

WORKPLACE LEARNING THROUGH SOCIAL MEDIA:
A STUDY OF HUMAN RESOURCES EMPLOYEES IN TURKISH COMPANIES



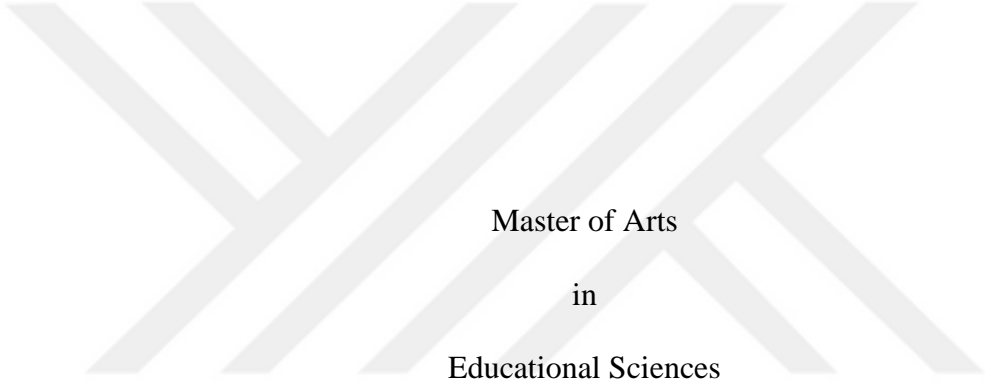
SEVGÜL ERDOĞAN

BOĞAZIÇI UNIVERSITY

2015

WORKPLACE LEARNING THROUGH SOCIAL MEDIA:
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Thesis submitted to the
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in
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by
Sevgül Erdoğan

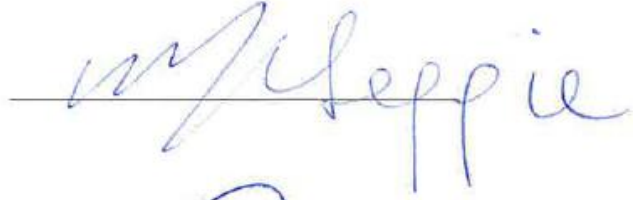
Boğaziçi University

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Workplace Learning Through Social Media: A Study of Human Resources
Employees in Turkish Companies

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DECLARATION OF ORIGINALITY

I, Sevgül Erdoğan, certify that

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- this thesis contains no material that has been submitted or accepted for a degree or diploma in any other educational institution;
- this is a true copy of the thesis approved by my advisor and thesis committee at Boğaziçi University, including final revisions required by them.

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Date01. 07. 2015

ABSTRACT

Workplace Learning Through Social Media:

A Study of Human Resources Employees in Turkish Companies

In an organization, all employees should be up-to-date about their field and the recent developments. Within all these fields, it can be said that Human Resources (HR) is one of the most important areas. It is expected from HR professionals to develop themselves continuously, be up-to-date on global HR implementations and innovations, and be constantly interacted with other HR people globally. This study examines how HR employees learn through social media by analyzing the tools used, frequency of usage and the information gathered. Also, the contribution of social media tools to HR employees' professional development comparing to other information sources is examined. Furthermore, the differences among age, gender and sectors (retail, finance, and telecommunication) are inquired. The results of the study indicate that the use of social media is quite widespread among HR employees and it could be stated that social media tools have an important place in work-related learning. The most used social media tool is Wikipedia, following that LinkedIn, Blogs, YouTube, Google Plus, Facebook, Ekşisözlük, Twitter, and Pinterest are more often preferred by HR employees. The most important situation to which social media contributes in daily workflow is the pursuit of innovation related to the work field. Also, it is concluded that women used social media for learning more frequently than men.

ÖZET

Sosyal Medya Aracılığı ile İşyerinde Öğrenme:

İnsan Kaynakları Çalışanları Üzerine Türk Şirketlerinde Bir Araştırma

Bir organizasyondaki tüm çalışanlar, çalışma alanlarıyla ilgili son gelişmeleri takip etmeli ve kendilerini güncel tutmalıdır. Bütün bu çalışma alanlarının arasında İnsan Kaynaklarının (İK) bir organizasyondaki en önemli alanlardan biri olduğu söylenebilir. İK profesyonellerinden, kendilerini sürekli olarak geliştirmeleri, dünyadaki uygulamaları ve yenilikleri takip etmeleri ve dünya çapındaki diğer İK uzmanlarıyla etkileşim içinde bulunarak kendilerini sürekli güncel tutmaları beklenmektedir. Bu çalışma, İK çalışanlarının sosyal medya aracılığı ile nasıl öğrendiklerini, kullanılan araçlar, kullanım sıklığı ve elde edilen bilgiler üzerinden incelemektedir. Ayrıca, sosyal medya araçlarının, diğer kaynaklara kıyasla İK çalışanlarının profesyonel gelişimine sağladığı katkı incelemektedir. Buna ek olarak, sosyal medya ile öğrenme açısından yaş, cinsiyet, sektör (perakende, finans, telekomünikasyon) farklılıkları da araştırılmaktadır. Araştırma sonuçları, sosyal medya kullanımının İK çalışanları arasında oldukça yaygın olduğunu ve sosyal medya araçlarının işle ilgili öğrenmede önemli bir yere sahip olduğunu göstermektedir. İK çalışanları tarafından en çok tercih edilen sosyal medya aracı Wikipedia olup bunu sırasıyla LinkedIn, Bloglar, YouTube, Google Plus, Facebook, Ekşisözlük, Twitter ve Pinterest takip etmektedir. Günlük iş akışı içerisinde sosyal medyanın en çok katkı sağladığı alanın İK çalışanlarının kendi alanlarıyla ilgili yenilikleri takip etmeleri olduğu ortaya çıkmıştır. Ayrıca, araştırma sonuçlarına göre, öğrenme amacıyla sosyal medya kullanımı, kadınlarda erkeklere kıyasla daha yüksektir.

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DEDICATION



*To my beloved children
Selin & Kaan...*

TABLE OF CONTENTS

| | |
|---|----|
| CHAPTER 1: INTRODUCTION | 1 |
| 1.1 Purpose of the study | 3 |
| 1.2 Research questions | 3 |
| 1.3 Significance of the study | 4 |
| 1.4 Definitions | 6 |
| CHAPTER 2: LITERATURE REVIEW | 8 |
| 2.1 Social media | 8 |
| 2.2 Social network sites (SNSs) | 8 |
| 2.3 Social learning technologies..... | 9 |
| 2.4 Adult learning..... | 11 |
| 2.5 Social learning..... | 18 |
| 2.6 Social media and self-directed learning | 20 |
| 2.7 Social media and adult learning studies | 23 |
| 2.8 Social learning studies in the human resources field..... | 26 |
| CHAPTER 3: METHODOLOGY | 28 |
| 3.1 Research questions | 28 |
| 3.2 Method..... | 29 |
| 3.3 Population and sample selection | 29 |
| 3.4 Data collection and instruments | 30 |
| 3.5 Pilot study..... | 31 |
| 3.6 Data analysis procedures | 32 |
| CHAPTER 4: RESULTS..... | 33 |
| 4.1 Descriptive statistics..... | 33 |

| | |
|--|----|
| 4.2 Analysis of the research questions | 35 |
| CHAPTER 5: DISCUSSION AND CONCLUSIONS | 44 |
| 5.1 Summary of the findings and discussion..... | 44 |
| 5.2 Conclusion and recommendations..... | 46 |
| 5.3 Limitations of the study..... | 47 |
| 5.4 Suggestions for further research..... | 47 |
| APPENDIX A: AN OFFICIAL CONSENT BY THE ETHICS COMMITTEE..... | 48 |
| APPENDIX B: PARTICIPANT INFORMATION AND CONSENT FORM..... | 49 |
| APPENDIX C: PARTICIPANT INFORMATION AND CONSENT FORM (TURKISH)..... | 50 |
| APPENDIX D: SURVEY | 51 |
| APPENDIX E: SURVEY (TURKISH) | 56 |
| APPENDIX F: THE RELIABILITY TEST FOR EACH ITEM..... | 61 |
| REFERENCES..... | 63 |

LIST OF TABLES

| | |
|---|----|
| Table 1. Reliability Statistics of Pilot Study. | 32 |
| Table 2. Age Group of Participants. | 34 |
| Table 3. Year of Work Experience. | 34 |
| Table 4. Descriptive Statistics of Use of Social Media Tools..... | 35 |
| Table 5. Detailed Examination of Frequency of Use of Social Media in Work- Related Learning..... | 37 |
| Table 6. The Most Important Problem Situation to Which Social Media Contributes in Daily Workflow..... | 38 |
| Table 7. The Most Preferred Information Sources in Business Life..... | 39 |
| Table 8. Contribution of Tools in Business Life..... | 40 |
| Table 9. Kruskal-Wallis Test for Age and Usage of Social Media Learning. | 42 |
| Table 10. Mann-Whitney U Test for Gender and Usage of Social Media Learning. | 42 |
| Table 11. Kruskal-Wallis Test for Sector and Usage of Social Media Learning..... | 43 |

LIST OF FIGURES

| | |
|--|----|
| Figure 1. Social media usage in Turkey (Kemp, 2014). | 5 |
| Figure 2. Andragogy in practice model (Knowles, Holton & Swanson, 1998). | 12 |
| Figure 3. Five transformations changing the landscape of SDL (Karakas & Manisaligil, 2011)..... | 21 |
| Figure 4. Period of social media participation. | 36 |
| Figure 5. The most important problem situation to which social media contributes in daily workflow..... | 38 |
| Figure 6. Box plot graph of relationship between social media usage for learning and age..... | 41 |

LIST OF ABBREVIATIONS

ASTD American Society for Training and Development

HR Human Resources

SDL Self-directed Learning

SNSs Social Network Sites

SPSS Statistical Package for Social Sciences

SRS Simple Random Sampling

TÜİK Türkiye İstatistik Kurumu (Turkish Statistical Institute)

CHAPTER 1

INTRODUCTION

Social media is a twenty-first century term used to broadly define a variety of networked tools or technologies that emphasize the social aspects of the Internet as a communication, collaboration, and creative expression, and is often interchangeable with the terms Web 2.0 and social software (Dabbagh & Reo, 2011a). “Social media is a set of Internet-based technologies designed to be used by three or more people” (Bingham & Conner, 2010, p. 6).

As in all the world in the last few years, there has been an increase in social media usage in Turkey. In 2012, the usage of computers and internet were 48.7% and 47.4% consecutively, in 2013 the percentages have gone up to 49.9% and 48.9% (Hanehalkı Bilişim Teknoloji Kullanım Araştırması, TÜİK, 2013).

By using social media tools people can learn from other people. Social media provides opportunity to exchange and build information among people by creating groups and interaction among their members. According to Bingham and Conner (2010) learning with and from others is a social learning. While in the past, social learning was mostly based on observing and copying the behaviors of people who shared the same environment, nowadays the social learning concept is also used to describe the learning which happens using social media tools.

Network of people belonging to all professions, working across time and space, can make informed decisions and solve complex problems in ways they could not dream of years ago. Nowadays, individuals can socially learn by online forums, web sites, media and document sharing, etc. and this type of learning is now called social learning (American Society for Training and Development (ASTD), 2011).

According to Bingham and Corner (2010), the social learning provides people at every level, in every nook of the organization, and every corner of the globe, a way to reclaim their natural capacity to learn non-stop. Social learning is augmented by commercial tools, such as Facebook, Twitter, YouTube, blogs, and wikis, and with enterprise applications and suites of applications including Socialtext, Socialcast, Illeris (http://www.saqa.org.za/docs/events/illeris_paper08.pdf) emphasizes that all professionals must realize that working functions change constantly and radically in their working lives. Therefore, what is needed today is 'lifelong learning'. The knowledge, skills, attitudes etc. to be learned are constantly updated, developed, reorganized and recreated. In an organization, all employees should be up-to-date about their field and the recent developments. Within all these functions, it can be said that Human Resources (HR) is one of the most important areas. It is expected from HR professionals to take the lead in developing themselves and other employees.

Lately, the importance of HR function in companies has increased to a great extent. HR is considered to be the strategic partner of management by authorities. HR field is thought to have a great impact on organizational culture, climate and productivity. Moreover, it can lead innovation and creativity in the organization. Therefore, the competencies of employees in this field are getting important (Brockbank, Ulrich, Younger & Ulrich, 2012). HR management contributes to globalization of the organizations and helps develop employees accordingly. Based on the abovementioned thoughts, it is expected from the HR people to develop themselves continuously, be up-to-date on global HR implementations and innovations and be constantly interacted with other HR people globally. Hence, the

increased usage of social media and learning through it is especially considered to be important for the employees of this field.

1.1 Purpose of the study

Social media enables employees to interact and learn from each other continuously. The aim of this study was firstly to investigate how HR employees learn through social media by analyzing the tools used, frequency of usage and the information gathered. Secondly, the contribution of social media tools to HR employees' professional development comparing to other information sources was examined, and the differences among age, gender and sector (retail, finance, and telecommunication) were inquired.

1.2 Research questions

This study answers the following research questions:

- i. How do HR employees learn through social media?
 - a. What kind of tools do HR employees use in the social media?
 - b. How long have HR employees been using social media?
 - c. How often do HR employees use the social media for work-related learning?
 - d. For what kind of problem situations do HR employees prefer to use social media in their routine work-flow?
- ii. How important the contribution of social media tools is to HR employees' professional development comparing to other information sources?
- iii. Are there any differences of social media usage on work related learning among age, gender and sector (retail, finance, and telecommunication)?

1.3 Significance of the study

Latest statistics reveal the striking increase in internet and social media usage. In Kemp's (2014) Global Digital Statistics report, as of January 2014 total world population is 7,095,476,818, number of internet users is 2,484,915,152 and the number of active social network users is 1,856,680,860. Therefore, 26% of the world populations are actively using social networks. When Turkey is analyzed, the total population is 80,694,485, number of internet users is 35,990,932 (45% of population), number of active Facebook users is 36,000,000 (45% of population).

World average of internet penetration is 35%. When analyzed by country, the highest percentage of internet penetrations belongs to United Kingdom (87%) and the lowest percentage belongs to India (12%). Turkey is above average with 45% (Kemp, 2014).

World average of social penetration based on active users of the largest active social network is 26%. When analyzed by country, the highest is United Arab Emirates (80%) and the lowest percentage is Nigeria (6%). Turkey is above average with 45% (Kemp, 2014).

In the world, average number of hours per day spent by social media users on all social channels is 2.0. In Turkey, average number of hours per day spent by social media users is 2.5 hours. Moreover, the percentage of mobile users using social media apps on their phone is 51% (Kemp, 2014).

The details of social media usage in Turkey are indicated in the Figure 1 below.

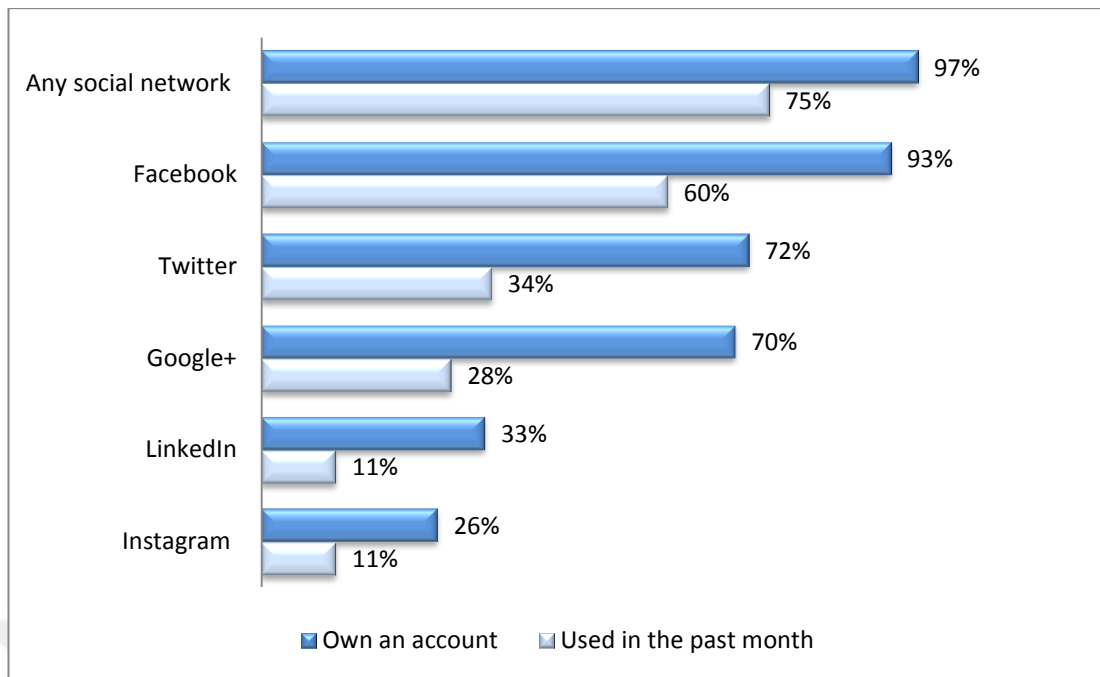


Figure 1. Social media usage in Turkey (Kemp, 2014).

As seen in Figure 1, 97% of internet users in Turkey are using social networking sites. In December 2013, 75% of them have actively used any social network. It is obvious that nearly half of Turkey’s population use social media. However, it is not clear for what extent are these social networking sites used for learning.

Nowadays, gathering information is a key activity for all professionals. Social technology tools enable individuals to share knowledge. It is also quite easy to observe adults searching the internet to obtain certain information in their daily life. “Social technologies have revolutionized the idea of learning in a social context” (Brooks, 2007, p. 58). People can learn from or with others they never meet or see. According to Brooks (2007) “learning is social for twenty-first century learners” (p. 59). Social media use can influence employee learning in the workplace (Van Puijenbroek, Poell, Kroont & Timmerman, 2013). This study helps reveal the importance of social media in learning and generate ideas for using these tools more efficiently in the business life.

1.4 Definitions

1.4.1 Human resources

The process of hiring and developing employees so that they become more valuable to the organization. Human Resource Management includes conducting job analyses, planning personnel needs, recruiting the right people for the job, orienting and training, managing wages and salaries, providing benefits and incentives, evaluating performance, resolving disputes, and communicating with all employees at all levels (<http://www.businessdictionary.com/definition/human-resource-management-HRM.html#ixzz37AU9JBxB>).

1.4.2 Retail

The resale (sale without transformation) of new and used goods mainly to the general public for personal or household consumption or utilization, by shops, department stores, stalls, mail-order houses, door-to-door sales persons, hawkers and peddlers, consumer cooperatives, auction houses etc. (International Standard Industrial Classification of All Economic Activities, 2008).

1.4.3 Finance

The part of an overall economy that is primarily made up of money markets, banking institutions and brokers (<http://www.businessdictionary.com/definition/human-resource-management-HRM.html#ixzz37AU9JBxB>).

1.4.4 Telecommunication

Includes the activities of providing telecommunications and related service activities, i.e. transmitting voice, data, text, sound and video. The transmission facilities that carry out these activities may be based on a single technology or a combination of technologies (International Standard Industrial Classification of All Economic Activities, 2008).



CHAPTER 2

LITERATURE REVIEW

2.1 Social media

“Social Media is a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content” (Haenlein & Kaplan, 2010, p. 61). Bingham and Conner (2010) define social media as “technology used to engage three or more people”.

Castro (2012) defined social media in his study “as digital technologies that enable social interaction through a variety of forms and channels” (p.153). According to Taylor, King and Nelson (2012), “Social Media is internet based technologies that allow more free flowing communication among its users” (p.309).

Haenlein and Kaplan (2010) classified six different types of Social Media: (1) collaborative projects, (2) blogs, (3) content communities, (4) social networking sites, (5) virtual game worlds, and (6) virtual social worlds.

Taylor et al. (2012) point out that “the phrase “social networking sites” is as an umbrella term used for social media and includes but is not limited to Facebook, Twitter, LinkedIn, Myspace” (p. 309).

2.2 Social network sites (SNSs)

“Social network is a way of conceptualizing social groupings and interaction” (Merchant, 2012, p. 5). Social network sites are “web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view

and traverse their list of connections and those made by others within the system” (Boyd & Ellison, 2008, p.211).

Haenlein and Kaplan (2010) define social networking sites as “applications that enable users to connect by creating personal information profiles, inviting friends and colleagues to have access to those profiles, and sending e-mails and instant messages between each other”.

Peer-to-peer networks, collaborative filtering, and weblogs (known as blogs) are social software examples, utilizing the way in which web users interact with each other and with the web in order to seek new information (Levene, 2010).

Levene (2010) explains the link between the web, social networks and people as the following:

The Web is a network of documents, and documents are part of web sites, all of which are interwoven together by links. The Web is the largest man-made complex network, created in a decentralized manner without a single guiding hand. In a social network, the links are between people rather than web pages. A network of acquaintances is an example of a social network. It contains direct links to our closest acquaintances, which would be our friends and the people we work with. Indirect links can then be found to the friends of our friends, and so on. Other examples of social networks are business relationships, sibling and spouse relationships in extended families, and collaboration networks between academics or film actors. (p. 311)

The Web provides an electronic communication between people who can transform real-world social networks into virtual world. Computer networks allow wide ranging interactions that are not possible amongst small neighborhood groups. Web sites go beyond physical boundaries and enable multiple local communities to form larger online communities (Levene, 2010).

2.3 Social learning technologies

Resources for learning are everywhere and people can get help from a variety of other people for learning (Knowles, 1980). Today, social media is used as a powerful

learning tool. Technology allows people to share information, find new resources, and access knowledge from people regardless of time or location. These tools help people facilitate their natural desire to learn and collaborate (Bingham & Conner, 2010).

“Technology used in social learning includes the use of computers and knowledge databases within an organization, laptops and cell phones in the hands of individuals, and websites, webinars and videos presented and stored on the Internet available to anyone” (Drops, 2012, p. 264).

There are different tools that can be used for social learning. “Technology tools are changing at a rapid and unpredictable pace and what may be the popular social media tools of today may be obsolete tomorrow” (Allen & Naughton, 2011, p. 53).

Social learning technologies were categorized broadly as following:

- Social networking tools (e.g., LinkedIn, Facebook, Twitter, etc.)
- Work collaboration tools (e.g., wikis)
- Blogs (e.g., text, video, micro)
- Virtual immersive environment (e.g., virtual worlds such as Second Life; gaming and simulations)
- Mobile/location-based technologies (e.g., smartphones, tablets, netbooks, mobile applications, etc.)
- Shared media (e.g., audio and video)
- Social bookmarking (e.g., Digg, Reddit, etc.)
- Shared workspaces (e.g., Google Docs, Microsoft SharePoint)
- Peer rating tools (e.g., Amazon.com ratings)

- Synchronous (e.g., instant messaging) and asynchronous (e.g., message boards) communication tools (Allen & Naughton, 2011; American Society for Training and Development, 2011).

As the social media tools have been started to use widely, academic studies have begun to concentrate on the impacts of these tools on learning. Van Puijenbroek, Poell, Kroont & Timmerman (2013) found that social media use has a positive relationship with learning activities. Employees who highly use social media in their jobs (more than once a month to every day) learn more often compared to employees who use no to little (once a month or less) social media in their life (Van Puijenbroek et al, 2013).

2.4 Adult learning

Lindeman (1926a), and Anderson and Lindeman (1927) brought the concept of andragogy to America. Although they clearly expressed that andragogy was the method for teaching adults, the term did not take root until many years later (Cooper & Henschke, 2007). Later, Knowles defined andragogy as “the art and science of helping adults learn”, in contrast of pedagogy which is defined as “the art and science of teaching children” (Knowles, 1980, p. 43).

Andragogy is promised on four critical assumptions. As individual mature: 1) their self-concept moves from one of being a dependent personality toward being a self-directed human being; 2) they accumulate a growing reservoir of experience that becomes an increasingly rich resource for learning; 3) their readiness to learn becomes oriented increasingly to the developmental task of their social roles; and 4) their time perspective changes from of postponed application of knowledge to immediacy of application, and accordingly, their orientation toward learning shifts from one of subject-centeredness to one of performance-centeredness. (Knowles, 1980, pp. 44-45)

As Knowles refined his thinking in years the number of andragogical principles has grown from 4 to 6. Figure 2 shows the six principles of the andragogical model

(Holton, Swanson & Naquin, 2001). As can be seen in the figure “andragogy was originally presented with 4 assumptions, numbers 2 to 5” (Holton et al., 2001, p. 120).

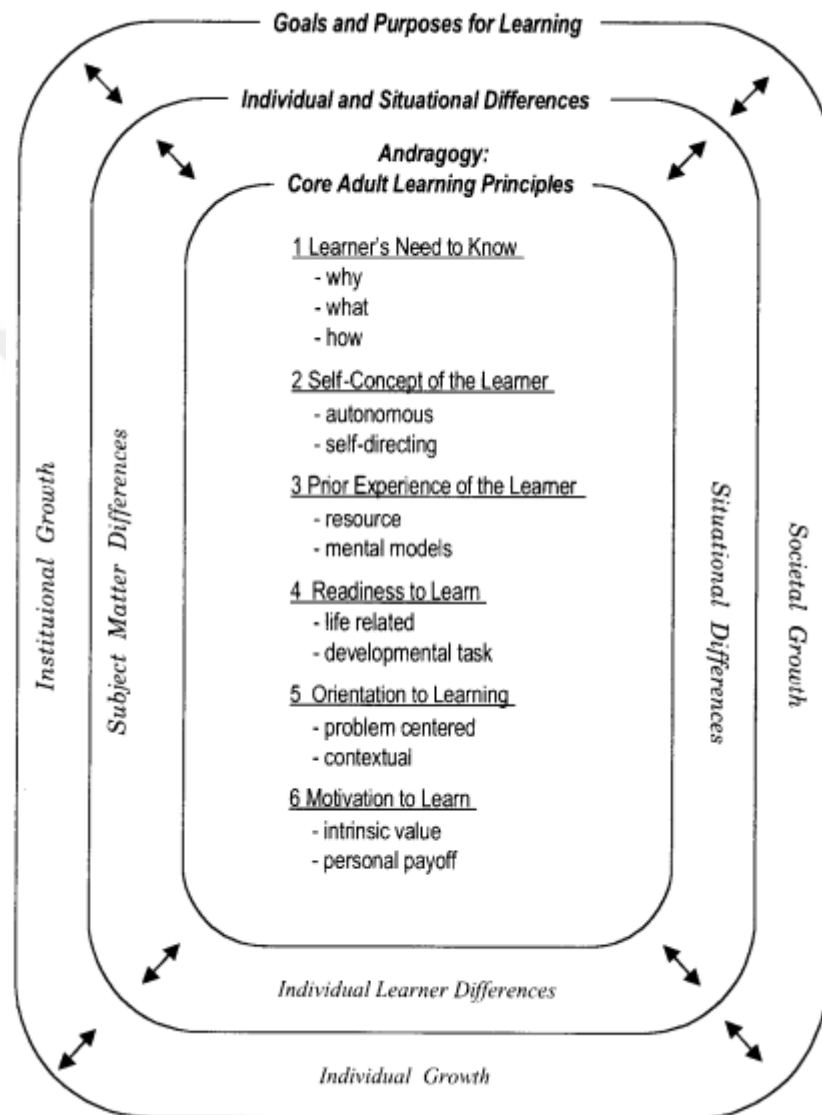


Figure 2. Andragogy in practice model (Knowles, Holton & Swanson, 1998).

The three dimension of Andragogy in Practice are 1) goals and purposes of learning, 2) individual and situation differences, and 3) andragogy: core adult learning principles (Holton et al., 2001). “The three rings of the model interact, allowing the model to offer a 3-dimensional process for understanding adult learning situations” (Holton et al., 2001, p.129).

Knowles, Holton, and Swanson (2005), restated that (1) adults need to know why they need to learn something before undertaking to learn it, (2) adults have a self-concept of being responsible for their own decisions, for their own lives, (3) adults come into an educational activity with both a greater volume and a different quality of experience from that of youth, (4) adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations, (5) adults are motivated to learn to the extent that they perceive that learning will help them perform tasks or deal with problems that they confront in their life situation, (6) adults have internal motivators that impact their learning most.

Another part of the andragogical model is “the andragogical process design, steps for creating adult learning experiences” (Holton et al., 2001, p. 120). Knowles (1995) brought the following eight steps:

- 1) Preparing learners for the program.
- 2) Establishing a climate conducive to learning.
- 3) Involving learners in mutual planning.
- 4) Involving participants in diagnosing their learning needs.
- 5) Involving learners in forming their learning objectives.
- 6) Involving learners in designing learning plans.
- 7) Helping learners carry out their learning plans.
- 8) Involving learners in evaluating their learning outcomes. (Holton et al., 2001, pp. 120-123)

Andragogy was criticized that it is more concerned with the individual change instead of social change. According to Brookfield (1986) “it is easy to see from its philosophical roots that andragogy is an individual-transactional model of adult learning” (Holton et al., 2001, pp. 123). Holton et al. (2001) state that “adult learning occurs in many settings for many difficult reasons. Andragogy is a transactional model of adult learning that is designed to transcend specific application in which adult learning occurs. Others might include organizational human resource

development, higher education, or any other arena in which adult learning occurs”
(p.125).

Holton et al. (2001) note that:

...andragogy can be embedded within many different sets and goals and purposes, each of may affect the learning process differently. So, for example, one could engage in adult learning for the purpose of social change (critical theory) and use an andragogical approach to adult learning. Similarly, one could engage in adult learning for performance improvement in an organization (performance/human capital theory) and use an andragogical approach. (p. 125)

According to Holton et al. (2001), Knowles conception of adult education was broad.

They explained his conception as below:

His definition of an adult educator was “one who has responsibility for helping adults to learn.” He also noted that there were at least three meanings of the term “adult education” (Knowles, 1980). One meaning was a broad one to describe the process of adult learning. A more technical meaning, he suggested, was of adult education as an organized set of activities to accomplish a set of educational objectives. Finally, a third meaning was combination of the two into a movement or a field of social practice. In his examples, he listed everyone in what we would today call adult education, human resource development, community development, higher education, extension, library educators – and more. It seems clear that he intended for andragogy to be applicable to all adult learning environments. (pp. 126-127)

After spending two decades experimenting with andragogy Knowles (1984b) had reached certain conclusions. “Among them where: 1) the andragogical model is a system of elements that can be adapted in whole or in part. It is not an ideology that must be applied totally and without modification. In fact, an essential feature of andragogy is flexibility. 2) The appropriate starting point and strategies for applying the andragogical model depend on situation” (Holton et al., 2001, pp. 127-128).

Based on Knowles’ statements it is clear that the educators have the responsibility to check out which assumptions are realistic in a given situation (Holton et al., 2001).

Pratt (1988) noticed that “most learning experiences are highly situational and that learner may exhibit very different behaviors in different learning situations. (...)

it is entirely likely that a learner may be highly confident and self-directed in one realm of learning but dependent and unsure in another” (Holton et al., 2001, p. 128).

Merriam and Caffarella (1999) stated that they “see andragogy as an enduring model for understanding certain aspects of adult learning” (p. 278). According to Merriam and Caffarella (1999) andragogy “constitutes one piece of the rich mosaic of adult learning” (p. 278).

Mezirow (1981, 1991) developed a critical theory of adult learning and education, and set the groundwork for andragogy that include twelve core concepts (Cooper & Henschke, 2007). These concepts are below:

1. Progressively decrease the learner’s dependency on the educator.
2. Help the learner understand how to use learning resources, especially the experience of others, including the educator, and how to engage in reciprocal learning relationships.
3. Assist the learner to define his/her learning needs, both in terms of immediate awareness and in terms of understanding the cultural and psychological assumptions influencing his/her perceptions of needs.
4. Assist the learner to assume increasing responsibility for defining learning objectives, planning his/her own learning program, and evaluating progress.
5. Help the learner organize what is to be learned in relationship to his/her current personal problems, concerns, and level of understanding.
6. Foster learning decision making, select relevant learning experiences that require choosing, expand the learner’s range of options, and facilitate the learner’s taking the perspectives of others who have alternative ways of understanding.
7. Encourage the use of criteria for judging that are increasingly inclusive and differentiating in awareness, self-reflexive, and integrative of experience.
8. Foster a self-corrective, reflective approach to learning – to typifying and labeling, to perspective taking and choosing, and to habits of learning and learning relationships.
9. Facilitate posing and solving of problems, including problems associated, with the implementation of individual and collective action, and recognition of the relationship between personal problems and public issues.
10. Reinforce the self-concept of the learner as a learner and doer by providing for progressive mastery and for a supportive climate with feedback to encourage the provisional efforts to change and to take risks; by avoiding competitive judgment of performance; and by appropriate use of mutual support groups.

11. Emphasize experiential, participative, and projective instructional methods and use modeling and learning contracts where appropriate.
12. Make the moral distinction between helping the learner understand his/her full range of choices and ways to improve the quality of choosing and encouraging the learner to make a specific choice. (Mezirow, 1991, pp. 199-200)

Mezirow (1991) claimed that “we all depend upon consensual validation to establish the meaning of our assertions, especially in the communicative domain of the learning, and that an ideal set of conditions for participation in critical discourse is implicit in the very nature of human communication” (p. 198). According to Mezirow (1991) these same conditions are fundamental to a philosophy of adult education because they are also the ideal conditions for adult learning.

Under these ideal conditions, participants in discourse

- Have accurate and complete information
- Are free from coercion and self-deception
- Have the ability to weight evidence and evaluate arguments
- Have the ability to be critically reflective
- Are open to alternative perspectives
- Have equality of opportunity to participate, and
- Will accept an informed, objective and rational consensus as a legitimate test of validity. (Mezirow, 1991, p. 198)

Merriam (2008) defines adult learning as “a complex phenomenon that can never be reduced to a single, simple explanation” (p. 94). According to Merriam (2008), adult learning “is an ever-changing mosaic where old pieces are rearranged and new pieces are added” (p. 94).

Hays (2009) defines adult learning as “a process by which learning is motivated by issue relevant to the workplace experience (including mistakes) and in under the control of the learner” (p. 435).

In the early decades of twentieth century, adult learning theory focused on individual learner, how the learner processes information, and how learning enables the individual to become more empowered and independent (Merriam, 2008).

Knowles (1980) defined the mission of education in the future world “as to produce competent people – people who are able to apply their knowledge under changing conditions” (p. 19). Also, he emphasized that the foundational competence for all people must be the competence to engage in lifelong self-directed learning.

According to Knowles (1980) “adult education must be primarily concerned with providing the resources and support for self-directed inquirers” (p. 19). Hays (2009) defines self-directed learning as “a process by which individuals manage their own learning by developing and then addressing personal learning objectives” (p. 435).

Knowles (1975) defined self-directed learning as “a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement appropriate learning strategies, and evaluating learning outcomes” (p. 18). “As individuals mature, their need and capacity to be self-directed, to use their experience in learning, to identify their own readiness to learn, and to organize their learning around life problems increases steadily” (Knowles et al., 2005, p. 62).

Merriam (2009) stated that “adult learning is at the heart of all adult education practice” (p. 455). Merriam (2009) added that they have moved beyond centering andragogy at the heart of adult learning theory. There are five other ways to understand adult learning: transformative learning, spirituality and adult learning, embodied knowing, the neuroscience of adult learning and narrative learning (Merriam, 2009).

Transformative learning theory is a theory of adult learning which aims “to describe and analyze how adults learn to make meaning of their experience”

(Mezirow, 1991, p. 198). “A philosophy of adult education predicted upon this understanding of the nature of adult learning is a prescription for the educational interventions that are appropriate to help adults learn” (Mezirow, 1991, p. 198).

Taylor (2009) stated that transformative learning theory “sees learning as a process of constructing new or revised interpretations of experience through reflection, it has accomplished what the study of andragogy had hoped to and much more” (p. 456). Taylor (2009) explained this by indicating that “andragogy is more a framework for teaching adults than a lens for explaining learning” (p. 456).

2.5 Social learning

Bandura’s social learning theory, particularly observational learning and reciprocal determination, is a theory that describes an individual’s ability to learn from their own experience and also through the experience of others (Bandura, 1977).

According to Wenger (1998), social theory of learning positions learning in the context of an individual’s lived experience of how he or she participates in the world social learning is based on the following four key assumptions:

1. Individuals are social beings, and this is a central key aspect of learning;
 2. Knowledge is fundamentally a matter of competence that an individual is able to do or be;
 3. Knowing is a matter of participating in activities that allow for active engagement in the world;
 4. Meaning is an individual’s ability to experience the world in a meaningful way that allows him/her to produce from what we have learned.
- Based on these assumptions, Wenger (1998) positioned his learning theory in social participation. He defined participation not just as local engagement with certain people, but also as a more encompassing process of participation in the practice of “social communities and constructing identities in relation to these communities” (p. 4). Participating within a community, such as a work team or network of friends, shapes not only what we do (our actions), but also who we are (our identity) and how we interpret what we do (our belonging). (p. 4)

Unlike in the past, nowadays “social learning happens using social media tools and through extended access and conversation with all our connections in our workplaces, our communities, and online” (Bingham & Conner, 2010).

Social learning is “learning with and from others” (Bingham & Conner, 2010, p. 6). In their study, aiming to update American Society for Training & Development (ASTD) Competency Model, Allen and Naughton (2011) found the following:

Social learning is distinct from other types of learning covered in the ASTD Competency Model in a number of ways. In particular, social learning is highly flexible and encourages learners to take active control of the content, with increased emphasis on user-generated content and real-time communication. When using immersive learning environments and increased on-demand collaboration, social learning arguably engages learner more deeply. In this context, learning can be sought out deliberately or occur informally through collaboration with peers. (p. 52)

Social learning naturally occurs at conferences, in groups, among friends in a café or among colleagues online who have not met in person. People experience it when they go down the hall to ask a question or when they ask same question on Twitter (Bingham & Conner, 2010).

Bingham and Conner (2010) have stated that social learning can help people to become more informed, gain a wider perspective and be able to make better decisions by engaging with other people by social media.

According to Drops (2012), social learning can be described as the behaviors in using the tools of social media in order to interact with people through social media. People can learn from each other things that do not exist in books or papers. When people express their thoughts and listen to each other, ideas and innovations are stimulated within a group (Drops, 2012).

“Informal sharing of ideas adds more value to learning than the formal acquisition of information stored in documents and databases” (Drops, 2012, p. 265).

Drops (2012) emphasizes the importance of social learning as below:

In the high-technology world of computers and cell phones, social media and mobile learning, the one best way to improve performance is to consistently connect, communicate and collaborate with others in sharing ideas and knowledge as needed in particular situations for individual workers. All of us know more than one of us and the person with knowledge is more valuable than either the knowledge or technology. Such relationships in sharing ideas and information make many more things possible than databases and documents. (p. 266)

Most of the learning “at work and elsewhere comes from engaging in networks where people co-create, collaborate, and share knowledge, fully participating and actively engaging, driving, and guiding their learning through whatever topics will help them improve” (Bingham & Conner, 2010).

Hart defines social learning as “people connecting, conversing, collaborating and learning from, and with, one another on a daily basis at work” (Hart, 2014).

“Learning has become increasingly important to the survival of organizations in recent years, as a result of various changes both in the context of companies and within organizations” (Van der Krogt & Wildemeersch, 2000, p. 26). According to Van der Krogt and Wildemeersch (2000), knowledge is a key asset of employees, their ability to readily acquire and use it is a core competence. Van Puijenbroek (2013) states that employees collaborate by building trust, giving each other feedback and asking for it in return. Social media usage also involves learning from others through online communication. According to Van Puijenbroek et. al. (2013), learning happens in interaction with social environment. Therefore social media usage can influence employee learning in the workplace.

2.6 Social media and self-directed learning

Karakas and Manisaligil (2011) stated that the new generation internet tools have a significant positive impact on self-directed learning. These tools enable “professionals from all over the world to collaborate, interact, participate, share, and

give feedback in the process of learning and development” (pp. 714-715). Nowadays, “learners have access to virtually unlimited information and networks related to their needs and interests” (Karakas & Manisaligil, 2011, p. 715).

Karakas and Manisaligil (2011) describe five transformations that depict the characteristics of learning in the creative digital age: 1) virtual collaboration, 2) technological convergence, 3) global connectivity, 4) online communities, and 5) digital creativity (see Figure 3).

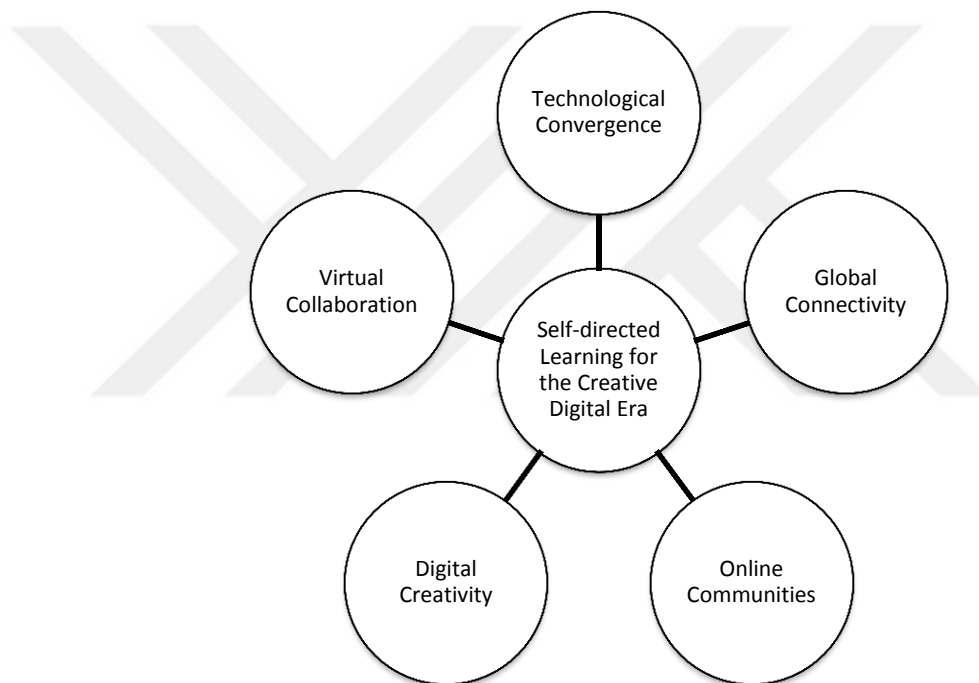


Figure 3. Five transformations changing the landscape of SDL (Karakas & Manisaligil, 2011)

According to Karakas & Manisaligil (2011) virtual collaboration is the first transformation of learning in the creative digital age. Tapscott and Williams (2006) noted that “the knowledge, brains, and resources of over one billion people online worldwide re self-organizing into a massive collective force; which is denoted as the global brain” (Karakas & Manisaligil, 2011, p. 716). Members of the global brain collaborate in diverse ways by using wikis or Google documents, updating their

status on Facebook or Twitter, communicating via Skype, sharing files through Dropbox, or uploading videos to YouTube. These trends change the nature of SDL (Karakas & Manisaligil, 2011).

Virtual collaboration enables self-directed learners to 1) access diverse learning networks that facilitate the joint production of knowledge and innovation; 2) use peer support and assistance and get feedback from peers; and 3) tap into the best ideas and innovations in the cyberspace. (Karakas & Manisaligil, 2011, p. 717)

Karakas and Manisaligil (2011) noted that the key change is that “SDL becomes a much more social and networked process as learners can collaborate with people worldwide” (p. 717).

Karakas and Manisaligil (2001) pointed that the second transformation involves “the convergence of new technologies of information and communications” (p. 717).

The implication of technological convergence is that employees can use a variety of digital tools and mobile devices available to them (including iPhone, iPad, Blackberry, social networking sites, video sharing sites, wikis, and blogs) for continuous learning in their lives. These tools offer employees multiple communication channels (phone, voicemail, e-mail, and chat) and an unprecedented level of access to digital information (text, presentations, audio, video, and photos). As a result, learners have convenient and continuous access to learning resources in all aspects of their lives. Technological convergence enables self-directed learners to 1) use different sensory channels and adaptable tools according to their own learning needs and preferences; 2) continue learning activities on multiple technological tools and platforms without interruption; and 3) combine engaging tools and platforms flexibly based on own interests and passions. (Karakas and Manisaligil, 2001, pp. 717-718)

The third transformation is global connectivity. According to Karakas and Manisaligil (2011) “there is a natural affinity and alignment between SDL and global connectivity” (p. 718). A variety of services and experiences are introduced to enhance the lives and productivity of professionals via global connectivity (Karakas and Manisaligil, 2011).

Karakas and Manisaligil (2011) stated that the forth transformation is the usage of internet platforms and social media.

Online communities enable self-directed learners to 1) pursue hobbies or share similar interests and passions with like-minded people; 2) expand their networks and meet new people; 3) post queries and learn from experts or peers; 4) engage in meaningful and lively conversations; and 5) engage in issue oriented non-partisan social activism. (Karakas & Manisaligil, 2011, p. 720)

Karakas and Manisaligil (2011) defined the final transformation as “the increasing importance of creativity and innovativeness in digital platforms and future business models” (p. 720). According to Karakas and Manisaligil (2011) creativity is one of the most important professional competencies in today’s workplaces. “Empirical studies show that employees who have developed high self-directed learning skills performed better in jobs requiring high degrees in creativity (Karakas & Manaligil, 2011, p. 721). Brockett and Hiemstra (1991), and Park (2009) emphasized that self-directed learners can “customize and design their learning based on their unique needs, skills, and interests; build on their inner creative abilities and strengths; and hold responsibility for planning, implementing and evaluating their own learning processes” (Karakas & Manaligil, 2011, p. 721).

2.7 Social media and adult learning studies

Van Puijenbroek et al. (2013) conducted a cross-sectional study which aimed “to contribute to building empirical evidence on the latter by investigating the relationships between social media use, workplace learning activities, and an organizational culture of dialogue and inquiry” (p. 2). The research was conducted in three multinational, knowledge intensive organizations in the Netherland: a high-tech company, a consultancy firm and a chemical company. The study results show that “social media use has a positive relationship with learning activities that employees

say they carry out in their jobs” (p. 9). Employees who highly use social media in their jobs learn more often compared to employees who use no to little social media in their job (Van Puijenbroek et. al., 2013).

Campana (2014) conducted a study with professionals working in micro-business operating in the digital media industry in Australia. The aim of this study was to draw out “as much information as possible in relation to the skills needed in the industry, the approaches taken to ongoing professional development, and how their various business, social and personal contacts and relationships contribute to their ongoing professional development” (p. 219). Campana (2014) conducted semi-structured interviews with eight successful Australian digital media professionals “to understand how they manage their ongoing skill and professional development, and to explore what role informal learning networks play in their development” (p. 213). The analysis of the interviews showed “the importance of interacting with other industry professionals as part of their ongoing skill and professional development” (p. 220). In this study Campana (2014) found that online personal networks are “the one of the most common network types identified in documenting the interviewees’ learning approaches” (p. 221). It is found that these professionals interact with other industry professional through online social networking sites. The findings showed that the ease of access to “the currency of information, just-in-time information and knowledge through sources such as Twitter, LinkedIn, Facebook and new aggregation sites” (Campana, 2014, p. 222) play an important role for these professionals. “The use of online networking sites in particular was found to provide a platform where people can connect and facilitate their learning, and was found to be essential in maintaining personal and social relationships when separated by distance (Campana, 2014, p. 222). In summary, Campana’s (2014) study found that

“these professionals largely preferred to employ social informal learning strategies by using some form of online technology, interacting with their business, and social relationships in either a face-to –face or online mode, as well as self-directed learning for their skill and professional development” (p. 224).

Brian Lee, Ang, Sin Sang (2013) conducted a case study on adult learning at SIM University “focusing on the usefulness of digital and social media as informal learning platforms for the adult learners” (p. 1158). The aim of this study was to assess whether “social media such as blogs, Facebook and Twitter and any other Web 2.0 based internet applications, constitute a platform upon which informal learning occurs” (p. 1158). In this study, the key concern was “the relationship between the use of social media and the effectiveness of learning, which is further operationalized by using the six levels of Bloom taxonomy’s learning outcomes” (p. 1559). Respondents ranked “the various attributes of learning outcomes they have achieved in using social media as an informal learning tool for their course subject matter” (p. 1160). The study results indicates that “respondents felt they have achieved an increase in learning outcomes in areas of Knowledge, Application and Analysis; while a decrease in areas of Comprehension, Synthesis and Evaluation, when it comes to using Social Media as informal learning tools” (p. 1160) for the specific course subject matter.

Rampai (2013) conducted a research which aims to study the appropriate model of knowledge management via social media and enhance the graduate student’s self-directed learning skills. According to study results “the model of management via social media to enhance graduate student’s self-directed learning skill was appropriated with the criterion of quality” (Rampai, 2013, p. 1008). The details of the results are as follows:

1. Knowledge management re include the KM activities of Creating (Explore and Capture), Analyzing (Identify and Organize), Nurturing (Utilize and Demonstrate), Disseminating (Transfer and Diffuse), and Optimizing (Evaluate and Improve).
2. Social media are driven the Knowledge management by Facebook, Tweeter, YouTube, Wikis, and Blogs.
3. Self-directed learning skills are including the components of Planning, Strategies, Resources, Motivation, Monitoring, Evaluating, and Summary. (Rampai, 2013, p. 1008)

2.8 Social learning studies in the human resources field

According to Hart's research for "the Top 100 Tools for Learning 2013", which was done from the contributions of over 500 education and workplace learning professionals from 48 countries, the top 10 tools for learning in 2013 are as below:

- Twitter: social network and micro-blogging service
- Google Drive/Docs: office tools and file storage
- YouTube: video sharing site
- Google Search: web search engine
- PowerPoint: presentation software
- Evernote: productivity tool
- Dropbox: file storage and synchronization service
- Wordpress: blogging/website tool
- Facebook: social network
- Google+ & Hangouts: social network/video meetings (Hart, 2014).

People are using social tools for their personal and professional learning in a number of important ways. Some of these important ways are listed below.

- Building a trusted social network of friends and colleagues: If there are learning and performance problems, first people ask their professional network for help,

- Using social tools to “learn the new” and keep up with what is happening in their industry and profession,
- Participating in wider open educational opportunities online,
- Finding immediate solutions to their everyday performance problems,
- Sharing with others what they find, learn and create (Hart, 2014).

A pulse survey was conducted by the Cara Group, Inc. (2011) to corporate training and learning leaders. Training and learning department can be considered as a sub-function of Human Resources. The purpose of this study “was to examine the current role, challenges and opportunities of social media in workplace-based informal learning” (Cara Group, Inc., 2011, p. 1). 125 learning and training leaders at businesses across the U.S. contributed to the survey. The top five sectors represented in the survey are healthcare, pharmaceuticals/biotech, telecommunications, financial services and insurance. According to the survey results “a clear majority of participants (82%) use social media to advance their own professional skills and resources. Another 81% believe that social media offer valuable learning opportunities to their workforce” (Cara Group, Inc., 2011, p. 3). In addition, “the vast majority of respondents agreed that social media tools like LinkedIn, YouTube, Wikis and blogs are changing the way people access information” (Cara Group, Inc., 2011, p. 3). The way how social media are changing information access is speed, the quick access to information, the individual’s ability to network easily and access subject-matter experts (Cara Group, Inc., 2011).

CHAPTER 3

METHODOLOGY

The main purpose of this quantitative research study was to investigate how HR employees learn through social media by analyzing the tools used, frequency of usage and the information gathered. Furthermore, the contribution of social media tools to HR employees' professional development comparing to other information sources was investigated. In addition, this study intended to compare the differences among age, gender and sector (retail, finance, and telecommunication).

This section is composed of a research design which includes research questions, methods, the population and sample selection, data collection and instruments, analysis processes, pilot data analysis and summary of data analysis procedures.

3.1 Research questions

This study investigated the following research questions:

- i. How do HR employees learn through social media?
 - a. What kind of tools do HR employees use in the social media?
 - b. How long have HR employees been using social media?
 - c. How often do HR employees use the social media for work-related learning?
 - d. For what kind of problem situations do HR employees prefer to use social media in their routine work-flow?
- ii. How important the contribution of social media tools is to HR employees' professional development comparing to other information sources?

- iii. Are there any differences of social media usage on work related learning among age, gender and sectors (retail, finance, and telecommunication)?

3.2 Method

This quantitative research study focused on HR employees' workplace learning experiences through social media. For this purpose, "a cross-sectional survey design" (Shaughnessy, Zechmeister & Zechmeister, 2012, p. 154) was conducted to investigate resource questions in telecommunication, finance and retail sectors in Turkey. A cross sectional survey is one of the mostly common used research designs. The focus in a cross-sectional design is description of a population or the differences among two or more populations at a particular time (Shaughnessy, Zechmeister & Zechmeister, 2012). A cross sectional survey design allowed data to be collected from participants in a brief period of time (Creswell, 2012).

3.3 Population and sample selection

The target population for this study consisted of all HR professionals (assistant specialists, specialists and managers) working in telecommunication, finance and retail sectors in İstanbul. These three sectors were chosen because of researcher's wide network. The exact number of population is unknown.

In this research convenience sampling method was used. "Convenience sampling is a kind of non-probability or nonrandom sampling in which members of the target population, ..., are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer" (Farrokhi & Hamidabad, 2012, p. 785). HR professionals from eight big companies, which have more than 5000 employees,

where chosen through convenience sampling technique. Researcher works in one of these companies, which is the biggest retail company in Turkey with more than 25000 employees. The survey link was directly sent to 146 HR employees in researcher's company via e-mail. In other seven companies the survey link was sent to HR managers who are in the researcher's network. These managers sent the survey link via e-mail to HR employees in their companies and asked them to answer the survey. Responds were taken from 224 participants. 22 of respondents did not complete second page of the survey. Therefore, 202 of survey responds were included in the data analysis.

3.4 Data collection and instruments

The data were collected using a survey (Appendix D and Appendix E) adapted from two previous research studies, "Learning in the Workplace Survey" conducted by Hart (2014) and "Social Media's Impact on Informal Workplace Learning" conducted by The CARA Group, Inc. (2011). Furthermore, the researcher's more than 15 years' experience in the HR field was reflected in the preparation of the questionnaire.

Before starting the survey, ethical approval was obtained by the Ethics Committee of Boğaziçi University (Appendix A), and written consent (Appendix B and Appendix C) was obtained from participants, which was located in the first page of the survey. Demographic data, such as age, gender, educational background, sector etc. were collected from the participants. Apart from demographic data, all items in the questionnaire have been scored on a 6-point Likert-type scale. Least (never) has been indicated by 1, while very often (always) has been indicated by 6. In addition, for some items degree of importance has been used ranging from not at all

important (1) to extremely important (6) (Appendix D). The data were collected using an internet survey (Survey Monkey) and the link was e-mailed to potential participants.

When completing internet surveys, participants complete a questionnaire online and click on a 'submit' button to have their responses recorded (Shaughnessy, Zechmeister & Zechmeister, 2012). When compared to other data collecting methods, the internet survey research has several advantages. The most important ones are efficiency and cost; as the online questionnaires are paperless, natural resources and copying costs are reduced dramatically. Another important advantage of an internet survey is that participants may respond to the survey wherever and whenever they want just through an internet access (Shaughnessy, Zechmeister & Zechmeister, 2012).

3.5 Pilot study

The pilot study was conducted to investigate the reliability of the questionnaire. 31 participants from two different retail companies' HR department responded to the survey. The reliability of each question and question item was investigated with Cronbach's alpha reliability coefficient. The results of the reliability test for each question can be seen in Table 1.

Table 1. Reliability Statistics of Pilot Study.

| Question | Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|------------------|--|------------|
| Please evaluate your purpose of using social media tools (LinkedIn, Twitter, Facebook, Ekşisözlük etc.) based on how often you use. | .734 | .773 | 3 |
| Please evaluate the information resources you use in the business life when you need information. | .473 | .272 | 5 |
| How often do you visit social media websites and applications in order to acquire information about your job? | .755 | .754 | 9 |
| How often do you use below learning tools and/or methods? | .161 | .136 | 6 |
| Please evaluate below tools and/or methods in terms of their contribution to your professional development | .562 | .578 | 6 |
| Within the daily workflow, for which problem solutions/missing information do you use social media tools? | .643 | .651 | 3 |

The reliability test for each item can be seen in Appendix F. Upon analyzing the pilot data and feedbacks from participants it was concluded that the questions are clear and each survey questions were included in the study.

3.6 Data analysis procedures

In this study, all sections in the questionnaire were analyzed statistically. Statistical Package for Social Sciences (SPSS) version 22.0 was used to analyze the data collected through the questionnaire. In the first place, descriptive statistics were presented by calculating frequencies, percentages, means and standard deviations. Following this, the data was analyzed with inferential statistical methods. In order to examine whether HR employees' attitude towards social media usage on learning significantly differ with respect to age, gender and sector Mann-Whitney U test and Kruskal-Wallis test were used. The .05 level was supposed to be the criterion of statistical significance for the statistical analyses carried out.

CHAPTER 4

RESULTS

In this chapter, the results of statistical analyses are presented. Firstly, a detailed description of the participants regarding the demographic information is given. The demographics include the age, gender, sector and work experience of the participants. Then the results of the analysis in accordance with the research questions are presented.

4.1 Descriptive statistics

4.1.1 Gender of participants

Participants' demographic features such as their gender, age and business sector were taken into consideration to examine whether these features are variables that affect the outcome of the study. There are 202 (100%) participants, 61 (30.2%) are males and 141 (69.8%) are females.

4.1.2 Age of participants

As part of demographic features, participants' age group was also considered for more detailed analysis of the data. The age groups of participants were defined and categorized as 25-29, 30-34, 35-39 and 40+. As it can be seen on Table 2 total frequencies of the age groups were presented. It is seen that 29.7% of participants are aged between 25-29, 33.7% of them are aged between 30-34, 22.8% of them are aged between 35-39 and 13.9% one of them is aged 40 or over.

Table 2. Age Group of Participants.

| Age Group | N | % |
|-----------|-----|------|
| 25-29 | 60 | 29.7 |
| 30-34 | 68 | 33.7 |
| 35-39 | 46 | 22.8 |
| 40 + | 28 | 13.9 |
| Total | 202 | 100 |

4.1.3 Sectorial distribution of participants

The sectorial distribution of human resources employees has been analyzed and it has been determined that they work in the finance, retail and telecommunication sectors. It is found out that 39.6% of participants have been working in the finance sector, 36.1% of them have been working in the retail sector and 24.3% of them have working in telecommunication sector.

4.1.4 Work experience of participants

Demographic information about the work experience of HR employees surveyed has been obtained and this information is shown in Table 3. As Table 3 shows 46 (22.8%) of the HR employees had 1 to 5 years of work experience while 71 (35.1%) of them had 6 to 10 years of working experience and 47 (23.3%) had 11-15 years of experience finally 38 (18.8%) of them had 15 years or more working experience.

Table 3. Year of Work Experience.

| Year of Work Experience | N | % |
|-------------------------|-----|------|
| 1-5 years | 46 | 22.8 |
| 6-10 years | 71 | 35.1 |
| 11-15 years | 47 | 23.3 |
| 15+ | 38 | 18.8 |
| Total | 202 | 100 |

4.2 Analysis of the research questions

4.2.1 What kind of tools do HR employees use in the social media?

What media tools HR employees often prefer have been analyzed. As could be seen in Table 4, considering the average value, it is seen that the most used social media tool is Wikipedia (3.48). It is understood that following that social media tools LinkedIn, Blogs, YouTube, Google Plus, Facebook, Ekşisözlük, Twitter, and Pinterest respectively, are more often preferred by HR employees.

Table 4. Descriptive Statistics of Use of Social Media Tools

| Social Media Tools | N | Mean | Std. Deviation |
|--------------------|-----|------|----------------|
| Wikipedia | 201 | 3.48 | 1.67 |
| LinkedIn | 202 | 3.25 | 1.74 |
| Blogs | 201 | 3.20 | 1.54 |
| YouTube | 202 | 3.08 | 1.62 |
| Google Plus | 201 | 2.93 | 1.87 |
| Facebook | 201 | 2.71 | 1.50 |
| Ekşisözlük | 201 | 2.68 | 1.54 |
| Twitter | 198 | 2.52 | 1.50 |
| Pinterest | 201 | 1.51 | 1.03 |
| Other | 201 | 1.85 | 1.67 |

4.2.2 How long have the participants been using the social media?

Information concerning how long the participants have been using the social media has been gathered. Figure 4 indicates that 9% of respondents had been participating in social media for more than ten years, 15% between 7-9 years. A majority (41%) of respondents had been participating in social media between 4-6 years, 23% between one and three years and 4% for less than a year. Participants stating that

they do not use social media constitute 8% of the group. In this case, it can be concluded that the use of social media is quite widespread among HR employees.

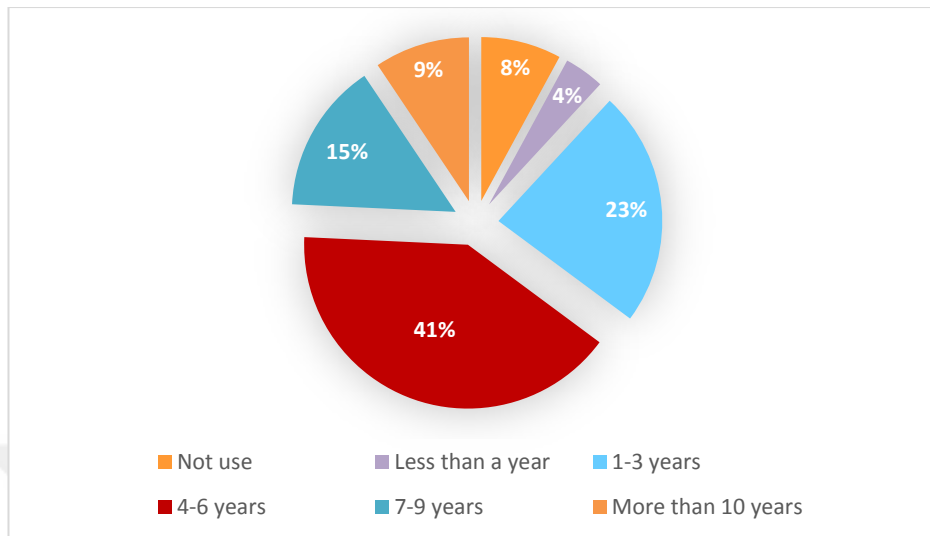


Figure 4. Period of social media participation.

4.2.3 How often do HR employees use the social media for work-related learning?

Answers given by HR employees to the questionnaire items relating to frequency of use of social media in work-related learning have been analyzed. The detailed examination of the responses to the questionnaire items is presented in Table 5.

When the table is examined, it is seen that 7.9% of employees have stated that they never use the social media for work-related learning. While 13.9% of employees have stated that they rarely use the social media for work-related learning, 18.3% of them have answered as “sometimes” and 22.3% of them as “often”. Similarly, 23.3% of employees have stated that they generally use the social media for work-related learning, while 14.4% of employees always use it.

Table 5. Detailed Examination of Frequency of Use of Social Media in Work-Related Learning.

| Score | Frequency | Percent |
|------------|-----------|---------|
| Never | 16 | 7.9 |
| Rarely | 28 | 13.9 |
| Sometimes | 37 | 18.3 |
| Frequently | 45 | 22.3 |
| Usually | 47 | 23.3 |
| Always | 29 | 14.4 |
| Total | 202 | 100.0 |

4.2.4 For what kind of problem situations do HR employees prefer to use social media in their routine work-flow?

Research has been conducted regarding which social media tools have been used for which problem situations. These problem situations, grouped under three main items, have been classified as problems related to pursuit of innovation related to work field, problems related to co-workers and managers, and problems arising from the lack of professional knowledge. Employees have been asked to evaluate these problem situations according to level of importance. The findings are presented in Table 6 and Figure 5.

As shown in Table 6, according to the employees, the most important problem situation to which social media contributes in daily workflow is the pursuit of innovation related to the work field, with an average value of 4.45. This is followed by the problems arising from the lack of professional knowledge with an average of 3.65, and then problems related to co-workers and managers with an average is 2.08.

Table 6. The Most Important Problem Situation to Which Social Media Contributes in Daily Workflow.

| | N | Mean | Std. Deviation |
|--|-----|------|----------------|
| Pursuit of the innovations related to work field | 200 | 4.45 | 1.52 |
| Problems related to co-workers and managers | 200 | 2.08 | 1.24 |
| Problems arising from the lack of professional knowledge | 200 | 3.65 | 1.63 |

When the Figure 5 is examined, it is seen that the use of social media in the pursuit of the innovations related to work field is evaluated as very important at the rate of 27.7% and extremely important at the rate of 30.2%. 42.6% of employees have answered as not at all important and 27.2% of them as low importance in relation to solving the problems experienced with co-workers and managers.

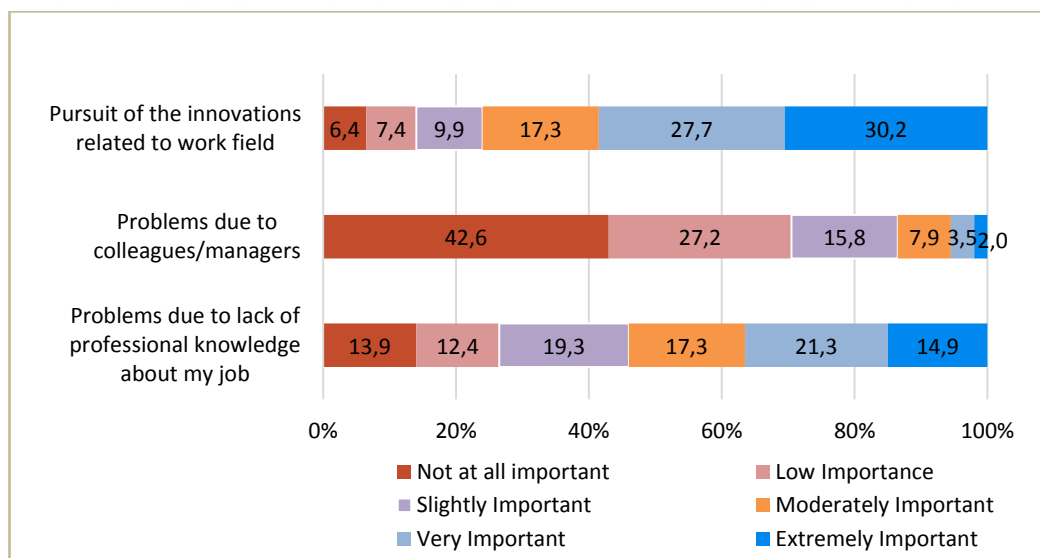


Figure 5. The most important problem situation to which social media contributes in daily workflow.

4.2.5 Evaluation of information sources to which HR employees refer in their business life

HR employees have been asked to evaluate according to frequency of use the sources to which they refer, determined as social media tools, search engines, co-workers, manager and printed sources. The findings are presented in Table 7. When the average of the items in Table 7 is examined, it is seen that the search engine has the highest average value at 5.62. When the average of the items is taken into consideration, the most preferred information sources following the search engines are rated as co-workers, manager, published sources and social media tools, respectively.

Table 7. The Most Preferred Information Sources in Business Life.

| | N | Mean | Std. Deviation |
|---------------------|-----|------|----------------|
| Social Media Tools | 199 | 3.65 | 1.61 |
| Search Engine | 202 | 5.62 | .76 |
| Co-workers | 202 | 4.80 | .98 |
| Manager | 202 | 4.38 | 1.18 |
| Published Resources | 202 | 3.89 | 1.42 |

Participants have evaluated the contribution of tools/methods such as social media tools, search engines, coaching, e-learning, classroom training and team collaboration to their professional development in terms of importance. Team collaboration with the value of 5.07 has been evaluated as the method with the highest average as shown in Table 8. In this case, it is the team collaboration that improves the most HR employees' professional development, using of search engines and conducting classroom training are, respectively, also the other tools that are found important for the professional development. The uses of social media and coaching have been evaluated as tools of at least equal.

Table 8. Contribution of Tools in Business Life.

| | N | Mean | Std. Deviation |
|--------------------|-----|------|----------------|
| Search engines | 202 | 4.92 | 1.16 |
| Social media tools | 202 | 3.69 | 1.46 |
| Coaching | 202 | 3.69 | 1.68 |
| E- learning | 202 | 3.89 | 1.27 |
| Classroom training | 202 | 4.20 | 1.28 |
| Team collaboration | 202 | 5.07 | 1.05 |

4.2.6 Are there any differences of social media usage on learning among age, gender and sector?

It was examined how often HR employees use social media tools for learning. The data were compared demographic independent variables such as age, gender, and sector of individuals. Because of the assumptions of a parametric test are violated non-parametric tests such as Mann- Whitney U and Kruskal-Wallis test were used. The Kruskal-Wallis test is an extension of the Mann-Whitney U test. The Mann-Whitney U test compares the distribution of a variable between two independent groups, whereas the Kruskal-Wallis test is used to compare the distribution of a variable between three or more independent groups.

4.2.6.1 Investigating the relationship between social media usage for learning and age

As can be seen in Figure 6 box plots are drawn for age these plots are used to show overall patterns of response for a group. By inspecting the plots it can be expressed that the median score is the same for all of the age groups. Bottom whiskers are very long and it shows that all of the groups are skewed to left. The 25-29 age group and 40-44 age group's box plots are comparatively short. This suggests that

overall HR employees have a high level of agreement with each other. Also box plots can be used for identifying extreme scores. There is one low outlier for 25-29 age group and 40-44 age group. There are no outliers for the other groups.

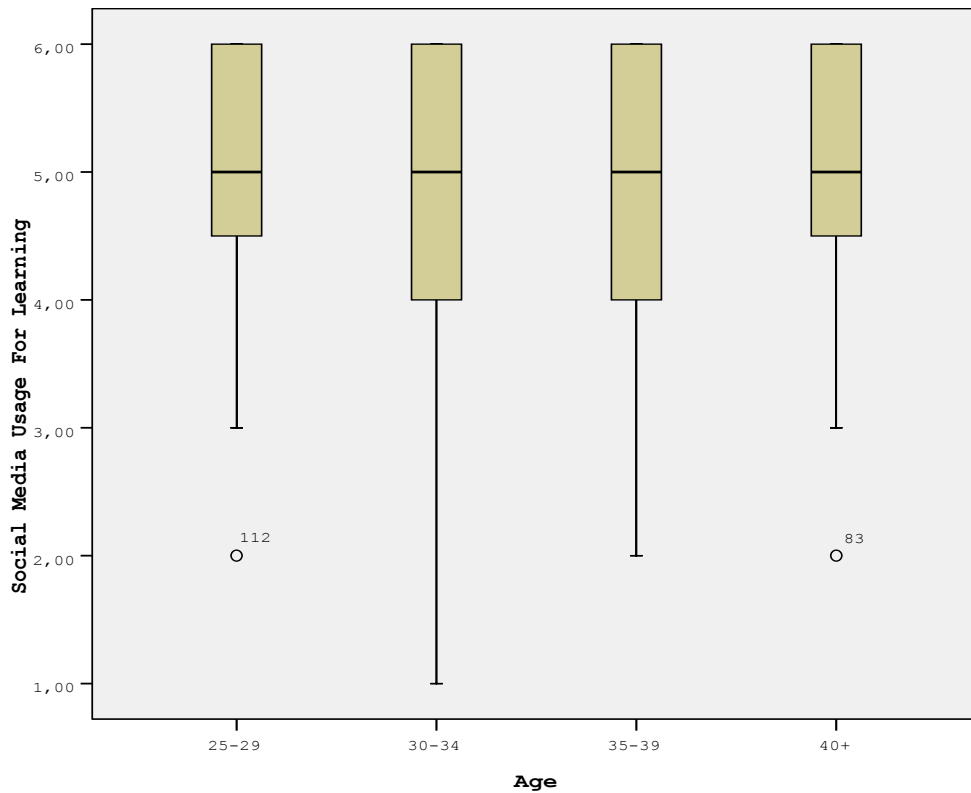


Figure 6. Box plot graph of relationship between social media usage for learning and age.

Because the dependent variables were ordinal, independent variables have four groups and the variances were unequal, Kruskal-Wallis test was performed to compare age groups. As can be seen in Table 9 Kruskal-Wallis test showed that mean ranks of the groups are close to each other and there was not a statistically significant difference in social media usage for learning between the age groups, $\chi^2(3, 202) = 1.948, p = 0.58$.

Table 9. Kruskal-Wallis Test for Age and Usage of Social Media Learning.

| | Age | N | Mean Rank | $\chi^2(H)$ | p |
|--------------|-------|-----|-----------|-------------|------|
| Social Media | 25-29 | 60 | 108.11 | | |
| Usage For | 30-34 | 68 | 100.06 | | |
| Learning | 35-39 | 46 | 93.43 | | |
| | 40-44 | 28 | 104.09 | | |
| | Total | 202 | | 1.948 | 0.58 |

4.2.6.2 Investigating the relationship between social media usage for learning and gender

Because the dependent variables were ordinal and the variances were unequal, Mann-Whitney U tests were performed to compare genders. Table 10 shows that 141 female HR employees have significantly higher mean ranks (107.28) than 61 males (88.13) on the social media learning, $U=3485$, $p=.02$, $r=-0.16$ which according to Cohen (1988) is a small to medium effect size. This statistics results show that female HR employees use social media for learning more than male HR employees.

Table 10. Mann-Whitney U Test for Gender and Usage of Social Media Learning.

| | Gender | | | | U | p |
|--------------------------------|--------|-----------|--------|-----------|---------|-----|
| | Male | | Female | | | |
| | n | Mean Rank | n | Mean Rank | | |
| Usage of Social Media Learning | 61 | 107.28 | 141 | 88.13 | 3485.00 | .02 |

4.2.6.3 Investigating the relationship between social media usage for learning and sector

Because the dependent variables were ordinal, independent variables have four groups and the variances were unequal, Kruskal-Wallis test was performed to compare age groups. As can be seen in Table 11 Kruskal-Wallis test showed that there was not a statistically significant difference in social media usage for learning between the sectoral groups, $\chi^2 (2, 202) = 0.443, p = 0.801$.

Table 11. Kruskal-Wallis Test for Sector and Usage of Social Media Learning.

| | Sector | N | Mean Rank | $\chi^2_{(H)}$ | p |
|--|-------------------|-----|-----------|----------------|-------|
| Social Media Usage For Learning | Finance | 80 | 100.69 | 0.443 | 0.801 |
| | Retail | 73 | 99.39 | | |
| | Telecommunication | 49 | 105.96 | | |
| | Total | 202 | | | |

CHAPTER 5

DISCUSSION AND CONCLUSIONS

In this chapter, findings of the research were summarized and discussed. In addition, limitations of the study and recommendations for further research were provided.

5.1 Summary of the findings and discussion

In the past, social learning was mostly based on observing and copying the behaviors of people who shared the same environment, but nowadays the social learning concept is also used to describe the learning which happens by using social media tools. Individuals can socially learn by online forums, web sites, media and document sharing, etc. In addition, it can be said that learning through social media is self-directed and informal. Individuals seek information to address a problem at work or learn the new information related to the work field.

The purpose of this research was to examine how HR employees learn through social media, the contribution of social media tools to their professional development comparing to other information sources, and the differences among age, gender and sectors.

This study presented findings from survey conducted with human resources employees from telecommunication, finance and retail companies in Istanbul. According to the survey, most of the participants (65%) use social media tools more than 3 years, and the majority of employees (92.1%) benefit from social media for work-related learning. The CARA Group, Inc. (2011) survey shows similar results. These findings indicate that the use of social media is quite widespread among HR

employees both in Turkey and the U.S. Considering these results, it can be said that social media tools have an important place in work-related learning.

According to the survey the most used social media tool by HR employees is Wikipedia. Following that LinkedIn, blogs, YouTube, Google Plus, Facebook, Ekşisözlük, Twitter, and Pinterest are more often preferred by HR employees in Istanbul. Similarly, The CARA Group's (2011) study indicates that social media tools like LinkedIn, Facebook, YouTube, Wikis and blogs are changing the way people access information. Hart's (2014) study shows the top 10 tools for learning. According to the study results the top 10 tools are Twitter, Google Drive/Docs, YouTube, Google Search, PowerPoint, Evernote, Dropbox, WordPress, Facebook and Google+ and Hangouts. The similarities between three studies are preferences of specific social media tools such as Twitter, YouTube, Facebook etc. Although this study was conducted three years later than CARA Group's study, the findings show similar results regarding social media tools.

This study shows that the most important problem situation or need to which social media contributes in daily workflow is 1) the pursuit of innovation related to the work field and 2) the problems arising from the lack of professional knowledge. Drops (2012) emphasizes that "the one best way to improve performance is to consistently connect, communicate and collaborate with others in sharing ideas and knowledge as needed in particular situations for individual workers" (p. 266). This study shows that HR employees use social media tools in daily workflow in order to pursuit innovation related to their work field and seek information to address the problems arising from the lack of professional knowledge.

When we look at the contribution of learning tools/methods such as social media tools, search engines, coaching, e-learning, classroom training and team collaboration to HR employees' professional development, the importance given to team collaboration is highly remarkable (73.2%). Similar findings can be seen in The CARA Group's (2011) survey. Based on the results of this study, it can be inferred that despite social media tools are preferred for learning frequently, still the importance rate is not high as other learning tools.

Moreover, the findings of this study show that female HR employees use social media for learning more than male HR employees. However, social media usage for learning of each age group of participants was close to each other. Also, there is a non-significant association between sector and frequency of using social media learning.

5.2 Conclusion and recommendations

The purpose of this research was to examine how HR employees learn through social media by analyzing the tools used, frequency of usage and the information gathered; the contribution of social media tools to their professional development comparing to other information sources, and the differences among age, gender and sectors.

The results of the study indicated that many HR professionals use social media tools to keep up to day with pursuing of what is new in their profession. Also, social media tools enable HR employees to find quick answers to their work related problems and play a significant role in the exchange of information. Social media tools can be an extensive part of organizational learning. In order to benefit

from social learning tools more, learning leaders can integrate these tools with formal and other informal learning practices within their organizations.

5.3 Limitations of the study

This study is based on the survey which was conducted with a small group of human resources employees in three different sectors in İstanbul. In order to generalize the results similar studies can be conducted with a large number of participants across Turkey.

5.4 Suggestions for further research

In this study, the quantitative data were collected using an internet survey. Qualitative data collection methods may enrich the understanding of how HR professionals learn through social media and what are the benefits of social media usage on work related learning. Furthermore, the gender differences can be investigated deeply.

APPENDIX A

AN OFFICIAL CONSENT BY THE ETHICS COMMITTEE

BOĞAZIÇI ÜNİVERSİTESİ
İnsan Araştırmaları Kurumsal Değerlendirme Kurulu (İNAREK) Toplantı Tutanağı
2014/3

16.06.2014

Sevgül Erdoğan
Boğaziçi Üniversitesi, Sosyal Bilimler Enstitüsü, Eğitim Bilimleri Bölümü,
Yetişkin Eğitimi Programı
İstanbul
sevgulerdogan@hotmail.com

Sayın Araştırmacı,


“Sosyal medya aracılığıyla işyerinde öğrenme: İnsan kaynakları çalışanları üzerine Türk şirketlerinde bir araştırma” başlıklı projeniz ile yaptığımız Boğaziçi Üniversitesi İnsan Araştırmaları Kurumsal Değerlendirme Kurulu (İNAREK) 2014/43 kayıt numaralı başvuru 16.06.2014 tarihli ve 2014/3 sayılı kurul toplantısında incelenerek etik onay verilmesi uygun bulunmuştur.

Saygılarımızla,

Prof. Dr. Hande Çağlayan (Başkan)
Moleküler Biyoloji ve Genetik Bölümü,
Fen-Edebiyat Fakültesi, Boğaziçi Üniversitesi,
İstanbul



Prof. Dr. Betül Baykan-Baykal
Nöroloji Bölümü, İstanbul Tıp Fakültesi,
İstanbul Üniversitesi,
İstanbul



Yrd. Doç. Dr. Özgür Kocatürk
Biyo-Medikal Mühendisliği Enstitüsü
Boğaziçi Üniversitesi,
İstanbul



Yrd. Doç. Dr. Ekin Eremsoy
Psikoloji Bölümü,
Doğuş Üniversitesi,
İstanbul



APPENDIX B

PARTICIPANT INFORMATION AND CONSENT FORM

Research Supported By: Boğaziçi University

Name of the Research: Workplace Learning Through Social Media: A Study of Human Resources Employees in Turkish Companies

Name of the Researcher: Sevgül Erdoğan

E-mail: sevgulerdogan@hotmail.com

Phone: 0 500 000 00 00

Research Subject: This study is conducted within the scope of the master's thesis. The purpose of the research is to identify how people working in Human Resources learn through social media, which social media tools they use, how often they use these tools and what kind of information they get. In addition, it is also aimed with this study to analyze the contribution of social media use in learning in the business life.

I have been informed by Sevgül Erdoğan in the electronic media of the purpose, scope and process of this research. I have been informed that the questionnaire I will fill in has two parts; my demographic information will be asked in the first part and there will be detailed questions about learning through social media in the workplace in the second part.

I understood that participation in this study is voluntary and I have the right to withdraw at any stage without showing any reasons. I learned that my personal information will not be used and be taken out in case of withdrawal. I understood that participating in this study will not directly contribute to me, instead it will enable my personal knowledge to develop.

I learned that this study is done on scientific purposes and my answers will be kept confidential and will not be uncovered in relation to my identity. When I have a question in the process, I can call Sevgül Erdoğan from the mentioned telephone number (500) 0000000. When I encounter a problem, I can consult either Assoc. Prof. Fatma Nevra Seggie (nevra.seggie@boun.edu.tr) the thesis adviser and/or Boğaziçi University Research Ethics Committee (0 212 359 54 00).

I understood what I was explained and the information written above. I accept to take part voluntarily in the study.

- I accept to take part in the research
- I do not accept to take part in the research

APPENDIX C

PARTICIPANT INFORMATION AND CONSENT FORM (TURKISH)

KATILIMCI BİLGİ VE ONAM FORMU

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi
Araştırmanın adı: Sosyal Medya Aracılığıyla İşyerinde Öğrenme: İnsan Kaynakları Çalışanları Üzerine Türk Şirketlerinde Bir Araştırma
Araştırmacının adı: Sevgül Erdoğan
E-mail adresi: sevgulerdogan@hotmail.com
Telefonu: 0 500 000 00 00

Araştırma konusu: Bu çalışma, yüksek lisans tezi kapsamında yürütülmektedir. Bu araştırmanın amacı, İnsan Kaynakları (İK) alanında çalışanların sosyal medya aracılığıyla nasıl öğrendiklerini, hangi sosyal medya araçlarını kullandıklarını, bu araçları ne sıklıkla kullandıklarını ve sosyal medya aracılığıyla ne tür bilgiler elde ettiklerini tespit etmektir. Ayrıca, bu çalışma ile sosyal medya kullanımının iş hayatındaki öğrenmeye olan katkısının analiz edilmesi amaçlanmaktadır.

Bu araştırmanın amacı, içeriği ve süreci hakkında Sevgül Erdoğan tarafından elektronik ortamda detaylı olarak bilgilendirildim. Anketin iki bölümden oluşacağını, ilk bölümde demografik bilgilerimin isteneceği, ikinci bölümde ise sosyal medya aracılığıyla iş yerinde öğrenme konusunda detaylı soruların yer alacağı anketi cevaplayacağım konusunda bilgilendirildim.

Bu çalışmaya katılmanın isteğe bağlı olduğunu ve çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden ayrılma hakkına sahip olduğumu anladım. Çalışmadan çekildiğim takdirde şahsıma ait kayıtların kullanılmayıp imha edileceğini öğrendim. Bu çalışmaya katılmak ile doğrudan katkı almayacağımı, ancak konuya ilişkin kişisel bilgimin yükselmesine katkı sağlayacağını anladım.

Bu çalışmanın, bilimsel bir amaçla yapıldığını ve sorulara verilen yanıtların gizliliğinin korunarak, kimliğime bağlı olarak deşifre edilmeyeceğini öğrendim.

Çalışma sürecinde, herhangi bir sorum olduğunda yukarıda verilen telefon numarasından Sevgül Erdoğan'ı arayabilirim (500) 000 00 00. Bir sorunla karşılaşmam durumunda Tez Danışmanı Doç. Dr. Fatma Nevra Seggie'ye (nevra.seggie@boun.edu.tr) ve/veya Boğaziçi Üniversitesi İnsan Araştırmaları Kurumsal Değerlendirme Kuruluna (İNAREK) (0 212 359 54 00) başvurabilirim.

Bana anlatılanları ve yukarıda yazılan bilgileri anladım. Çalışmaya gönüllü olarak katılmayı kabul ediyorum.

- Araştırmaya Katılmayı Kabul Ediyorum
- Araştırmaya Katılmayı Kabul Etmiyorum

APPENDIX D

SURVEY

Part I – Demographic Information

1. Age

- 18-24
- 25-29
- 30-34
- 35-39
- 40-44
- 45-49
- 50-54
- 55 and above

2. Gender

- Female
- Male

3. Educational background

- High school
- Associate degree
- Bachelor's degree
- Master's degree
- Postgraduate

4. Industry

- Finance
- Retail
- Telecommunications

5. HR Function (You can choose more than one.)

- Recruitment
- Talent Management
- Learning and Development
- Compensation and Benefits
- Performance Management
- Organization Management
- Organizational Development
- Employee Relations
- Other

Please state here

6. Position level

- Assistant Specialist
- Specialist
- Team Leader (Assistant Manager, Supervisor etc.)
- Manager
- Director
- Other

7. Total Experience

- Less than 1 year
- 1-5 years
- 5 - 10 years
- 10 - 15 years
- 15 years and above

8. The number of employees in your organization

- 1000 and below
- 1001 - 5000
- 5001 - 10000
- 10001 - 50000
- 50000 and above

Part II – Research Questions

9. How often do you use below tools?

| | Never | 2 | 3 | 4 | 5 | Very Often |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Computer (PC, Laptop etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Smartphone | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tablet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please state here

10. Please evaluate your purpose of using social media tools (LinkedIn, Twitter, Facebook, Ekşisözlük etc.) based on how often you use.

| | Never | 2 | 3 | 4 | 5 | Very Often |
|---------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Information/learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communication with people | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Expressing myself | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. Please evaluate the information resources you use in the business life when you need information.

| | The Least | 2 | 3 | 4 | 5 | The Most |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Social Media Tools (LinkedIn, Twitter, Facebook, Ekşisözlük etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Search engines(Google, Yandex etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Team members | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My Manager | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Publication | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please state here

12. How often do you visit social media websites and applications in order to acquire information about your job?

| | Never | 2 | 3 | 4 | 5 | Very Often |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| YouTube | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| LinkedIn | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Twitter | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Facebook | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pinterest | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Google Plus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wikipedia | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Various blogs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Eksisözlük | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please state here

13. How long have you been using social media tools to acquire occupation information when you need?

- I am not using
 Less than a year
 1-3 years
 4-6 years
 7-9 years
 10 years and above

14. How often do you use below learning tools and/or methods?

| | Never | 2 | 3 | 4 | 5 | Very Often |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Cooperation within the team and share of information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Class training | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| E-learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coaching/Mentoring | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social Media Tools (Bloglar, LinkedIn, Facebook, Twitter etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Search engines (Google, Yandex etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please state here

15. Please evaluate below tools and/or methods in terms of their contribution to your professional development

| | None | 2 | 3 | 4 | 5 | Much |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Cooperation within the team and share of information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Class training | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| E-learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coaching/Mentoring | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social Media Tools (Blogler, LinkedIn, Facebook, Twitter etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Search engines (Google, Yandex etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please state here

16. Within the daily workflow, for which problem solutions/missing information do you use social media tools?

| | Never | 2 | 3 | 4 | 5 | Much |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Problems which occur due to lack of occupational information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Problems I have with colleagues/managers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To follow newness about my field of work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please state here

17. In which topics social media tools (Blogs, LinkedIn, Facebook, Twitter etc.) help you to find a quick solution?

18. What can be the other studies/implementations to develop occupational knowledge and skill with social media tools? Please state your views below.

APPENDIX E
SURVEY (TURKISH)

Bölüm 1 – Demografik Bilgiler

1. Yaşınız

- 18-24
 25-29
 30-34
 35-39
 40-44
 45-49
 50-54
 55 ve üzeri

2. Cinsiyetiniz

- Kadın
 Erkek

3. Eğitim durumu

- Lise
 On lisans
 Lisans
 Yüksek lisans
 Doktora

4. Çalıştığınız sektör

- Finans
 Perakende
 Telekomünikasyon

5. Çalıştığınız İK fonksiyonu (Birden fazla fonksiyonu seçebilirsiniz.)

- İşe Alım
- Yetenek Yönetimi
- Eğitim ve Gelişim
- Ücretlendirme ve Yan Haklar
- Performans Yönetimi
- Organizasyon Yönetimi
- Organizasyonel Gelişim
- Çalışan İlişkileri
- Diğer

Lütfen belirtin

6. Pozisyon seviyesi

- Uzman Yardımcısı
- Uzman
- Ekip Lideri (Yönetmen, Müdür Yardımcısı, Şef vb.)
- Müdür
- Direktör
- Diğer

7. İş hayatınızdaki toplam çalışma süresi

- 1 yıldan az
- 1-5 yıl
- 5 - 10 yıl
- 10 - 15 yıl
- 15 yıl ve üzeri

8. Kurumunuzda çalışan kişi sayısı

- 1000 ve altı
- 1001 - 5000
- 5001 - 10000
- 10001 - 50000
- 50000'in üzeri

Bölüm II – Araştırma Soruları

9. Aşağıdaki araçları ne sıklıkla kullanıyorsunuz?

| | Hiçbir Zaman | 2 | 3 | 4 | 5 | Çok Sık |
|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Bilgisayar (PC, Laptop vb.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Akıllı Telefon | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tablet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Diğer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Lütfen belirtin

10. Sosyal medya araçlarını (LinkedIn, Twitter, Facebook, Ekşisözlük vb.) kullanım amacınızı, kullanım sıklığına göre değerlendiriniz.

| | Hiçbir Zaman | 2 | 3 | 4 | 5 | Çok Sık |
|---------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Bilgi edinme/öğrenme | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| İnsanlarla iletişim kurma | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kendimi ifade etme | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. İş hayatınızda bir bilgiye ihtiyaç duyduğunuzda, başvurduğunuz bilgi kaynaklarını değerlendiriniz.

| | En az başvurduğum | 2 | 3 | 4 | 5 | En çok başvurduğum |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Sosyal medya araçları (LinkedIn, Twitter, Facebook, Ekşisözlük vb.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Arama motorları (Google, Yandex vb.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ekip arkadaşlarım | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Yöneticim | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Basılı kaynaklar | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Diğer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Lütfen belirtin

12. Sosyal medya siteleri ve uygulamalarını, işiniz ile ilgili bilgi edinmek için ne sıklıkla ziyaret etmektesiniz?

| | Hiçbir Zaman | 2 | 3 | 4 | 5 | Çok Sık |
|-----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Youtube | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| LinkedIn | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Twitter | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Facebook | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pinterest | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Google Plus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wikipedia | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Çeşitli bloglar | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ekşisözlük vb. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Diğer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Lütfen belirtin

13. İş hayatınızda ihtiyaç duyduğunuz mesleki bilgileri edinmek için sosyal medya araçlarını ne kadar süredir kullanıyorsunuz?

- Kullanmıyorum
- 1 yıldan az
- 1-3 yıl
- 4-6 yıl
- 7-9 yıl
- 10 yıl ve üzeri

14. Aşağıdaki öğrenme araç ve/veya yöntemlerini ne sıklıkla kullanmaktasınız?

| | Hiçbir Zaman | 2 | 3 | 4 | 5 | Çok Sık |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Ekip içerisindeki işbirliği ve bilgi paylaşımı | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sınıf içi eğitim | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e-Eğitim | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Koçluk / Mentörlük | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sosyal medya araçları (Bloglar, LinkedIn, Facebook, Twitter vb.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Arama motorları (Google, Yandex vb.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Diğer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Lütfen belirtin

15. Aşağıdaki araç ve/veya yöntemleri, profesyonel gelişiminize sağladığı katkı açısından değerlendiriniz.

| | Hiç katkı sağlamadı | 2 | 3 | 4 | 5 | Çok katkı sağladı |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Ekip içerisindeki işbirliği ve bilgi paylaşımı | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sınıf içi eğitim | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e-Eğitim | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Koçluk/Mentörlük | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sosyal medya siteleri (Bloglar, LinkedIn, Facebook, Twitter vb.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Arama motorları (Google, Yandex vb.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Diğer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Lütfen belirtin

16. Günlük iş akışı içerisinde, hangi problemlerin çözümü/bilgi eksikliklerinin giderilmesi için sosyal medya araçlarını kullanırsınız?

| | Hiç kullanmam | 2 | 3 | 4 | 5 | Çok kullanırım |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| İşimle ilgili mesleki bilgi eksikliğinden kaynaklanan problemler | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| İş arkadaşları/yöneticilerimle yaşadığım problemler | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Çalışma alanımla ilgili yenilikleri takip etmek | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Diğer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Lütfen belirtin

17. Sosyal medya araçları (Bloglar, LinkedIn, Facebook, Twitter vb.) hangi konularda hızlı çözüm bulmanıza katkı sağlamaktadır?

18. Mesleki bilgi ve becerilerinizi sosyal medya araçlarıyla geliştirmek için başka ne tür alışmalar/uygulamalar yapılabilir? Lütfen görüşlerinizi aşağıdaki alana yazınız.

APPENDIX F

THE RELIABILITY TEST FOR EACH ITEM

| Question | Item | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|---|-------|----------------------------|--------------------------------|----------------------------------|------------------------------|----------------------------------|
| Please evaluate your purpose of using social media tools (LinkedIn, Twitter, Facebook, Ekşisözlük etc.) based on how often you use. | Q10_1 | 9.13 | 6.183 | .592 | .472 | .669 |
| | Q10_2 | 9.29 | 4.546 | .684 | .546 | .499 |
| | Q10_3 | 10.42 | 3.852 | .506 | .273 | .791 |
| Please evaluate the information resources you use in the business life when you need information. | Q11_1 | 19.61 | 5.445 | .287 | .289 | .401 |
| | Q11_2 | 18.03 | 9.832 | -.281 | .094 | .581 |
| | Q11_3 | 18.52 | 8.325 | .039 | .201 | .530 |
| | Q11_4 | 19.35 | 4.970 | .578 | .388 | .145 |
| | Q11_5 | 19.58 | 4.918 | .499 | .294 | .198 |
| How often do you visit social media websites and applications in order to acquire information about your job? | Q12_1 | 24.10 | 43.167 | .519 | .450 | .720 |
| | Q12_2 | 22.79 | 46.170 | .330 | .378 | .748 |
| | Q12_3 | 24.45 | 38.113 | .647 | .625 | .693 |
| | Q12_4 | 23.72 | 41.135 | .505 | .434 | .721 |
| | Q12_5 | 25.72 | 48.207 | .405 | .338 | .742 |
| | Q12_6 | 24.86 | 49.195 | .098 | .386 | .788 |
| | Q12_7 | 22.97 | 48.892 | .162 | .299 | .772 |
| | Q12_8 | 23.24 | 41.475 | .593 | .413 | .708 |
| | Q12_9 | 24.14 | 36.766 | .726 | .662 | .677 |
| How often do you use below learning tools and/or methods? | Q14_1 | 21.10 | 7.557 | .224 | .137 | .040 |
| | Q14_2 | 22.32 | 7.892 | -.043 | .159 | .244 |
| | Q14_3 | 23.06 | 7.129 | .121 | .296 | .085 |
| | Q14_4 | 22.58 | 5.852 | .179 | .165 | -.004 ^a |
| | Q14_5 | 22.13 | 6.983 | .062 | .205 | .142 |
| | Q14_6 | 21.23 | 9.314 | -.147 | .148 | .253 |
| Please evaluate below tools and/or methods in terms of their contribution to your professional development | Q15_1 | 21.94 | 10.196 | .368 | .380 | .492 |
| | Q15_2 | 22.71 | 9.546 | .454 | .425 | .452 |
| | Q15_3 | 23.42 | 9.585 | .332 | .386 | .502 |
| | Q15_4 | 22.55 | 8.789 | .346 | .181 | .497 |
| | Q15_5 | 23.06 | 10.862 | .124 | .227 | .604 |
| | Q15_6 | 21.97 | 11.366 | .256 | .317 | .538 |

| | | | | | | |
|---|-------|------|-------|------|------|------|
| Within the daily workflow, for which problem solutions/missing information do you use social media tools? | Q16_1 | 7.35 | 3.770 | .614 | .421 | .286 |
| | Q16_2 | 9.03 | 5.966 | .355 | .168 | .679 |
| | Q16_3 | 6.13 | 6.916 | .462 | .329 | .572 |



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