabilistic sampling is used, the results cannot be generalized to the entire population. Aside from that, there were limitations in terms of respondent recruitment in the study. Because of the limitations of online research, participant response was slow and low, limiting overall insight. It does, however, pave the way for further investigation into the subject.

For recommendation in business area:

1. Managers in human resources, training, and development must be aware of appropriate limits and boundaries when using social media.

2. As the popularity of social media has grown, a plethora of resources for measuring social media initiatives has emerged. Human resource managers should start measuring the effectiveness of their social media operations with these resources.

3. Because of the platforms' advantageous features, organisations must consistently train their human resources.4. Organizational human resource departments should conduct research on how to overcome the challenges of social media use for human resources, training & developing professional practice.

For recommendation in research area:

It is suggested that qualitative research be conducted to assess how these strategies can generate value through the use of social networks and what the learner's behavior is like, as well the interface between the areas of knowledge between marketing and corporate education, in order to comprehend

the object's multidisciplinarity. In addition to quantitative analyses, but using representative and generalizable samples.

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APPENDICES

APPENDIX I- ETHICAL APPROVAL

Form A: Application for Ethical Approval
Undergraduate/Taught Postgraduate Research

This form should be submitted to the module leader for the relevant initial proposal and/or the relevant supervisor is the proposal has already been accepted.

<mark>Please save this file as</mark> *STUDENT NUMBER_AEA_FormA.docx*

Title of Project	*Social media and Contemporary learning models: How do workers learn to generate value for the company's strategy*
Name of Learner	*Pablo Santos Rego*
Student Number	*51704684*
Name of Supervisor/Tutor	*Mary Morgan*

Check the relevant boxes. All questions must be answered before submitting to the relevant lecturer / supervisor. Note: only one box per row should be selected.

Item	Question	Yes	No	NA
1	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	■
2	Will you tell participants that their participation is voluntary?	☒	☐	
3	Will you obtain written consent for participation (through a signed or 'ticked' consent form)?	☒	☐	■
4	If the research is observational, will you ask participants for their consent to being observed.	☒	☐	☒
5	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	■
6	Will you give participants the option of not answering any question they do not want to answer?	☒	☐	☐
7	Will you ensure that participant data will be treated with full confidentiality and anonymity and, if published, will not be identifiable as any individual or group?	☒	☐	■
8	Will you debrief participants at the end of their participation (i.e., give them a brief explanation of the study)?	☒	☐	■
9	If your study involves people between 16 and 18 years, will you ensure that passive consent is obtained from parents/guardians, with active consent obtained from both the child and their school/organisation?	☒	☐	☐
10	If your study involves people less than 16 years, will you ensure that <u>active</u> consent is obtained from parents/guardians <u>and</u> that a parent/guardian or their nominee (such as a teacher) will be present throughout the data collection period?	☒	☐	☐
11	If your study requires evaluation by an ethics committee/board at an external agency, will you wait until you have approval from both the Independent College Dublin and the external ethics committee before starting data collection.	☐	☐	☒

Item	Question	Yes	No	NA
12	If you are in a position of authority over your participants (for example, if you are their instructor/tutor/manager/examiner etc.) will you inform participants in writing that their grades and/or evaluation will be in no way affected by their participation (or lack thereof) in your research?	☐	☐	☒
13	If you are in a position of authority over your participants (for example, if you are their instructor/tutor/manager/examiner etc.), does your study involve asking participants about their academic or professional achievements, motivations, abilities or philosophies? (please note that this does not apply to QA1 or QA3 forms, or questionnaires limited to market research, that do not require ethical approval from the IREC)	☐	☐	☒
14	Will your project involve deliberately misleading participants in any way?	☐	☒	■
15	Is there any realistic risk of any participants experiencing either physical or psychological distress or discomfort?	☐	☒	■
16	Does your project involve work with animals?	☐	☒	■
17	Do you plan to give individual feedback to participants regarding their scores on any task or scale?	☐	☐	☒
18	Does your study examine any sensitive topics (such as, but not limited to, religion, sexuality, alcohol, crime, drugs, mental health, physical health, etc.)	☐	☒	■
19	Is your study designed to change the mental state of participants in any negative way (such as inducing aggression, frustration, etc?)	☐	☒	■
20	Does your study involve an external agency (e.g. for recruitment)?	☐	☒	■
21	Do your participants fall into any of the following special groups? *(except where one or more individuals with such characteristics may naturally occur within a general population, such as a sample of students)*	☐ ☐ ☐ ☐ ☐	☒ ☒ ☒ ☒ ☒	■

If you have ticked any of the shaded boxes above, you should consult with your module leader / supervisor immediately. **You will need to fill in Form B Ethical Approval** and submit it to the Research & Ethics Committee **instead** of this form.

There is an obligation on the researcher to bring to the attention of the Research & Ethics Committee any issues with ethical implications not clearly covered by the above checklist.

I consider that this project has **no** significant ethical implications to be brought before the relevant Research & Ethics Committee. I have read and understood the specific guidelines for completion of Ethics Application Forms. I am familiar with the codes of professional ethics relevant to my discipline (and have discussed them with my supervisor).	☒

Name of Learner	Pablo Santos Rego
Student Number	*51704684*
Date	30-Nov-2022

I have discussed this project with the learner in question, and I agree that it has no significant ethical implications to be brought before the Research & Ethics Committee.	☐

Name of Supervisor/Lecturer	Click or tap here to enter text.
Date	Click or tap here to enter text.

APPENDIX 2 - QUESTIONNAIRE

Questionnaire - Contemporary learning models: how do workers learn to generate value for the company's strategy?

QUESTIONNAIRE

SECTION 1 - SOCIODEMOGRAPHIC PROFILE

1) Gender
( ) Man
( ) Woman
( ) Non-binary
( ) Prefer not to answer
2) Age group
( ) 18-25
( ) 26-33
( ) 33-39
( ) 40+
3) Education Grade:
( ) Primary School
( ) Secondary School or equivalent
( ) Some College, no Degree
( ) Bachelor's Degree
( ) Post-graduate Degree

4) In which area do you work?
( ) industry
() third sector
() retail
() services
( ) others
SECTION 2 - PROFILE OF USE OF SOCIAL NETWORKS

1) Currently how many social networks you have active accounts()
None( ) No( ) 1 to 2
( ) 3 to 5
( ) > 5
2) Mark by level of use the social networks below

Social Network	Very Common	Frequently	It is	Rarely	Never
Facebook					
Instagram					
Twitter					
Linkedin					
Youtube					
Tiktok District					

3) How long do you stay on social media on a daily basis?
( ) Up to 30 minutes
( ) Between 30 minutes to 1 hour

( ) 1 to 3 hours
( ) 3 to 6 hours
( ) More than 6 hours

2) Mark for reasons you make use ofsocial networks

Social Network	Very Common	Frequently	It is	Rarely	Never
For leisure and entertainment only					
For learning					
To update news					
For interaction with friends and family					
For visibility in the field of work and network					

SECTION 3 - PROFILE OF USE OF SOCIAL NETWORKS IN WORK
1) Does your company have frequent activity in any social network?
( ) Yes
( ) No
2) Does your company have an internal workplace?
( ) yes
( ) no

3) Do you use the social networks that your work promotes?
() Often
() occasionally
() never
4) Have you received any learning/training content via social networking by your company?
() Yes
( ) no
In relation to contemporary learning models, mark your agreement with the statements below

RESEARCH QUESTIONS	I COMPLETELY DISAGREE	I DISAGREE	NOT SURE ABOUT IT	I AGREE	I COMPLETELY AGREE
Learning management in the workplace					
My company uses only traditional training models and I realize that training is only procedural					
I realize that my company cares about how I learn significantly					
My company uses several models to disseminate knowledge to employees					
I like to receive knowledge by non-traditional media such as social networks					
Consumption of learning content					

I prefer to learn in the traditional way (classroom, face-to-face, with mediator)					
I prefer to learn by microlearning (short and digital content)					
I retain information when the company uses social networks to disseminate information					
The training and knowledge I receive makes sense for the skills and skills I need to have for my role					
I like learning and training content at work where I can manage the time I'm going to consume					
Social networks at work					
I use social networks at work because I see value in content					
I use social networks at work because I feel that if I don't use it I can be harmed					
I use social networks at work because content adds to my work					

RESEARCH - Corporate knowledge management and use of social networks
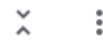
My name is Pablo Santos Rego , I am a student of Degree in Marketing
at Independent Colleges Dublin. This questionnaire is part of a study that aim is to identify "How do modern
workers develop skills and abilities through media content and social networks?"
The research has an academic purpose only and there are no direct benefits from answering
the questions below, but your participation will have extreme importance in the development
of a better understanding of the topic.

Important notes:
1. Your participation is voluntary, and you are free to withdraw at any time. The answers
will be sent to a link at Google Forms and the data collected will be stored online in an
electronic format protected with password. Information such as name, email, address,
or IP address won't be collected by the platform. For those reasons, all the responses
are completely anonymous, and no identification is required.
2. In case you have questions, issues or want to have access to the results in relation to
this research, you are welcome to contact me at pablo.rego19@gmail.com .
3. In case you feel that this research was not able to maintain ethical principles, please
contact: info@independentcolleges.ie
If proceeding with the questionnaire, you are automatically indicating that:
- You have READ and AGREED with the above information;
- You agree to participate this research VOLUNTARILY;
- You are 18 years or over;

- You are free to withdraw from this research at any time.
Thank you for your time and for assisting me in the completion of my Degree.

○ I Agree