DEPARTMENT OF APPLIED INFORMATION TECHNOLOGY

LEARNING-ON-DEMAND WITHIN AN ENTERPRISE SOCIAL NETWORK

Motivation and Challenges of Identifying Expertise

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Abstract

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Purpose: The purpose of this study was to investigate how employees in a Learning and Development Department of a big consultancy company in Germany are using the company's Enterprise Social Network for the identification of expertise and the establishment of contacts. The study furthermore aims at identifying challenges the employees are facing in connection with the usage of the network.
By conducting interviews, it is aimed at a better understanding of the usefulness of the network for the employees.

Theory: Social Network Theory (SNT), Situated Learning

Method: Thematic Analysis

Results: The study revealed that employees use the Enterprise Social Network for the identification od expertise in two ways: (1) postings in groups and (2) user's profiles. However the study also uncovered that the establishment of contacts with them is in many cases not possible. This is due to numerous challenges impinging on employees. The most influential challenges have been identified as the organizational hierarchies and a lack of planning including the absence of clear usage goals and an implementation plan

Foreword

Submitting this thesis meant a lot to me. I would like to thank all those that supported me during this time and encouraged me. Special thanks goes to my supervisor Marisa Ponti who shared her experiences as a researcher with me and helped me finding my way through this task.

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List of Abbreviations

CoP   Community of Practice

ESN   Enterprise Social network

SNS   Social Network Site

SNT   Social Network Theory

WBT   Web Based Training

Introduction

Background and Significance

Due to the emergence of new technologies, demographic change and the ongoing globalization workplaces are being under constant transformation. In this continually changing environment knowledge has become one of a company's most important resources. The knowledge an enterprise possesses and how fast this knowledge can be adapted to changing conditions are crucial aspects for staying competitive (Harden, 2011; Thomas & Akdere, 2013). The importance of professional adult education has therefore rapidly increased. To date corporate education is primarily focused around formal trainings and little is done to support informal learning in workplaces. However, the mainly formal learning curricula do not longer suffice and enterprises run to risk of creating knowledge gaps. Therefore, more flexible ways of education are needed to be able to react to the fast changes impinging on companies. Especially reports from Learning and Development and HR point to the rising importance of reforms in corporate training and argue for a strategy shift that concentrates more on a learner centered form of learning, taking place in a variety of settings (Sampson, Schenone, & Cardinali, 2002; Wang-Nastansky, 2008).

To this day, a model developed by Lombardo and Eichinger (1996) still plays an important role in the discussion of workplace learning. The 70/20/10 model claims, that 70 % of learning happens in the workplace, 20 % through interaction with others in the form of feedback and coaching and only 10 % in formal learning curricula. This means that learning that is relevant to employees and thereby as well to the enterprise is more likely to occur in informal workplace settings. Although the model is widely used in corporate learning environments of companies, enterprises still primarily concentrate on the 10 % formal learning curricula.

Yet, as the urge for a shift in strategy became more apparent in the last years, companies start seeking for ways of learning that are more flexible. Against this background, the construct of learning-on-demand has arisen. It describes a learner centered approach, takes learner's backgrounds and objectives into account and embeds education into the work context and supports lifelong learning (Sampson et al., 2002). To support learning-on-demand an environment is needed that supports learners and their search for knowledge and is flexible to react to different needs (Sampson et al., 2002; Wang-Nastansky, 2008). In the last years, technology has become of growing interest as an enabler for learning-on-demand. Especially social technologies like Enterprise Social Networks (ESN) have been identified as possible solutions for the support of more informal ways of learning. However, opinions on the effectiveness of those technologies and how well they can support employees in their search for information, widely differs among researchers and practitioners. Although numerous positive voices exist, the same amount of critics can be identified. As Cardon and Marshall (2015) stated, a growing division between Social Media enthusiasts and Social Media critics can be observed. The enthusiasts emphasize that ESNs put learning into a social context and offer a more autonomous learner-centered way of information seeking. They point to the easiness of identifying experts, especially when functionalities like social tagging come into play, and see the chances to enhance employees' professional network. On these grounds a growing adoption of internal social networks can be observed particularly among huge multinational companies. Yet, companies using social technologies often report numerous problems headed by the difficulty that in many cases ESNs are not widely used among employees. Although critics numerate various challenges, like hierarchies, the absence of support or general resistance among users, there is a lack of studies examining the actual usage in companies reporting on positive and challenging aspects of the actual usage. Nonetheless those studies are indispensable to better understand how employees use ESNs, what they encounter positively and what challenges they are facing.

Aim of this Thesis

Behind this background the overall purpose of this Master thesis is to gain a better understanding on employees' actual usage of an ESN for learning-on-demand in the Learning and Development Department of a huge consultancy company in Germany. It focuses on providing a better understanding of motivations behind the usage of the ESN, objectives connected with it and hindrances. More precisely, the thesis' aim is to shed light on (1) how the ESN is used for the identification of expertise, (2) if they establish contacts with them and (3) which constraints hinder employees' usage of the network for learning-on-demand. The central research questions guiding this thesis are therefore:

> ❖ How do employees working in the Learning and Development Department of a big consultancy company in Germany use the Enterprise Social Network to identify and contact experts to gain knowledge-on-demand? Are they facing any constraints that hinder them in their usage?

As the aim is to better understand how an internal Social Network is used in reality and which challenges are connected with it, interviews have been chosen to identify and learn about employees' experiences.

Chapter one gives an Introduction to the background of this thesis. It furthermore explains the significance of the research topic and introduces the reader to the actual research question and with that the aim of the research. In chapter two the review of the literature is presented. At the beginning the reader gets introduced to the two main aspects of this thesis, learning-on-demand and Enterprise Social Networks. In a next section literature, that combines both aspects, is reviewed. The review represents a broad analysis of the topic, representing numerous subareas connected to learning-on-demand within ESNs. The next section, chapter three, introduces the theoretical background of this thesis and identifies the usage of theoretical frameworks in earlier research. In chapter four the methodology of this study is presented. It introduces the reader to the setting, the chosen research method, the selection of interviewees and how data was collected and analyzed. It furthermore addresses ethical considerations. In chapter five the results of the data collection are presented. They are exemplified and documented by several quotes from the interviews. In chapter seven the results are discussed. They are referred back to former research and are connected to the theoretical framework introduced in chapter three. After the discussion an overall conclusion is drawn in chapter seven.

Literature Review

This literature review represents a comprehensive analysis of the current literature on learning-on-demand within Enterprise Social Networks. For the identification of literature, mainly the database Scopus, as well as Education Research complete, ERIC and the Web of Science have been used, as they represent a good starting point for educational literature and are among the databases with the biggest dataset for peer reviewed journals. As the combination of the terms 'Enterprise Social Network' and 'learning-on-demand' delivered no results in non of the named databases, the search has been broadened by substituting learning-on-demand and Enterprise Social Network with similar keywords. For learning-on-demand the terms 'just in time learning' and 'just in time knowledge', as well as 'informal learning' and 'workplace learning' have been used. In exchange for Enterprise Social Network the terms 'Enterprise Social Media', 'Corporate Social Network', 'Corporate Social Media', 'Enterprise Social Software ', 'Corporate Social Software', 'Enterprise 2.0' and 'Social Enterprise' have been used. Different combinations of these terms led to a total of 56 publications written in English. The article search was not restricted to a specific time period, however, as ESNs can still be considered a rather new phenomenon, articles, addressing a combination of learning-on-demand and ESNs, are not older than eight years. With the help of title, keywords and abstract, the search results were investigated and narrowed down to 31 articles. Publications addressing ESNs use for external communication like marketing and customer communication and articles addressing learning with publicly available Social Network Sites (SNS) like Facebook or LinkedIn have been excluded. Included however are articles that address learning in university settings, if a SNS that is restricted for university use only, has been used. Furthermore, the review was not restricted to a specific subtopic of learning-on-demand with ESNs, but aimed at providing a preferably holistic view of areas connected to the overall topic. After skimming the remaining articles, 14 more have been excluded, as they did not fulfill the above mentioned criteria for inclusion. This left a total of 21 articles for this review. These include articles that address ESN use in general, talking about advantages and disadvantages and subtopics of learning on demand like knowledge management, identification of expertise and social capital. The section on learning on demand also includes articles that do not only address the topic from a technological perspective. Most articles have been identified in informatics journals addressing computer assisted communication and learning, closely followed by management and corporate learning journals.

Enterprise Social Networks

In the last years Social Media has found its way into enterprises. Based on external usage like marketing and customer communication, Social Media has lately also been discovered as a tool for internal purposes. Improvements in communication and collaboration among employees, expansion of employee's social capital, improved knowledge management and advantages for learning have been and still are the main drivers behind internal Social Media adoption. (Cardon & Marshall, 2015; Leonardi, Huysman, & Steinfield, 2013; Sharma & Bhatnagar, 2016; Tynjälä, Häkkinen, & Hämäläinen, 2014; Wehner, Ritter, & Leist, 2016) The term Social Media summarizes a number of tools including blogs, wikis, microblogging, Social Bookmarking and Social Networks. They allow their users to easily publish and post own information without having extensive technical knowledge. Especially SNSs have gained popularity among Social Media technologies. Fulk and Yuan (2013) define SNSs as:

> 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 (p. 21).

ESNs "mimic in look, feel and functionality popular social networking sites as Facebook" (Leonardi et al., 2013, p. 2). They "include the foundational features associated with SNSs but are implemented within organizations [...], and have the ability to restrict membership or interaction to members of a

specific enterprise" (Ellison, Gibbs, & Weber, 2015, p. 104). ESNs typically combine a number of social technologies like microblogging, wikis, instant chat, social tagging, bookmarks and RSS feeds (Cardon & Marshall, 2015; Fulk & Yuan, 2013; Wehner et al., 2016) and support the generation of profiles and connections between these profiles. Based on expertise and interest of users, ESNs suggest potentially interesting connections and groups. "SNSs and [ESNs] are governed by individual user's goals, motivations, perceived norms, and other psychological and social factors. With [ESNs] however, an additional set of influences comes into play, consisting of considerations such as organizational and collective norms, legal or policy influences [and] power dynamics, […]" (Ellison et al., 2015, p. 107).

Scanning the internet for current material on ESNs, one is confronted with numerous blog posts, books and short papers, mainly written by people in Human Resources and the Learning and Development sector. This illustrates the topicality and significance of the technology for today's enterprises (Cardon & Marshall, 2015). Nevertheless, the amount of scientific literature proves to be rather scarce. Although research on internal Social Media usage has increased in the last years (Cardon & Marshall, 2015), research is still more focused on the external usage (Leonardi et al., 2013; Wehner et al., 2016).

Learning-on-demand

The ongoing globalization, the emergence of new technologies and the demographic change have led to workplaces being under constant transformation. Therefore, lifelong learning has become of higher importance than it has been a couple of years ago, and employees' knowledge and skills need to be renewed on a regular basis (Digmayer & Jakobs, 2014). In this fast changing environment, knowledge has become one of a company's most important resources for staying competitive (Harden, 2011; Thomas & Akdere, 2013). Therefore, on-the-job training has become of increasing importance in enterprises. However, the mainly formal constructed training in companies is no longer able to react to the fast changes on its own, and a strategy shift that also considers informal learning scenarios, is needed (Sampson et al., 2002; Wehner et al., 2016). Informal learning is more learner centered, takes individual needs into account and takes place in a wider variety of settings (Eraut, 2014). This need for change is further supported by the 70/20/10 model of Lombardo and Eichinger (1996). Nonetheless, enterprises concentrate on the 10% of formal learning curriculum. Furthermore, Eraut (2004) mentions, that the transfer from formal education into the workplace is complex and it is questionable how well skills can be developed separately from work contexts.

In this discussion the construct of learning-on-demand has emerged. It describes a learner centered approach, where learners design their own learning according to their needs (Sampson et al., 2002). It takes learner's background and objectives into account, embeds learning into the work context and gives "flexible access to lifelong learning as a continual process, rather than a distinct event" (Sampson et al., 2002, p. 107). To support learning on demand an environment that supports learners in their search for knowledge and is flexible enough to react to different needs is required (Sampson et al., 2002; Wang-Nastansky, 2008). Putting the learner in the center of workplace learning is important, as "neither a trainer nor a perfect IT system can cater to their exact learning need and styles at the time and place they need it" (Wang-Nastansky, 2008, p. 42).

Learning-on-demand within Enterprise Social Networks

Publications addressing learning on demand within ESNs are mostly found in blogs and other online resources. As the number of articles in peer reviewed journals addressing ESNs has been identified as rather scarce, the number of articles addressing learning-on-demand within ESNs is even less. This finding is also supported by reviews of Wehner et al. (2017) and Thomas and Akdere (2013). Most identified papers have been published from 2012 on, with only a few in the years before. However, the increase in published articles in the last years demonstrates the growing interest and significance in the research topic. Most of the identified literature is conceptual with only four empirical studies.

Wehner et al. (2017) identified the impact of ESNs on knowledge as the main research area among ESN research. This includes knowledge management, the identification of experts, social capital and information quality. With their specific characteristics to connect people and departments and to share information, enterprises see possibilities for learning (Ellison et al., 2015; Pesare, Roselli, & Rossano, 2017; Ravenscroft, Schmidt, Cook, & Bradley, 2012; Scott, Sorokti, & Merrell, 2015). Furthermore, with ESNs, learning is put into a social context, offering a more autonomous, self-directed learning, based on employees' needs (Dabbagh & Kitsantas, 2012; Ellison et al., 2015).

To identify how ESNs can be used for informal learning Scott et al. (2015) conducted a case study within a University Master Course. The university used a SNS restricted to the university and students were encouraged to connect with each other, communicate and exchange information through the network. To identify to what extent students embraced this offer, the researchers investigated students' profiles as well as groups and blogs related to the course. The objective was to identify course related content and rate to what extent the posts could serve as proof for learning activities. After identifying course related posts, the researchers rated them individually and compared their results. The case study showed a high activity of students in the SNS. They exchanged information, gave advice for tasks and coordinated their group work. However, although the study proved a positive impact of the ESN on learning activities, the high contextualization decreases the possibility for generalization of the findings.

One of the major problems of enterprises today is that it is often unclear where expertise in the organization exists. This is due to a growing specialization of work that divides people into departments and teams that only have general knowledge about what their colleagues are working with (Fulk & Yuan, 2013; Leonardi et al., 2013). Yet, especially in these highly specified contexts knowledge sharing is important, as problems are often to complex to be managed by single teams alone (Thomas & Akdere, 2013). Knowing what other people in the organization are doing is defined as "metaknowledge" (Leonardi et al., 2013, p. 4) and is important for identifying expertise. Furthermore, knowledge situated in contexts is tacit and often taken for granted by the knowledge holder (Ellison et al., 2014). These aspects make it difficult to find experts and establish relations with them. To investigate how ESNs can ease the identification of expertise, Digmayer and Jakobs (2014) present three case studies on Knowledge Management 2.0 funded by the German Federal Ministry of Education. Two of them have been conducted in large manufacturing companies, one in a medium sized manufacturing company. The aim of the studies was to identify design requirements for a social media based learning platform, conditions for information sharing and the identification of design requirements that support knowledge exchange. The study identified three aspects that employees demand for identifying expertise: "(1) a function that allows them to scan the professional profile of their colleagues (their role, expertise, tasks, responsibilities), (2) a function indicating their current availability status, and (3) a contact function" (p. 5). Additionally, to profiles, some scholars see publicly visible posts and comments in groups or blogs as a source for identifying expertise, as they offer insights into knowledge and working contexts of others without being an active part in the conversation (Fulk & Yuan, 2013; Leonardi et al., 2013; Sharma & Bhatnagar, 2016). One of the biggest advantages of identifying expertise through profiles and posts, is that "experts identified through user generated content that is shared real time in ESN can be more current than a conventional expert directory, which may be updated only periodically" (Fulk & Yuan, 2013, p. 24). By identifying experts, employees can build up their network and increase their social capital, resources accumulated through relations among colleagues (Leonardi et al., 2013). This helps them to build up weak ties, connections that are rather loose and come from different departments all over the organization (Breunig, 2016). Weak ties are seen as especially important as they serve as a source for new non redundant knowledge and expose people to new ideas and a variety of information.

Moreover, comparing ESNs for learning with traditional knowledge management systems, ESNs are said to be more learner centered, as learning through ESNs is said to be a two-way interaction where learners can address their demand more flexible (Fulk & Yuan, 2013). Furthermore, the reaction time

for finding solutions is expected to be much shorter than in traditional platforms (Digmayer & Jakobs, 2014). As work contexts are often marked with fast decision making employees will only address a system if an immediate answer can be expected (Eraut, 2014).

Nevertheless, there are difficulties connected with the usage of ESNs for learning. Fulk and Yuan (2013) address three key challenges. The first is location of expertise. Employees need to know where or how to find information or the right expert in the network. The second is motivation. Not only is a motivated seeker important, but also the experts need to be motivated to share their information and spend time with helping their colleagues. The third is social capitalization defined as "developing and maintaining social ties with knowledge providers to actualize knowledge sharing" (Fulk & Yuan, 2013, p. 20). Moreover, reports often show that despite the seen advantages ESNs are only randomly used. A survey conducted by Cardon and Marshall (2015) supports this assumption. The survey aimed at investigating the frequency of ESN use for networking and team communication and the perceived effectiveness of ESNs to other communication channels like e-mail. The questions were answered by 227 people from different companies across the United States. The results showed that younger generations are more likely to use ENSs and are furthermore more likely to believe that ESNs will improve their work. Significant is though, that also among younger generations traditional communication channels are still preferred. However, it is important that ESNs are used by the majority of a company's employees on a daily basis so that the network can fulfill its potentials (Koch, Leidner, & Gonzalez, 2013; Wang-Nastansky, 2008).

Another challenge is the influence of the organizational culture on the expected usage of an ESN (Koch et al., 2013). Social networks are in their nature open and without hierarchies. If the organizational culture is too concentrated around strong working hierarchies, that are also reflected in communication structures, a conflict between culture and the technology is caused. Furthermore, influences the organizational culture employees' perceptions towards the ESN. These issues are described as the IT-Culture conflict by Koch et al. (2013). They describe how conflicts and misperceptions can cause resistance among employees and address the importance of a supportive culture and supportive leaders, that help to build trusting relationships and value employees for their sharing of information (Koch et al., 2013; Thomas & Akdere, 2013). Only if the culture and leaders give incentives to use the ESN, employees can feel psychological safe to share information and contact colleagues which is inevitable to build up a collective memory and support employees in their learning-on-demand (Pesare et al., 2017; Sharma & Bhatnagar, 2016). The greatest benefits of ESNs "will be realized by organizations that have or can develop open, non-hierarchical, knowledge-sharing cultures encouraging virtual collaboration" (Breunig, 2016, p. 253). Creating a supportive culture and dealing with emerging conflicts are therefore essential conditions for successful ESN use. However, research on how to intervene in existing conflicts or how to prevent the emergence of them is still scarce (Koch et al., 2013).

One of the biggest studies is the MATURE (Continuous social learning in knowledge networks) project, which was funded by the European Commission and ran between 2008 and 2012. It aimed at finding ways of linking individual informal bottom-up learning processes in companies with guided top-down collective knowledge management, trying to link open communication with hierarchical structures. The project combined ethnographical studies, interviews, in depth case studies and different design studies. Participants came from different universities across Europe as well as companies like SAP for instance. The project led to the development of a model, a guidance for companies on how the linkage of informal learning and organizational knowledge management can succeed (Ravenscroft et al., 2012). However, experience reports on the functioning of the model could not be identified.

In general, some scholars emphasize the importance of gaining a better understanding on how ESNs contribute to learning (Breunig, 2016; Ravenscroft, 2009; Ravenscroft et al., 2012). Ravenscroft (2009) refers to the problem, that too often ESNs are praised as solutions before the actual problem, target audience and context are investigated. However, it is important to answer the questions how the

ESN can support the learning context and why it is the best tool to use. The case studies described by Digmayer and Jacobs (2014) emphasize this as they point to the importance of tailored solutions as contexts differ between companies and even departments. Furthermore, Ravenscroft et al. (2012) remind, that Social Networks have not been designed as a learning tool. Popular social media like Facebook are said to prohibit learning as they tend to connect people with similar interest and opinions and therefore taking away the capacity to debate. It is still unclear if ESNs have the same impact in organizations (Leonardi et al., 2013; Ravenscroft et al., 2012).

Summary of Literature Review and Implications for this Thesis

The literature review represents the current state of research on ESNs for learning-on-demand in enterprises. It is not limited to the specific research question but tries to draw a comprehensive picture of the status quo to draw a better understanding on conditions and impacts on the topic as a whole. Like that, the review shows the complexity of the topic as it identified firstly, subareas of learning on demand within ESNs as Knowledge Management, identification of expertise and social capital. Although these subareas can be looked at individually, they also strongly influence each other. And secondly, it also identified influences on learning-on-demand on an organizational level like the organizational culture and leadership support and on an individual level like employee's perceptions towards the ESN.

Most scholars draw a positive picture on the topic and highlight the potential of ESNs. Especially the potential to connect people and thereby help to identify knowledge in the enterprise, which was identified as one of the biggest problems of todays organizations (Fulk & Yuan, 2013; Leonardi et al., 2013), was seen as the major advantage for learning-on-demand by most scholars. However, this is mainly supported by conceptual articles and more studies will be needed to further confirm this assumption. The few studies identified investigated the design of ESNs (Digmayer & Jakobs, 2014; Ravenscroft et al., 2012) which areas of and ESN are used (Scott et al., 2015) and communication effectiveness in ESNs (Cardon & Marshall, 2015). These studies, however, do not provide any information on how helpful the use of ESNs was perceived by employees and if it helped them to gain knowledge on demand. As a result the thesis aims at investigating this issue and provide a better and more detailed understanding on the actual usage of ESNs by employees, its effectiveness and helpfulness.

Theoretical Background

Since the usage of ESNs for learning is a relatively new phenomenon, there are no widely used theoretical frameworks. Generally, publications can be split into those that take a learning perspective and investigate how learning-on-demand can be supported by technologies, and those emphasizing a technological perspective, investigating what characteristics and features of ESNs can help support learning-on-demand.

Research focused on the learning perspective is often based on the Situated Learning Theory which was pioneered by Lave and Wenger (1991). Situated Learning focuses on the social context, the Community of Practice (CoP), learning is embedded in. A CoP, is a "set of meaningful relationships among persons who share a significant amount of knowledge, values, and beliefs based on their overlapping histories"(Eberle, Stegmann, & Fischer, 2014, p. 102). The theory emphasizes that knowledge and skills only have power in a specific context and even abstract knowledge representations are "meaningless unless they can be made specific to the situation at hand" (Lave & Wenger, 1991, p. 33). According to this theory, learning takes place when newcomers move from legitimate peripheral participation, the edge of a community, to full participation, mastering skills and knowledge. In this sense, Situated Learning illustrates how newcomers and old-timers are related, and the process by which newcomers become full participants. Thus, the amount of participation in a CoP can be seen as a measure for increasing knowledge and skills (Eberle et al., 2014). To become a full member of a community requires newcomers to have access to activities, resources and exchange with old-timers.

Many scholars argue, that this interchange between old-timers and newcomers is a typical occurrence and a way how people learn in workplaces. They furthermore emphasize the contextualization of learning in companies, as it happens through work experiences, challenges and interactions in teams and departments. They stress the importance of making learning more situated, as they argue that the transfer from formal trainings to workplace challenges is difficult and therefore has to be more connected to actual workplace problems (Breunig, 2016). This view is further supported by the 70/20/10 model by Lombardo and Eichinger (1996), which has already been addresses in earlier chapters. However, Breunig (2016) indicates that the theory of Situated Learning is mainly applied in research focusing on face to face learning and communication. However, in the last years, workplaces have been revolutionized by new technologies that change the way people interact and collaborate. An increasing interest on how these technologies contribute to Situated Learning has therefore arisen. Nonetheless, although some scholars emphasize the potential of Social Media to expand Situated Learning in workplaces through space and time, research on learning with Social Media often avoids addressing the connection between Situated Learning and digitalized workplaces. This leads to a void between Situated Learning research and research addressing the utilization of Social Media for learning (Breunig, 2016).

In contrast, if the research focuses on a technological perspective exploring how a specific technology can support the growing need for learning-on-demand, no established frameworks could be identified. Some authors state that the reason for this might be a lack of understanding of the impact of Social Media on learning (Breunig, 2016; Ravenscroft, 2009; Ravenscroft et al., 2012). Others raise the question if traditional learning theories are still suitable in todays digital age or if new theories that include a more technological perspective on learning are needed. As it was furthermore disclosed in the literature review, learning-on-demand within ESNs is a very subdivided topic. These subtopics differ strongly from each other. It is therefore difficult to find one single theory that suits all subareas.

Consequently, there are no theoretical patterns that can be adopted in current ESN research. Thus, the thesis aims at using an inductive approach. In contrast to deductive approaches, where research starts with a theory that is tested by doing research, theories in inductive reasoning are build up at the end of the research process. Starting with the collection of data, the researcher then tries to identify patterns

in the collected data set. Therefore, inductive approaches are highly data driven as reasoning is strongly linked to the collected data. The coding of the data happens "without trying to fit it into a preexisting coding frame, or the researcher's analytic preconceptions"(Braun & Clarke, 2006, p. 83). After patterns in the data set have been identified the researcher goes on and tries to formulate explanations and theories. Figure 1 illustrates the three stages of inductive reasoning.
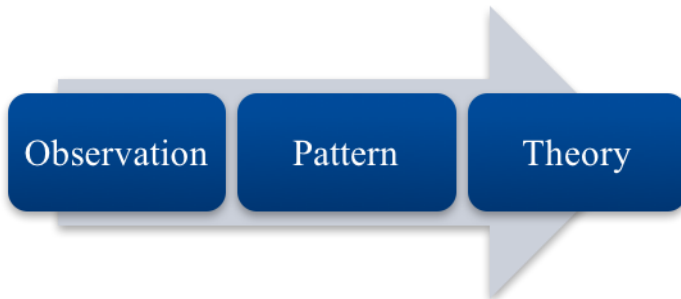
Figure 1. Three Steps of Inductive Reasoning

Social Network Theory

The Literature Review has identified the expansion of Social Capital as a subtopic of learning-on-demand, as it helps employees in identifying expertise in the company. Contributions on Social Capital research often refer to the Social Network Theory (SNT) as theoretical basis. As the focus of this thesis is on the identification of experts and establishment of contacts with them, the SNT has been chosen as the main theoretical framework.

The SNT looks at "relations between individuals, and models society as constitutes of networks made up of sets of the relations or ties between the nodes" (Williams & Durrance, 2008, p. 1).

Figure 2. Illustration of a Network: Exemplification of Actors, Clusters and Ties

Nodes or actors, represented by circles in Figure 2, can be individuals, groups, companies or even nations. Through ties actors are linked to each other. Burt (1992) characterizes these by their range, density and multiplexity. Range refers to the diversity of an actor's contacts like status or ethnicity. A network is dense, when connections between actors are very strong. Multiplexity describes the extent to which actors have different types of relations as colleagues or friends (Häuberer, 2011).

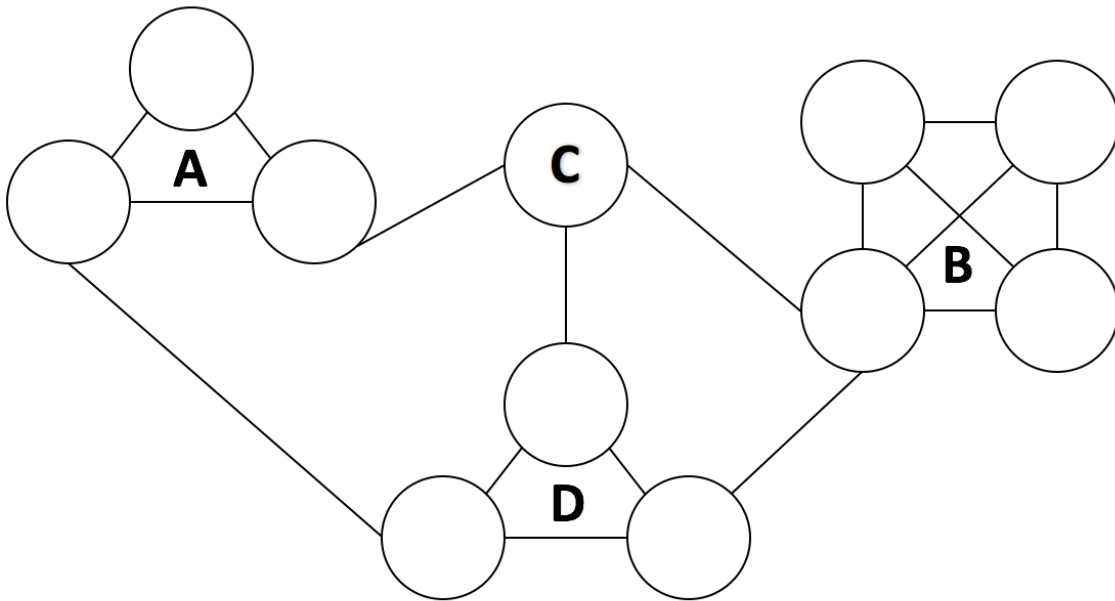A network consists of different clusters, densely knit areas, where different actors are tied closely to each other. In a corporate context this could be a team. Bridges connect these clusters to other clusters. Ties and bridges provide a way through which actors can receive resources like material, social or emotional support, time, information or expertise. These connections between different actors and clusters, and their arrangement create opportunities and constraints for individual actors, clusters as well for the network as a whole. The exact location an actor or a cluster occupies in the network influences the access to resources. Being located near a cluster, near a bridge, at the edge or center of a cluster determines how far resources have to travel to reach their destination. The further information has to travel, the more it attenuates. Therefore, occupying a strategically well situated spot in the network, referred to as centrality by DeJordy (2013), is advantageous for the spot holder. Centrality of an actor is defined as (1) the number of direct or immediate connections of an actor, named degree centrality, (2) the extent to which actors are connected to other highly connected actors, which is important as people connected to powerful people have better reputation, (3) the extent to which actors can reach other actors in the network, for example how close they are to other actors, termed closeness centrality, and (4) the extent to which an actor is an intermediate between other actors which is termed betweeness centrality (DeJordy, 2013).

Moreover, in his approach to Social Capital, Burt (1992) introduces the concept of structural holes, "a relationship of non-redundancy between two contacts"(Burt, 1992, p. 18). The actor occupying this hole is termed a broker. In Figure 3 Actor C is a broker connecting cluster A with cluster B The more non-redundant contacts an actor, cluster or network has, the more effective it is (Häuberer, 2011). Therefore, both relationships between actors and the structure of the whole network matter when it comes to gaining information.
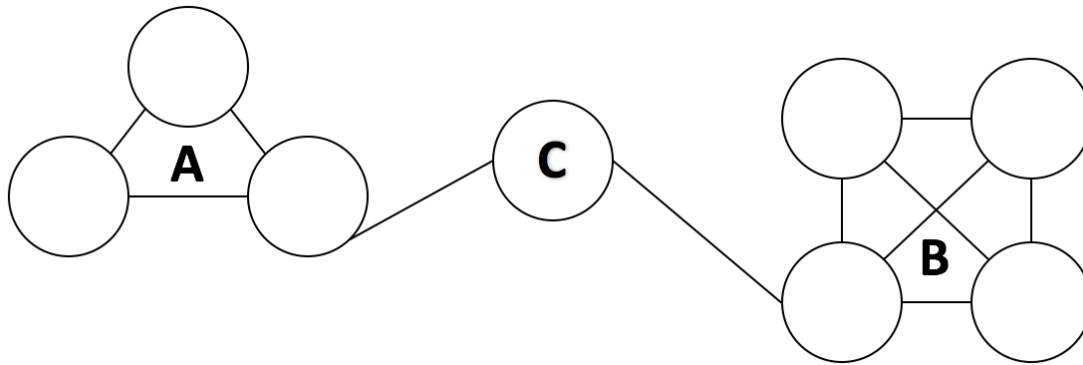
Figure 3. Illustration of a Broker (C) based on Burt (1992)

The ties in a network can be distinguished between strong and weak ties. Strong ties are close connections between people sharing the same or very similar opinions. Weak ties in contrast, are loose connections from different clusters with people having different backgrounds and ideas. In his famous study on "The Strength of Weak Ties", Granovetter (1973) found that especially the weak ties provide people with new non-redundant information and input. When people are searching for new information it is particularly these weak ties they utilize. The connections people have, strong and weak, are described as Social Capital. Social Capital are "resources embedded in social networks that can be mobilized when an actor wishes to increase the likelihood of success in purposive actions" (Lin, 2001, p. 24). The access to Social Capital is strongly connected to the location in the network and the nature of the ties and therefore, the actor's location and centrality in a network matter.

Connecting SNT and Situated Learning and Application to this Work

As it has been shown that both theories, Situated Learning and SNT, have their justification in research on digitalized learning, connections and comparison between them will be drawn bellow. Eberle et al. (2014) argue that both theories can complement each other to better understand how people interact in a CoP and how a change in network location influences people's access to resources. In a study on the effect of accessibility of community knowledge and newcomers' participation, the authors successfully combined SNT and the construct of CoP. The focus of their study was on identifying participants' degree centrality and its development during a 2,5-day workshop. The study showed that combining CoP and SNT can help to understand relations in a CoP and how these relations influence newcomers' way from legitimate peripheral participation to full participation. Applying a CoP perspective on SNT embeds the network into a context of values, norms and communication rules among its members. It exemplifies the importance of constantly exchanging with others to understand their norms and values, to gain resources and by that slowly moving towards full participation. Adding a SNT perspective on a CoP helps in return to understand how weak and strong connections help to move from legitimate peripheral participation to full participation in the community and illustrates how connections change and new ties develop.

Taking a closer look at the main characteristics of Situated Learning and the Social Network Theory, some similarities can be identified. Both theories put the learner into the center of attention by identifying the individual as a potential resource for knowledge.

In SNT information and other resources travel through ties between actors and clusters and the theory emphasizes the importance of weak and strong connections as well as location for having good access to resources. In CoP in contrast learning happens through interaction and disputes with other members.

Like that new members slowly move from the edge of a community inwards to the center. In this manner Situated Learning also introduces the aspect of location and centrality.

Applying this to a corporate context, depicts the organization as a networked organism, consisting of numerous CoPs, illustrating connections between individual employees (actors) and teams or departments (clusters). In this way it helps to exemplify how information between individuals and departments travel and reveals the importance of short direct connections between information seeker and information holder to reduce the risk of information attenuation. It furthermore can help to illustrate how the interviewees in this research are connected to each other and which connections they use, when they are searching for knowledge on demand. Not only applying a SNT perspective on the research but also identifying connections as CoPs, helps to understand how learning in a corporate context can take place and puts a focus on describing participation and interaction as a form of learning.

Moreover, SNT helps to illustrate the importance of increasing Social Capital as a resource for more direct connections to possible information holders. As Social Networks are based on the network idea of connecting people and externalizing these connections they might facilitate the exploration of a firm's network, which is important for the location of knowledge and knowledge holders aiming at gaining better metaknowledge.

Bearing in mind that the ignorance of knowledge location in companies is one of the biggest challenges in todays enterprises, solutions for easier identification and finding of this knowledge are needed. As ESNs aim for visualization of a company's network and the increase of connections between its members, the technology might represent a first step to solve this problem.

Methodology

Setting

The collection of data took place in the form of interviews at the Learning and Development Department of a big consultancy company in Germany. The company works independently in the country but is part of a worldwide international network with cooperations especially in Europe. The enterprise has three service lines, Assurance (AS), Advisory (AD) and Tax & Legal (TL)

The company's Learning and Development Department is divided into five teams with different work focus. For every service line there is one team responsible for developing trainings for and support them in the search for suitable learning formats. Furthermore, there is an E-Learning team (EL), that gives advice for choosing digital learning formats and develops various kinds of E-Learnings. The fifth team is the Business Skills team (BS), which is specialized in social skill trainings and management development. The E-Learning Team and the Business Skills team are working for all three service lines.

The Participants

The interviews have been conducted with ten people out of the different teams of the Learning and Development Department. Aiming at depicting a representative picture of the department the interviewees have been chosen out of all five teams. Of those ten people five are male and five are female with an age range from 27 to 56. Three interviewees are part of the E-Learning team, two interviewees are from the Business Skills team and five interviewees are from teams specialized on the company's service lines. It was not possible to have influence on the interviewees position in the company. Four interviewees were at a Consultant level, four at a Senior Consultant level and two at a Senior Manager level. A more detailed analysis of people interviewed can be found in the results section.

Data Collection

The literature review identified only a few studies with just one that has used interviews as part of its data collection. As the aim of this thesis is to investigate how people find expertise for learning on demand with the help of an ESN and how they access this knowledge, the importance of giving the actual users a chance to report on their experiences has been rated as very high. Nevertheless, a certain amount of structure to ensure that important aspects linked to the research question are covered was inevitable. As a result, semi structured interviews have been chosen, as the method combines a structured data gathering with the freedom to follow up on interesting aspects that might emerge during the interviews.

At the beginning of the thesis project the Head of the Learning and Development Department of the enterprise has been contacted via e-mail. He was introduced to the research idea and has been asked if interviews could be conducted with people from his department. After he gave his permission and suggestions on people that could take part in the interviews, 14 employees have been contacted individually via e-mail. The e-mail introduced them to the project and asked if they would be available for interviews. Out of the 14 employees one refused to take part and three commented that the time period in which the interviews will most likely be conducted will not work for them. This left ten interviewees. The time for doing the interviews was set to mid April and appointments were made three weeks in advance. The timeframe for each interview was set to one hour. All interviews have been recorded in full length.

Data Analysis

As the review on theoretical frameworks used in ESN research resulted in the need for using an inductive approach for the collection and analysis of data, it has been chosen to conduct a thematic analysis. The method gives a good opportunity for „identifying, analyzing and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79), and is thereby very suitable for inductive reasoning.

The data analysis followed the six phases of thematic analysis as they have been described by Braun and Clarke (2006). Figure 4 gives an overview over these phases. How each phase has been applied in this project, is described in the following.

Phase	Description of the process
1. Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Figure 4. Six Phases of Thematic Analysis (Braun & Clarke, 2006, p. 87)

Phase 1: Transcription of Interviews and Familiarizing with Data

As the data was collected in form of interviews that have been recorded, phase one consisted of the transcription of the ten interviews. Due to the tight time frame of this study, it was not possible to transcribe the interviews in full length, however important parts had to be identified and only those have been transcribed. This was done by careful and repeated listing to the records and note taking. After important parts of an interview have been identified and transcribed it was listened to again to ensure that no parts have been left out. Already while listening to the records initial notes have been taken that were later in this phase complemented by reading and re-reading of the transcribed interviews.

Phase 2: Generation of nitial Codes

After the transcription of the recorded data and the first familiarization with it, interesting aspects of the data were coded in phase two. This was done by systematically reading and re-reading the transcribed interviews and the initial notes from phase one, marking interesting aspects and adding more notes to the ones already available from the former phase. At the end of this phase a long list of all codes and collated data from the transcriptions was generated.

Phase 3: Identification of Themes

The next step in the analysis was to look for connections and similarities in the codes and sort them into meaningful groups, creating themes and subthemes. In doing so, some codes have been removed as they were identified as identical to others. Furthermore, all the collated data extracts have been checked in regard to their fitting to the created themes.

This phase can be described as a continuous mapping of codes, re-reading of data and re-organizing of codes. At the beginning four main themes were identified which were later narrowed down to three,

Current ESN Usage, *Advantages of Usage* and *Challenges of ESN Usage*. Figure 5 shows the initial thematic map which was created at this stage of the analysis. After the map was created, collated data excerts were read through again to check their fitting to the assigned themes, leading to some of them being copied to other themes and some being removed from their current place.
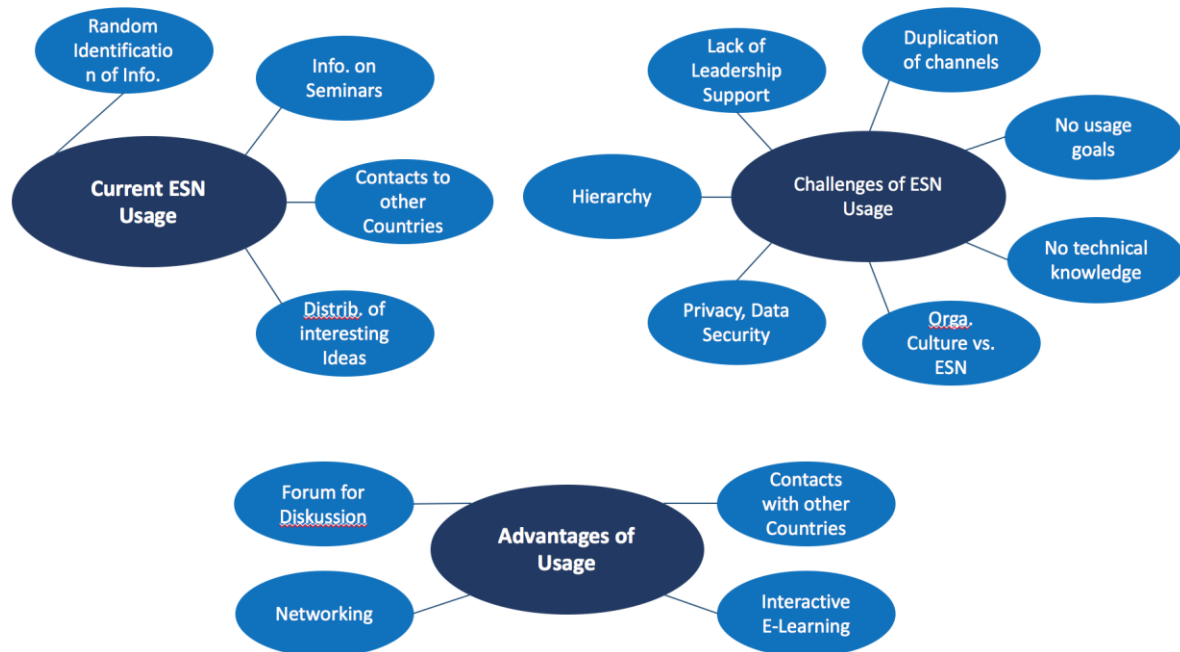

Figure 5. Initial Thematic Map after Phase 2 including three Mainthemes

Phase 4: Review of Themes

In phase four the themes and sub themes identified in phase three have been further reviewed. The aim was to find clear distinctions between the main themes and the subthemes and data within themes should be coherent. Therefore, all the collated data extracts in one theme have been taken a look at, to identify if they form coherent patterns. Some of the codes seemed to not fit properly to the chosen themes, leading to a rework of the thematic map. This led to the cancelation of "Advantages of ESN Usage". Codes that were sorted to this theme were added to subthemes of "Current ESN Usage". Furthermore, the dataset has been re-read to check once more for additional codes that might have been left out in earlier stages. The second part of phase four included the consideration of the validity of themes to the whole data set and furthermore, if the thematic map accurately reflects the data set as a whole. At the end of the phase, two main themes, *Current ESN Usage* and *Challenges of ESN Usage*, have been identified, both consisting of several subthemes.

Phase 5: Definition and Naming of Themes

After the final thematic map has been created, it was important to refine the names of the themes and subthemes. Therefore, it was substantial to identify the essence of each theme and subtheme and to decide on significant names that clearly capture their content. Additionally, for both main themes a short analysis has been conducted, that describes the content as well how the theme fits into the overall picture of the data set and how it relates to the research question. Subthemes were used to structure this analysis and to present hierarchies that were identified within the data. Figure 6 shows the

thematic map created for the theme *Current ESN Usage* and Figure 7 shows the thematic map created for *Challenges of ESN Usage*.
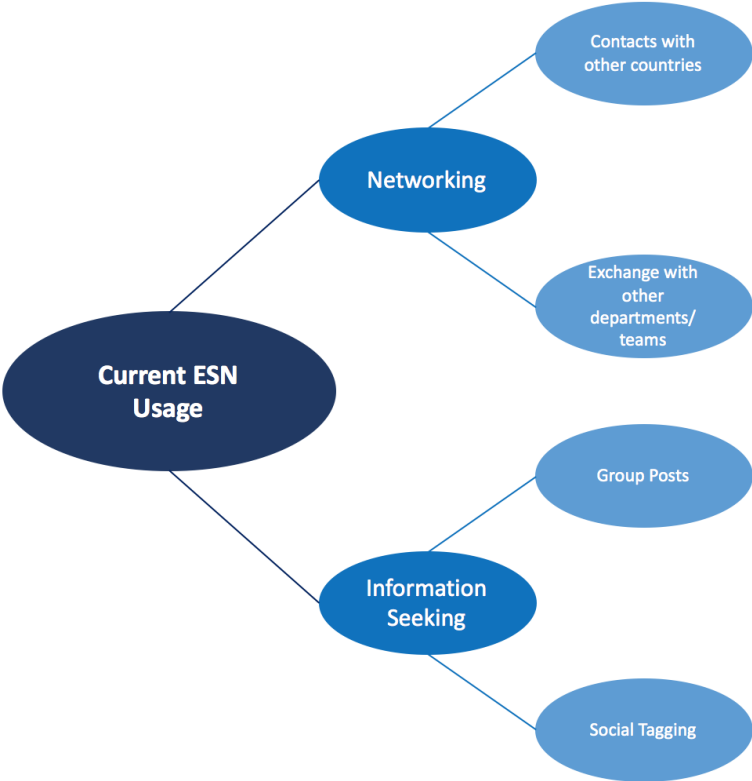

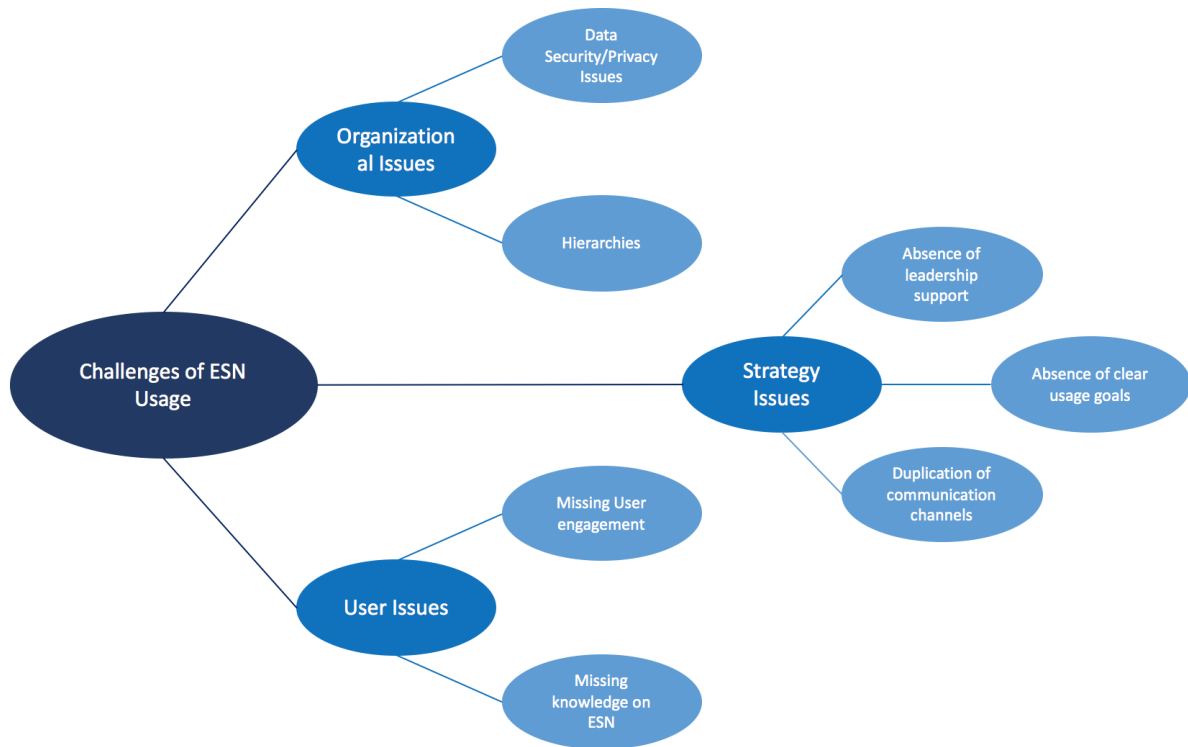*Figure 6. Final Thematic Map of the First Main Theme: Current ESN Usage*

Figure 7. Final Thematic Map of the Second Main Theme: Challenges of ESN Usage

Phase 6: Production of the Report

In phase six the final report has been written down. Therefore, vivid and compelling examples from the transcribed data have been chosen for each theme and its subthemes. The report has been conducted chronologically, starting with the identified usage of the ESN going over to the challenges. In a first step the report only contained a detailed description of the data arranged in themes without any interpretation and relation to the read literature. In this part the excerpts have been added as proof for the correctness of the theme descriptions. In a second step, the results have been discussed in connection to findings from other authors and the research question. Moreover, has the theoretical framework been applied to the results and implication for future research as well as limitations of this study have been identified.

Translation of Transcribed Interviews

As not all interviewees spoke English very well, interviews were conducted in the participant's local language, which is German. The presentation of the analyses in a second language becomes an important issue for any researcher who hopes that readers understand and make sense of data from foreign participants (González y González & Lincoln, 2006). Given the importance that context had during the unfolding of the data, it was chosen to analyze data in the local language and to translate the results, giving readers the option of reading data excerpts in the original language of the data along with the presentation language (González y González & Lincoln, 2006).

As German is my mother tongue and English my second language that I know at a fairly good level, I translated the interviews myself. It is important to note, that translation is not a simple reproduction of words from one language to another. Often expressions in one language cannot be translated literally into the target language, but need to be turned into coherent sentences. Thus, it is more important that

the contextual meaning of the original quote gets communicated in the target language than finding word equivalences.

Ethical Considerations

The main issue regarding ethics in this work was the anonymity of participants as well as the anonymity of the company where the interviews have been conducted. To guarantee anonymity, different dispositions in this thesis were made. First of all, the name of the organization at which the interviewees work is not mentioned at any point throughout this thesis. Furthermore, people's names are replaced by codes, that do only reveal the team the interviewees are working in. For example, the three interviewees from the E-Learning Team, are marked with the codes EL1, EL2 and EL3. Moreover, any names mentioned in the interviews or terms and hints that might reveal something about the company or people have been replaced by other terms in the transcriptions.

Results

In this chapter the results from the interviews are presented. The presentation is structured in three parts. The first introduces the interviewees and their characteristics, the second and the third present the two main themes that have been developed with the help of a thematic analysis as well as their subthemes and sub-subthemes. The descriptions of the themes are documented by at least one excerpt from the collated data. Quotes in this chapter are presented in English. An overview of all data excerpts collated to the specific themes can be found in the Appendix 3. There, they are provided in their original language, German, as well as in English to provide a comparison.

Interviewees

Interviews were conducted with ten people out of all five teams of the Learning and Development Department of the company. Table 1 provides an overview over employees' team affiliation, their age and their current status in the company. Table 2 informs on their educational and work background from both the current job and former jobs. Furthermore, it shows how often the interviewees use the ESN.

Team	Age	Status
EL1	35	Senior Consultant
EL2	27	Consultant
EL3	32	Consultant
AS1	51	Senior Consultant
AS2	54	Senior Consultant
AD1	29	Consultant
TL1	48	Senior Manager
TL2	33	Senior Consultant
BS1	32	Consultant
BS2	56	Senior Manager

Table 1. Interviewees: their Team, Age and Organizational Status

Team	E-Learning experience	Work Background	Educational Background	Usage
EL1	▪ Much experience through job and studies ▪ Through education and work ▪ Experience with many different kinds of e-learning	▪ Programmer ▪ E-Learning developer ▪ E-Learning Didactics	▪ IT ▪ Online Media	Almost every day
EL2	▪ Much experience	▪ First job	▪ Business	Almost every day

	• through job and studies • Through education and work • Experience with many different kinds of e-learning	• Game-based learning	Administration • Psychology	
EL3	• Much experience through job and studies • Through education but mainly work • Experience with many different kinds of e-learning	• Introduction to e-learning through first job in HR Development	• HR	A couple of times every week
AS1	• View experiences only through work as part of project teams (but main responsibility on e-learning team) • Mainly Web Based Trainings (WBT)	• Auditing • Training didactics	• BWL	Once a month
AS2	• Very few • Only through work (but main responsibility on e-learning team) • Mainly WBTs	• Auditing	• BWL	Never
AD1	• Some experience • Only through work • Mainly WBTs, some mobile learning, a bit social learning (interested in more)	• Training development • Organization of seminars	• BWL • Psychology	Around 3-4 times a week, if it is used for a seminar then every day
TL1	• A lot of experience • Mainly through work and further trainings • Strong interest in e-learning and trying new things • WBTs, mobile, social, GBL	• Further trainings in HR Development and e-learning	• HR • BWL	A couple of times every week
TL2	• Some experience • Only through work • WBTs, mobile, Game Based Learning, social	• Organization of seminars	• HR	Around 3-4 times a week, if it is used for a seminar then every day

BS1	▪ Some experience ▪ Only through work ▪ Experience only through participation in projects but not much own knowledge on e-learning (didactics, ...)	▪ Trainer	▪ Psychology	2-3 times a month
BS2	▪ Very few experiences ▪ Only through work ▪ Interested but no need to learn more	▪ Change Management ▪ Trainer	▪ Psychology	1-3 times a month

Table 2. Interviewees: their Experiences with E-Learning, Work- and Education Background and Frequency of ESN Usage

Main Theme 1: Current ESN Usage

The first main theme *Current ESN Usage* describes how the ten employees have used and currently use the company's internal social network. The interviews indicated that employees are using the ESN mainly for two purposes. Firstly, they want to connect to other employees. This aspect is summarized in *Networking*. Secondly, they want to seek for information and identify experts. This aspect is summarized in the subtheme *Information Seeking*. Both of them have been further divided into two sub-subthemes each, for better structure.

Subtheme 1: Networking

The first subtheme *Networking*, describes how employees use the ESN to connect with other people in the company. It is further divided into two sub-subthemes. The first addresses connections within Germany, the second describes, how employees use the network to get in contact with other teams from abroad.

Exchange with other Departments and Teams in Germany

Interviewees emphasized the big advantage the ESN offers to exchange with people from other departments and teams within Germany. In this category the interviews showed similar findings throughout all five teams. They referred to the increasing specialization of work teams, which often makes it difficult to know what exactly others are working with. Some interviewees revealed that this is problematic among the five teams of the Learning and Development Department, leading to the assumption that it is even a bigger issue between teams from different departments. As projects often demand a variety of knowledge and skills, cooperation between teams is indispensable. When the required expertise cannot be found in one's own team, employees need to know where to look for or who to ask. Furthermore, some mentioned that this can be especially advantageous when projects are alike, as mutual exchange can lead to less work and better understanding. The following quote shows how one employee reflected on this aspect.

> I can imagine that it might be useful to know better what other teams are working with right now. At least that's a topic here from time to time. Sometimes that could be good for sure because projects are similar and then you don't even know that just one office further there is someone who has done something similar. (AS2)

Furthermore, people described, how they use the ESN as a part of virtual trainings and seminars as well as Blended Learning. Some outlined this as a chance to introduce employees to the ESN and its

possibility to connect with others. Using the ESN for seminars offers the chance to introduce seminar participants to each other before they meet in person. Moreover, it serves as a forum for exchange and discussion on seminar related topics or as part of blended learnings. Two interviewees stated:

> Now we create groups for seminars, so people can see in advance who participates. Sometimes they get a little task. They shall introduce themselves or something, so the group is used. (AD1)

> Such a group also functions well as a discussion forum. Our traditional e-learnings do not offer this chance, but for some topics it makes sense that people discuss. And anyway it is an awesome chance to introduce them to the ESN and let them gain some experience. (TL1)

Contacts with other Countries

Despite the connection between people inside the German branch of the company, some interviewees accentuate the possibility to connect with people from other countries. However, it needs to be stated, that only the three interviewees from the E-learning Team talked about this possibility. Especially the possibility to connect with teams abroad that are doing similar work, was emphasized. They pointed to the advantage of finding help and getting new incentives for their own work. This is emphasized by the quote of one of the team members:

> One of the most important points for me is the possibility to get in contact with other L&D Teams from other countries. There are groups focusing on digitalized learning and there are many different countries represented in them. It is amazing to see what others are doing. (EL2)

Nevertheless, one of the interviewed E-Learning team members pointed out, that they are aware of this special possibility they have and that other teams do not have this chance. A quote by one of the interviewed members of the Tax & Legal team accentuates this further:

> Sometimes I am jealous how well it works for the e-learning team. I would love to exchange more with others in other countries. I think that would give us so many advantages. Unfortunately, I think it is still a long way to go. (TL1)

Subtheme 2: Information Seeking

The second subtheme of *Current ESN Usage* addresses how people find information in the company. Information here are materials, experiences and people that might hold desired information. Four out of the five teams addressed this subtheme. The Assurance team mentioned, that it is not possible for them to use the ESN in this manner due to data security and privacy issues. This will be addressed in detail in the next section that describes the findings collated to the second main theme. Two ways of gaining information and identifying expertise could be identified: *Group Posts* and *Social Tagging*.

Group Posts

Group Posts were one way of gaining information that was identified in the interviews. This can further be differentiated between the active seeking of information and the passive finding of information. The former addresses searching for information by actively posting questions into a group. The latter addresses the random reading of posts leading to new ideas and incentives. The active seeking of information was especially addressed by the E-Learning team, that engages in this possibility in the groups on digital learning that were mentioned before. All three interviewees from the team emphasized the high potential of gaining information through posting in these groups. One of the team members reflected:

> The great thing about the groups is, that you can easily talk to every person in it. If you post something you get a reaction from various people very fast. It doesn't make a

difference what position they have in the company. The only thing that counts is what you can contribute to a topic.

This way of finding information was also mentioned by the interviewee from the Advisory team. However, although she talked about a positive example, she emphasized the difficulties of finding someone active in groups that is able to comment on your post.

> There are some groups you can look at, sometimes I do that. But you have to be very lucky that there is an active person knowing about your topic. I had positive and negative experiences. But once, I found a very good contact person. She answered a post of mine. In the end she became part of our project team. But that is the only time it worked so well. (AD1)

The gaining of information, by the random reading of posts was mentioned by more interviewees. However, it was only the E-learning team that had the possibility to read posts from employees all over the world in their groups. Interviewees from the other teams only mentioned a department internal ESN group, closed for people from outside the department. It was created as a forum for sharing interesting information like articles or project reports. The aim was to provide an overview of current work of the single teams and the distributions of information that might be interesting to others in the department but are however not so important to be sent via e-mail. One of the interviewees from the Business Skills team says about this:

> If I use it, then it is mainly our department group. To see if someone has posted an interesting article for example. I think it is really useful for that. If you have time you can look at the things but it is not something really important that you need to see right away. I like using the group for that. Like that your mail doesn't get spammed. (BS1)

Social Tagging

The second way of gaining information is Social Tagging. Social Tagging is a function that allows catchwords of peoples' competencies that they can publish on their profile pages to inform other users about their expertise. Social Tagging was identified as a good possibility for finding experts and information, however all four interviewees talking about the function, pointed to the problem of a lack of user engagement. They emphasized that many employees do not publish their competencies on the profiles, making the finding of experts and information gaining through social tagging difficult. Two interviewees stated:

> No, I know that [my boss] has often done it in her former Job. I think it worked pretty well with the Social Tagging function. You can see that, when you look at her profile, you get to know a lot about her competencies. It would be great if that would be generally the case, I think that would really help to find experts, although one might have to ask the boss to contact the person. (AD1)

> We needed help with something very specific and no one really new who could help us. I then typed some terms into [the ESN]. I think if it would be used in a better way I could have found something for sure. There is this Social Tagging function like you have on LinkedIn. You can write down your competencies and others can rate it. Unfortunately, that is not used enough so I could not find someone, but I am actually sure, that there must have been someone in this huge organization. (TL1)

Additionally, one person also mentioned that it represents a good chance to review if someone who commented on your post really has the expertise for the topic.

When I post something in a group I always look at the profiles of the people that have answered. It helps a lot to see what their expertise is, what they work with and sometimes even the ratings of others on that expertise. (EL2)

Main Theme 2: Challenges of ESN Usage

All interviewees mentioned challenges they encountered while using the ESN at some point during the interview. These challenges either affected their personal usage or were part of using the ESN for trainings that they developed. Challenges can be further split into three subthemes. These subthemes are *Organizational Issues*, *Strategy Issues* and *User Issues*. They are further divided in two to three sub-subthemes.

Subtheme 1: Organizational Issues

The first of the three subthemes addresses organizational challenges further divided in two sub-subthemes "Data Security and Privacy Issues" and challenges traced back to the existing "Hierarchy" in the company.

Privacy and Data Security

When it comes to privacy and data security the interviews showed differences among the teams with a stronger impact on the team working for the Assurance service line. Both interviewees from that team commented that data security in their service line had a higher significance than in other service lines. They emphasized that people are working with external customers handling very confidential data, which is strongly prohibited to pass to other people outside the project team, even to other teams in the same organization. In a Social Network they see an insecure platform, where data security cannot be controlled as good as in more traditional platforms. Therefore, they outlined, that the usage of the ESN for their service line is no option. One of them stated:

I don't see any benefit for our service line. People handle confidential information and data security is an important topic, much more than in other service lines and areas. That's why our people don't use it at all and it's also not wanted by the management. (AS2)

Hierarchy

Besides privacy and data security, organizational issues were also seen in the existing hierarchical differences between employees. In contrast to privacy and data security, hierarchy was identified as problematic by all interviewed teams and in total mentioned by nine out of ten interviewees. Six interviewees pointed to the difficulty of contacting people with the ESN that are higher in the hierarchy then themselves. They feared that this could be experienced as inappropriate by some of the managers. One person even commented that contacting someone higher in the hierarchy through the ESN could lead to problems of respect.

… but then I would not be sure if I could contact the person. Some would not have a problem for sure, but I know others that would not be happy. And if this person has a higher position than me, it would be weird. I think it could even lead to a problem of respect, so that I would not be taken seriously anymore by some people. (TL2)

Furthermore, two interviewees mentioned a gap between organizational hierarchies and hierarchies demanded by the ESN. They emphasized, that Social Networks need a more open and less hierarchical communication and cooperation than traditional platforms. One of them commented:

Furthermore, it should be considered how we handle hierarchies in the network. I think the company culture clashes with the culture of social networks. (BS1)

And then there is the organizational culture that constrains the usage. I am not an expert on that and somehow company norms and values are different from department to

department, but generally I would say that [the ESN] demands a more open cooperation with less hierarchies than we often have in the company. (EL1)

Although, also the employees from the E-Learning team reflected on the difficult influence of the organizational hierarchy on the ESN usage, the three interviewees identified a difference in the groups on digital learning and praised the open and non hierarchical communication in these groups. However, they also outlined their awareness that this is a special issue of these groups and unlikely to be similar outside of them. One interviewee said:

Generally, I would say it is rather difficult to just contact people. There are hierarchies here that force you to go to your boss and ask him if he knows someone you could contact. But inside the e-learning group the hierarchies are very flat and it is not a problem at all to just contact someone and it definitely happens from time to time. (EL3)

Subtheme 2: Strategy Issues

The second subtheme summarizes challenges people see in connection with an overall ESN strategy. They especially criticized the *Absence of leadership support*, the *Absence of clear usage goals* and as a result the *Duplication of communication channels*.

Absence of Leadership Support

As the main reason for strategic issues the interviewees identified the lack of support of the organizational leadership. Seven interviewees referred to this problem. They pointed out, that attitudes towards the ESN vary drastically between leading managers and assumed that the ESN was implemented because it is on vogue, something everybody uses currently. They furthermore assumed that the main driver behind the implementation was the fear to not be innovative enough and loose connection. They indicated that this has lead to a gap between the official statement that the usage of the ESN is wanted and what is actually put across by manager's behaviors. One of the interviewees pointed out that for this reason not the people that see the ESN critically have to deal with the technology but people trying to promote its usage have to consider the appropriateness to use it in specific groups of people and legitimate the application of the ESN in trainings. The following two statements by employees from the Tax & Legal team refer to this difficulty.

That there is no proper plan is especially due to the missing leadership support. On the one hand they want people to use it, but then on the other hand you get the feeling that they regard it as something not serious. (TL1)

Mh… I think the reason is that it is not properly supported and promoted by the leadership. If this would be different, also people who see [the ESN] critically would have to deal with it more and then it would be more respected to make contacts through it. But like that we have to consider if it is appropriate to use with some groups of people. (TL2)

Absence of clearly defined Usage Goals

As a result of the absence of support by the organizational leadership, interviewees identified the lack of clearly defined usage goals. They indicated that it is unclear what the purpose behind the implementation of the ESN was and thereby which objectives are connected with its usage. They criticized that it is not clear if the ESN should be used by everybody in the company, and for what purpose people should use it. One interviewee explained that the ESN offers a wide range of use, making it difficult for people to understand what the network has actually been implemented for. One person reflected:

Still, someone should have to think it through what the objectives are. Although there are a lot of advantages for sure, you can't expect that it just works without putting some effort in it. (BS1)

Duplication of Communication Channels

As a result of both, the absence of leadership support and clearly defined usage goals, many see the duplication of communication channels. Interviewees indicated that the company uses numerous channels for communication and has different documentation systems without clearly defined rules that indicate which information can be found in which system. This demands to distribute the same information on all systems leading to a duplication of information. As there are no clearly defined goals for the usage of the ESN, it represents another channel through which information can be distributed. One interviewee pointed out, that because of the little usage however, it is not possible to only use the ESN as it cannot be guaranteed, that the information will reach the targeted employees. Furthermore, interviewees point out, that people will keep using the traditional channels, if they function as well and they are not offered any additional benefits by the usage of the ESN.

> What we also struggle with are the different communication channels: Mail, phone, documentation system, LMS and so on and then the ESN as well. Why should someone use something new that he doesn't know, if there is an easier way. (EL2)

Subtheme 3: User Issues

Subtheme three "User Issues" summarizes challenges that are connected with employees that are using the ESN. It is structured around two sub-subthemes, "Missing Knowledge on ESN" and "Missing User Engagement".

Missing Knowledge on ESN

Some of the interviewees mentioned that they do not know enough on how the ESN works and what possibilities it offers them. They identified this as a problem, as they feel that they should set a good example in the Learning and Development Department. Others also mentioned that the lack of experience with social networks is a problem when the ESN is embedded in trainings or seminars as there are some people who do not know how they have to use it. Some interviewees assumed that this concerns especially older generations as they are missing experiences with this kind of technology. Moreover, two interviewees criticized that, although the company uses the ESN since a couple of years, no trainings have been offered for people to learn how to use it.

> We try it in trainings and seminars from time to time. The problem is, that there are some people who do not have experiences in handling Social Networks. That are especially the older generation. We emphasize again and again that training is needed so people learn how to use [the ESN] but so far nothing happened. I think one reason for that is that many people think it is a waste of time. (TL1)

One of the Interviewees from the E-Learning team added, that this is the case even though they get questions regarding the usage and functioning of the ESN.

> From time to time we get questions on how you use it, how you should behave and so on. I think there are many that are missing an experienced handling with Social Networks and that is why they are overstrained with [the ESN]. (EL1)

Missing User Engagement

The second sub-subtheme mentioned is the missing user engagement. The importance of having active users to be able to use the ESN as a source for information and expertise has been emphasized by several people. They also point to the difficulty that in many areas this is not the case. An interviewee from the E-Learning team reflects on this as she mentions that for her team the ESN only works so well, as they have enough active users. One interviewee from the Business Skill Team assumes, that people outside of the department often only use it when they are forced to, as part of trainings and seminars. This belief was corroborated with the experience that groups created for seminars or specific topics are almost always unused from the point on when the usage is not obligated anymore. One of the employees stated:

Speaking of voluntary and not voluntary I think that most people outside of our department only use it when they are forced to, meaning that they use it when they have a training, seminar, e-learning or whatever where [the ESN] is one part of it. I don't know of course, but most people I think do not use it otherwise. (BS1)

...it might be a waste of time, because people do not really want to use it anyway and the group will be dead right from the moment they are not forced to use it anymore. (BS1)

Discussion of Results

The present study was designed to investigate how employees working in the Learning and Development Department of a big consultancy company in Germany use an ESN to identify and contact experts to gain knowledge on demand. The interviews revealed a mainly positive attitude towards the usage of the ESN, however also identified numerous challenges that employees are facing while using the network. In many cases these challenges predominated the identified use scenarios and advantages of the ESN and often even hindered employees to use the network. Overall the challenges were more dominating than it was expected after the review of the literature.

The following section compares the results from this study with findings from the literature review. It further investigates how theory applies to the results from the interviews. On this basis limitations of this study are investigated and recommendations for future research provided.

Starting with the examination of the actual usage of the ESN similar results between this study and use scenarios identified in the examined literature could be asserted. In line with research conducted by Fulk and Yuan (2013) and Leornardi et al. (2013) interviewees referred to the difficulty to locate knowledge in the company. Likewise, interviewees explained this with the increasing specialization of work teams. Just as Fulk and Yuan (2013) and Leonardi et al. (2013), interviewees therefore emphasized the growing importance of metaknowledge. Unexpectedly, the interviews disclosed that the absence of metaknowledge was already problematic among teams of the same department. This adumbrates the complexity huge organizations face when it comes to supporting metaknowledge across departments or even service lines. Within the Learning and Development Department in which this study was conducted employees therefore introduced an ESN group with the aim to exchange general information and information of the current work focus of every team. Some of the interviewed employees expressed their satisfaction for and the effectiveness of this solution. This points to the functioning of the usage of ESN groups for gaining better metaknowledge. It is further strongly connected with the aspect of gaining knowledge through the reading of posts. Different authors (Fulk & Yuan, 2013; Leonardi et al., 2013; Sharma & Bhatnagar, 2016) have drawn attention to the chances offered by the visibility of posts which was affirmed by the findings of this study.

However, although different interviewees from different teams verified the functioning of this method, it became apparent, that most people only did this in the department internal group that has been mentioned. Solely the E-Learning team could report experiences with postings from groups open to various departments and countries. Notwithstanding the challenges other teams faced, this can be seen as a corroboration of the work by Leonardi et al. (2013) on metaknowledge.

Additionally, in contrast to the current research that only addressed knowledge gaining through reading posts from other people, the interviewed employees also highlighted the chance of actively seeking information by posting questions in groups themselves. Yet this was only reported by four people and mainly the case for the E-Learning team. Although some others referred to the chances of actively searching for information via postings in groups, this was hampered by the absence of enough active users that were able to reply.

The second way of receiving information identified was the possibility to use profiles for finding experts. Just as before, the statements from the interviews endorsed the findings from the literature review. Ellison et al. (2014) identified profiles as one of the main functionalities of ESNs that can be used for the identification of expertise. Digmayer and Jacobs (2014) identified three aspects demanded by employees to use profiles for gaining knowledge of which one was a contact function. Although interviewees did not talk much about design requirements and functionalities of user profiles needed for the identification of expertise, they clearly stated that contacting people through the ESN is not possible even though experts could be found through the Social Network. In this regard interviewees' statements contradict with the findings of Digmayer and Jakob (2014). The difficulty to contact people

was especially seen when different hierarchies came into play. The influence of hierarchies in this study was significant as most interviewees identified hierarchies as a main problem hindering the usage of the ESN. In the literature this was addressed by Koch et al. (2013) in their work on the IT Culture conflict. Although some of the other authors (Breunig, 2016; Pesare et al., 2017; Sharma & Bhatnagar, 2016; Thomas & Akdere, 2013) mentioned the importance of open non-hierarchical communication, non of them went into detail on the strong negative effect hierarchies can have on ESN usage. Moreover, in none of the four empirical studies this issue was addressed. This seems especially remarkable, as the interviews clearly revealed the hindrance hierarchies have on the successful use of ESNs. This points to the importance that should be given to this aspect further on.

Another issue that needs to be discussed in connection to hierarchies, is their influence on employees' centrality in the network as it was defined by DeJordy (2013). He disclosed that information attenuate the longer ways they have to travel. He therefore pointed to the importance of locating a strategically well situated spot in a network with numerous direct connections and access to various information holders. Furthermore, Granovetter (1973) identified weak ties as especially important for the access to new non-redundant information. However, this study revealed that even if experts can be identified through the ESN, the existing hierarchies make it often impossible to contact them, especially when they are located higher in the hierarchy. Hence, interviewees revealed that contacts were mainly made through their bosses. This means that employees in this department are more likely to activate their strong ties for contacting experts. This further implies that information travel along hierarchical lines. Firstly, this challenges Granovetter's (1973) findings that weak ties are activated for gaining new information. This does not challenge his theory, however it suggests that hierarchies have a stronger influence on connections than it was expected. Secondly, DeJordy (20139 has pointed to the problem of information attenuation if information has to travel through several nodes. The assumption that can be made for people from the interviewed department is: if the information seeker is low in hierarchy and the expert is high in the hierarchy, contact is made through people's boss and possibly over a number of actors. The sought information thus travels over numerous nodes in the network, down the hierarchy, until it reaches the information seeker. According to DeJordy (2013), the information would then be attenuated which can be expected to cause difficulties for the effectiveness of employees' work. Besides the difficulty of direct transmission ways for information, the question arises if people low in the organizational hierarchy are able to be located central in the network. Due to the interview results it can be assumed that centrality can be reached through face to face meetings and introductions through bosses. However, the results lead to the assumption that it is rather unlikely that the ESN helps employees to gain centrality in the company. Additionally, it can be assumed that finding expertise through a boss takes longer than finding experts in the Social Network. Therefore, the question arises, if this way of contacting people is still functional in regard to learning-on-demand or if the time until the expert is contacted takes to long.

Comparing further challenges mentioned in the literature and challenges identified by the employees in this study, interviewees pointed to more difficulties than the review of literature uncovered. Besides hierarchies this study revealed data security and privacy as influential. Although this did not affect all interviewed teams, the effect on the Assurance team was so strong that it led to the refusal of the ESN. However, one interviewee from the E-Learning Team assumed that the impact of privacy and data security was overrated by the Assurance Team and had rather to do with the lack of understanding and knowledge about the network. Nontheless, this clearly indicates that privacy and data security issues should not be left out of consideration. However, no research on this topic could be identified during the writing of this thesis. Data security and privacy issues have been addressed in connection with private Social Networks like Facebook, however non of the papers included in this review mentioned its influence on organizational networks.

Within the area of strategic issues, the interviews affirmed the challenge of missing leadership support. Several authors addressed this issue and drew attention to the importance of supportive leaders (Breunig, 2016; Koch et al., 2013; Pesare et al., 2017; Sharma & Bhatnagar, 2016; Thomas & Akdere,

2013). The two other challenges addressed within this theme have not been identified in the literature though. None of the papers addressed challenges connected with the absence of user goals and the duplication of channels. A possible reason for this might be that no study so far addressed conditions for a successful implementation of an ESN. Some of the interviewees, especially the ones from the E-Learning Team drew attention to the need of a proper implementation plan with clear goals to keep the duplication of channels to a minimum. Interviewees suggested that a proper implementation could countervail the problem of lacking goals and too many communication channels. Non of this was addressed by any of the read articles included in the literature review. A possible solution might be the replacement of existing communication channels. Another possibility is to identify which channels are most suitable for which information. In this regard people from the interviewed department identified the ESN as a good platform for the sharing of interesting but less important knowledge and keep the distribution of urgent information within e-mails.

As it was already mentioned in connection with gaining information via posts, either actively or passively, interviewees saw challenges connected to user engagement. Here findings of this study completely affirm the ones from several other authors (Cardon & Marshall, 2015; Fulk & Yuan, 2013; Koch et al., 2013; Wang-Nastansky, 2008). This study did not reveal any additional findings on user engagement, however identified a second challenge connected to the users of the ESN that has not been mentioned in any of the read articles. Interviewees pointed to the challenge of users' knowledge about ESN and their technical understanding. They problematized that many employees are not experienced enough with Social Networks and reasoned this in age differences. Cardon and Marshall (2015) disclosed in their study on ESN usage, that younger generations usually are more likely to believe, that ESNs will help them do their work. They also found that younger generations are using internal social networks more often than older employees. However, Cardon and Marshall (2015) traced this back to perceptions towards the technology. Due to their findings they assumed, that younger people have more positive perceptions towards ESNs than older employees do. Their survey however did not reveal information about people's knowledge and experience using ESNs. The findings from this study did in no way contradict the findings of Cardon and Marshall (2015) yet employees identified problems rather in the lack of understanding of new technologies of older people than in their actual perceptions. Certainly both are not mutually exclusive. It is rather likely that they influence and complement each other. But neither this study nor the one by Cardon and Marshall (2015) could shed light on this.

One of the things that became apparent in this study is the strong influence of context. The results revealed huge differences between the single teams and showed that the impact of some challenges differed greatly between them. This was the case although all five teams are part of the same department which would lead to the assumption that they are exposed to the same or at least similar organizational and strategic challenges. The E-Learning team was the one standing out of the four others, as the identified challenges had by far less impact on their work. Certainly it seems obvious that people working with digitalized learning have less problems with the lack of technological knowledge, however it also appears that organizational and strategic challenges affected their ESN usage less than the other four teams. The E-Learning team's statements revealed higher support by managers in their area as well as less influence by organizational hierarchies. In contrast to the other teams, in the E-Learning team's context competencies and experiences were of higher importance than the position people had in the company. Furthermore, the absence of clear usage goals was mentioned as a negative affect by the E-Learning team as well, however, did not hinder them in a successful usage of the network. This clearly illustrates strong contextual differences between teams. In this sense, this study supports the findings by Digmayer and Jakobs (2014) that emphasized the importance of context. They pointed to the need of clear context investigations as requirements can differ enormously, not only between companies, but also between different departments. The fact that the contextual conditions were already so different for the five teams of the department, strongly affirms Digmayer and Jakobs' (2014) appeal to take working contexts stronger into account.

One of the three people from the E-Learning team traced this difference in conditions back to existing perceptions towards technologies. The interviewee assumed that people working with digitalized learning have naturally more positive perceptions towards new technologies than people from other working areas. This leads to the assumption that positive perceptions strongly influence organizational and strategic preconditions and therefore have a positive impact on the IT-Culture conflict. However, research on this could so far not be identified and Koch et al. (2013) emphasized that until now it is not clear how the IT-Culture conflict can be countervailed.

To better understand the influential aspects of context on the usage of ESNs for learning, applying aspects from the theory of Situated Learning could help to better understand differences in contextual preconditions in a company. As especially big companies like the one part of this study are separated into numerous working areas, departments and teams, contexts and organizational influences can strongly differ. Identifying these different areas of a company as CoPs can help to gain a better understanding of contextual differences. Applying a CoP perspective helps to understand how people in individual communities interact with each other, what values and norms they share and what rules for communication exist. Understanding these aspects of individual CoPs further helps to draw a comparison between the communities and understand the preconditions dominating in them. Analyzing a company, including its subgroups, in this manner, might be a first step to better understand the influence of context and accepting that different areas of companies have to be supported differently. An aspect from this study arguing for the application of a CoP perspective is a statement from one of the interviewees from the E-Learning Team. He referred to the complexity of organizational culture, as he outlined that even between departments, norms and values differ. To exemplify this, the actual quote is provided below:

> And then there is the organizational culture that constrains the usage. I am not an expert on that and somehow company norms and values are different from department to department, but generally I would say that [the ESN] demands a more open cooperation with less hierarchies than we often have in the company. (EL1)

This clearly illustrates the need for a better understanding of organizational culture and its connected values and norms. Furthermore, it appeals for an investigation of differences of cultural aspects between departments and work branches.

In conclusion, the discussion of results could disclose the tight connection between different aspects of learning-on-demand within the ESN. Especially hierarchies have been identified as highly influential on the usage of the ESN for information seeking as well as influential on some of the other challenges, particularly user engagement. Furthermore, the strong influence of context could be uncovered. This highlights the interconnectivity of the different aspects connected to the overall research area and thereby the complexity the comes along with the usage of ESNs for companies. Relating back to the actual research question, clear use scenarios of the ESN could be identified, albeit they were dominated by the various challenges.

Limitations of this Study

One of the most challenging tasks for this thesis was to decide upon appropriate theoretical frameworks as learning-on-demand within ESNs brings together two very different aspects: (1) the educational point of view and (2) the technological aspect of the topic. Furthermore, the fact that ESNs as a technology often accumulate numerous functionalities, like for instance social network characteristics, as profiles and the creation of groups, social tagging, RSS feeds and others, various ways how they can contribute to learning-on-demand in companies can be identified. These aspects led to the fact that current research is not tied around established theoretical frameworks but differs drastically dependent on the focus of the research. Moreover, often no frameworks have been used. This made it especially difficult to decide on a theory for this thesis. Furthermore, research is generally either very broad, trying to take as many aspects of learning within ESNs into account, or very narrow,

limited to very specific aspects. As a result, existing work can rarely be compared to each other. As the aim of the literature review was to provide an overview of what research on learning within ESNs is focused on at the moment, it delivered articles with numerous aspects. Therefore, the literature read for this thesis provided many more leads and hints that might have been interesting to follow up. This includes for example literature on other aspects connected to learning-on-demand like Knowledge Management. However, covering all the aspects related to learning-on-demand within ESNs would have been an impossible task. Because of this the focus of this study was narrowed down after the reading of the literature from learning-on-demand within ESNs in general, to a focus on the identification of expertise within the ESNs. As this is often referred to in research on Social Capital, it would have been wise to further integrate articles that investigate Social Capital in connection with ESNs, even though they might not have taken on a learning perspective.

One of the biggest challenges was the short amount of time given for this thesis. The total amount of time available were three months. This was especially challenging as the chosen method for data collection were interviews with people working in a company in Germany. Employees were very busy and their timeframes tight. Furthermore, the fact that interviewees were not in Sweden but in Germany made timing even more difficult as it was challenging to find a week that worked for all. This led to the fact that interviews were only conducted in mid April leaving not much time for transcribing and analyzing the data. Due to the timely pressure interviews could not be transcribed as a whole but important aspects had to be chosen. Although this was done very carefully by repeated listing, subjective influence and interpretations by the transcriber cannot fully be precluded. Having a second person transcribing important parts and comparing the results could have reduced interpretative and subjective influences, however, was not possible due to the time given and the lack of people available. Furthermore, comparing translations of the transcribed parts could have helped to reduce further possible impact of personal interpretation.

Finally, the chosen interviewees present a limitation for this study. Although the ten employees are representative for the Learning and Development Department they are working in, as they represent all five teams and one third of people working in the department, generalization of the results is not possible. Conclusions on how people from this department are using the ESN and what influences their usage can be drawn, however the interviews can in no way be seen as representative for the company as a whole or even employees working with ESNs in general. As the study revealed an extremely strong influence of context it can be expected that results from interviews with people working outside the department would differ in some of the named aspects. Generalization can therefor not be achieved and results have to be looked at in the narrow context they have been received in.

Points for Future Research

The results from this study and their comparison with the findings from the literature review as well as the application of the theoretical framework clearly reveal the wide variety of this topic. It could furthermore be shown that the individual aspects strongly exert influence on each other leading to a high complexity of the topic as a whole. The study and the review of literature revealed that many of the challenges are not yet fully understood, making the understanding of their mutual impacts a difficult task. In addition, revealed this study challenges that have not been mentioned in former research, identifying some of the aspects as underresearched. Therefore, it is first of all necessary for future research to further investigate the named challenges to gain a deeper understanding on their causes and consequences. Furthermore, a better understanding on the influence they are exerting on each other is necessary.

The interviews supported the strong negative influence of hierarchies and the lack of leadership support that were summarized in the IT-Culture conflict by Koch et al. (2013). As the conflict strongly hinders the usage of the ESN, and Koch et al. (2013) pointed to the difficulty of the lack of understanding on how this conflict can be overcome, further research should investigate how the IT-

Culture conflict can be influenced in a positive way. The findings of this study point to the power of employees' perceptions and therefore further research could address if positive perceptions help to overcome the IT-Culture conflict. In connection research can focus on how perceptions can be influenced positively leading to a better usage of ESNs.

Another interesting aspect in regard to hierarchies, might be their influence on the exchange of information as it was described in the SNT. The discussion uncovered the negative effect of hierarchies on employees' centrality in a network, and therefore a negative impact on their access to direct information. Future research can investigate if people low in hierarchies have chances to gain centrality in a network. It can furthermore look into the attenuation of information when they have to travel along hierarchical structures, and what impacts this has for the quality of information as well as the work quality and the company. In connection, conducting a Social Network Analysis can help to outline employees position in the network and which connection they activate to gain information. Therefore, it can be a useful tool for better understanding the impact of hierarchies on employees' s centrality in the company.

Finally, this study discloses the importance of proper implementation planning. Interviewees criticized the lack of a good implementation and identified it as a reason for many challenges. No research was found that addresses the implementation of ESNs for learning. Further research should therefore identify clear implementation steps as well as preconditions that are important for a successful implementation. Taking existing implementation models into account might be a way to go on with this issue.

Conclusion

In conclusion, this study aimed at contributing to a better understanding on how employees use the ESN for the identification of expertise and the establishment of contacts with them. It could clearly be shown that people see the advantages and the potential of ESNs to be used in this manner and are motivated to investigate its potential. Especially two ways of identifying expertise could be recognized: (1) the usage of posts in groups that are either reviewed passively, or the own active posting of questions and ideas in these groups and (2) user's profiles and with them the social tagging function that gives incentives on user's competencies, experiences and expertise. These findings have been in line with the results from the reviewed articles. However, although the functioning and the use of the ESN for the identification of expertise could be proven, the study also revealed that the establishment of contacts was not possible. This was due to various challenges. The biggest negative influence was exerted by organizational hierarchies. Their greatest impact was on (1) user engagement that in return hampered the possibilities of gaining information via posts and profiles and (2) the establishment of contacts in general as contacting people higher in the hierarchy was considered as inappropriate. This in turn, led to the difficulty of direct short communication paths which was identified as important in the Social Network Theory. Furthermore, was the importance of strong leadership support highlighted. This was identified as a main reason for the absence of a reasonable implementation plan and in connection the lack of clearly defined usage goals, leading in turn to the duplication of communication channels. However, clear plan is needed to countervail refusal, frustration and named challenges.

In general, did the study reveal that the challenges are by far more influencing than it was expected after the review of literature. In some cases, these influences led to complete refusal of usage and generally affected the usage of the ESN negatively. Moreover, there were completely new challenges revealed that have not been mentioned in non of the reviewed articles before.

This led to the drawing of the following conclusions: First, it has been shown that challenges need to be addressed more carefully. Many of them and their impact are underresearched and need to be investigated in more detail to better understand how they can be countered. Second, especially hierarchies need to be addressed in future research. This research should address their influence on other challenges like user engagement as well as their influence on the attenuation of information due to the growing length of communication paths.

Although it has been clarified that due to the great influence of context and the small number of interviewees, the results cannot be seen as representative, neither for the organization as a whole and even less as a general example on how employees use ESNs to gain knowledge on demand, it still illustrates how the usage in companies can look like and emphasizes the various challenges that are too often underrated. All in all, it has been demonstrated that the usage of ESNs for learning-on-demand is a wide-ranging research topic with many interesting aspects for future investigation.

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Appendix 1: Literature used in the Literature Review

Author	Title	Year	Name of Journal	Method/ Type of Publication	Keywords
Breunig, K. J.	Limitless learning: assessing social media use for global workplace learning	2016	The Learning Organization	Case Study	Hybrid knowledge management strategies; Social media; Virtual collaboration; Wiki; Workplace learning
Cardon, P. & Marshall, B.	The Hype and Reality of Social Media Use for Work Collaboration and Team Communication	2014	International Journal of Business Communication	Survey	enterprise social networking, platforms, social business, social media, social networking, team collaboration, team communication
Dabbagah, N. & Kitsanatas, A.	Personal Learning Environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning	2012	Internet and Higher Education	Article	Personal Learning Environment (PLE); Self-regulated learning; Social media; Web 2.0
Digmayer, C., Jakobs, E.	Corporate lifelong learning 2.0: design of knowledge management systems with social media functions as learning tools	2014	2014 IEEE International Professional Communication Conference (IPCC)	Case Study	communicative usability; Corporate lifelong learning; effective communication; enterprise 2.0; social media learning tools
Ellison, N. B., Gibbs, J. L., & Weber, M., S.	The use of enterprise social network sites for knowledge sharing in distributed organizations: The role of organizational affordances	2014	American Behavioral Scientist	Literature Review	Affordances; Distributed organizations; Enterprise social network sites; Knowledge sharing; Social media

Eraut, M.	Informal Learning in the Workplace	2004	Studies in Continuing Education	Interviews, Observation	Learning, Education, Theory of knowledge, Continuing education, Work environment
Fulk, J., Yuan, Y. C.	Location, motivation, and social capitalization via enterprise social networking	2013	Journal of Computer-Mediated Communication	Article	Enterprise social networking; Information public goods; Knowledge sharing; Social capital; Social media; Transactive memory
Harden, G.	Knowledge sharing in the workplace: A social networking site assessment	2011	Proceedings of the Annual Hawaii International Conference on System Sciences		Business impact; Critical mass; Empirical research; Knowledge-sharing; Potential negative effects; Social influence; Social media; Social networking sites; Social software; Theoretical framework; Web 2.0 applications
Koch, H., Leidner, D. & Gonzales, S.	Digitally enabling social networks: resolving IT–culture conflict	2013	Information Systems Journal	Interviews, Case Study	Interpretive case study; IT ambassador; IT-culture conflict; Social media; Social networking
Leonardi, P. M., Huyisman, M. & Steinfeld, C.	Enterprise social media: Definition, history, and prospects for the study of social technologies in organizations	2013	Journal of Computer-Mediated Communication	Article	Affordances; Communication; Enterprise Social Media; Organizing; Social Networking; Technology Use; Workplace
Lombardo, M. & Eichinger, R.	The 70/20/10 Model	1996	The Career Archictect Development Planner	Theory	---
Pesare,, E., Roselli, T., Rossano, V.	Engagement in Social Learning: Detecting Engagement in Online Communities of Practice	2017	Advances in Human Factors, Business Management, Training and Education	Article	Community of practice; Social learning analytics; Social network analysis
Ravencroft, A. , Schmidt, A., Cook, J. & Bradley, C.	Designing social media for informal learning and knowledge maturing in the digital workplacejcal_4	2012	Journal of Computer Assisted Learning	Design-based research	Context; Design-based research; Formative evaluation; Informal learning; Knowledge maturing; Work-based learning

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Ravenscroft, A.	Social software, web 2.0 and learning: Status and implications of an evolving paradigm	2009	Journal of Computer Assisted Learning	Article	----
Sampson, D. & Karagiannidis, C.	Knowledge-on-Demand in e-Learning and e-Working Seittings	2002	Educational technology and Society	Article	Adaptive Learning Material, on-demand learning, personalised learning
Scott, K., Sorokti, K., Merell, J.	Learning "beyond the classroom" within an enterprise social network system	2015	The Internet and Higher Education	Case Study	Case study; Community of inquiry; Design; Enterprise social network system; Informal learning; Web 2.0
Sharma, A., Bhatangar, J.	Enterprise social media at work: web-based solutions for employee engagement	2016	Human Resource Management International Digest	Article	Employee engagement; Enterprise social media; Internal social media; Social intranet; Social media strategy
Thomas, K. J. & Akdere, M.	Social Media as Collaborative Media in Workplace Learning	2013	Human Resource Development Review	Article	collaborative media; knowledge management; social media; workplace learning
Tynjäla, P., Häkkinen, P. & Hämäläinen, R.	TEL@work: Toward integration of theory and practice	2014	British Journal of Educational Technology	Article	Collaborative learning; Learning at work; Learning environments; Professional expertise; Technology enhanced learning; Theory and practice; Toward integration; Workplace learning
Wang-Nastansky, P.	Contextual Learning On-Demand at the Workplace – Strategy, Model, and Practice	2008	International Journal of Advanced Corporate Learning (iJAC)	Article	Contextualization & collaboration, contextual workplace learning on-demand, metadata tagging, IBM Lotus Notes, knowledge management
Wehner, B., Ritter, C., Leist, S.	Enterprise social networks: A literature review	2017	Computer Networks	Literature Review	Enterprise social network; Esn; Framework; Topic analysis

	and research agenda				

Appendix 2: Interview Questions translated to English

Topic	Main Question	Follow Up Question	Hints
The Interviewee	Which team do you work in? What are your experiences with technology for learning? What is you educational background?	Tell me about yourself? What do you do? In general and for E-Learning?	
Usage of the ESN	How often do you use the ESN? Are you using it voluntary or involuntary? Are there constraints to use the ESN?	What are the reasons for using it?	Course, documentation, communication Organizational, personal
Usage for identification of information	Have you ever used the ESN purposefully to gain information? Have you ever found experts with the help of the ESN? Do you generally perceive the ESN as a chance to gain information through finding experts?	How did you gain the information? How have you found them? Could you use the information for your work?	Groups, profile posts, personal contact Active search, suggestions from the network, contacts of contacts

Appendix 3: Themes identified in the Interviews

Main Themes	Subthemes	Sub-subthemes	Quotes German	Quotes English
Challenges of ESN Usage	Strategic issues	Absence of leadership support	Ja ich denke es ist nicht richtig etabliert. Das liegt meiner Meinung nach aber an der Unternehmensführung. Manchmal habe ich das Gefühl [das ESN] wurde einfach eingeführt, weil das jetzt alle so machen, aber ohne richtigen Plan und Ziel. Wir versuchen das immer ein wenig auszugleichen, aber das geht natürlich nur teilweise von unserer Seite aus. Das hat dann ja auch alles Folgen. Zum Beispiel, dass viele es nicht nutzen und so Netzwerk ist ja nur dann hilfreich wenn es auch genügend Nutzer hat. (EL3)	Yes, I think it is not established properly. In my opinion that is the fault of the management. Sometimes it looks like [the ESN] has just been introduced because everybody is doing that right now, but without a proper plan or goal. We try to balance that a bit but it is just partly possible. That has all effects. For example that many do not use it and a network is only then helpful when there are enough users.
			Meine Chefin steht da voll dahinter, dass wir es nutzen. Ich glaube das hat auch damit zu tun, dass sie davor in Groß Britannien gearbeitet hat. Ich glaube da steht man solchen Dingen viel positiver gegenüber als hier. Auf jeden fall unterstützt sies voll und motiviert uns, dass wir uns überlegen, wie wir es besser nutzen könnten und so. Sie hat auch ziemlich guten Einfluss zu anderen Abteilungen, aber deswegen merkt man trotzdem, dass viele der Manager es doch nicht richtig unterstützen (AD1)	My boss totally supports that we use it. I think this is due to that she worked in Great Britain before. I think people there see things like that more positive. Any case she totally supports it and motivates us to think about possibilities how we can better use it. She has good influence on other departments, but still you can see that a lot of managers do not support it.

			Es wird zu wenig gefördert. Es gibt Studien die besagen, dass interne Soziale Netzwerke hauptsächlich genutzt werden, weil es Mode ist. Alle preisen plötzlich die Vorteile an und wenn man es nicht hat dann ist man hinterher und verliert den Anschluss. Aber es gibt keinen richtigen Plan wie es integriert werden kann. Unsere Unternehmensführung müsste sich halt mal genau überlegen was sie eigentlich damit bezwecken. Wer soll es nutzen. Jeder? Wofür soll es genutzt werden? Ist es vielleicht besser als andere Medien, kann es andere Kanäle abschalten? Aber ohne Plan gibt's alles doppelt und dreifach und jeder bleibt beim altbewehrten. Warum auch nicht (BS2)	It is not supported enough. There are studies that say that internal social networks are mainly used because it is in vogue right now. Everybody promotes the advantages and if you don't use it then you are behind and loose connection. But there is no proper plan how it can be integrated. Our management has to think through what they want with it. Who shall use it? Everybody? For what shall it be used? Is it better then other media, can we cut down on other channels? But without a plan everything is there double and triple and everybody uses the well-tried. Why not.
			Ein weiteres Problem ist, dass die richtige Unterstützung der Unternehmensleitung fehlt. Sie haben es zwar eingeführt und wollen auch, dass es genutzt wird, aber der Druck dahinter fehlt. (EL2)	Another problem is the missing support of the leadership. The introduced it and want it to be used, but the pressure is missing.
			In unserem Bereich wird es von den Managern auch nicht wirklich gewünscht es zu nutzen. Ich weiß nicht ob das aus Datenschutz Gründen ist oder ob sie einfach grundsätzlich nichts davon halten. (AS1)	It is not really wanted in our area from managers. I am not sure if it is because of data security reasons or if they don't like it in general.
			Dass es keinen richtigen Plan gibt liegt vor allem an einer fehlenden Unterstützung seitens der Führungsebene. Auf der einen Seite wollen sie zwar, dass man es nutzt, aber dann bekommt man gleichzeitig das Gefühl, dass es doch wieder eher als etwas nicht Ernsthaftes angesehen	That there is no proper plan is especially due to the missing leadership support. On the one hand thy want people to use it, but then on the other hand you get the feeling that they regard it as something not serious.

			wird. (TL1)	
			Mh... ich denke das liegt vor allem daran, dass es nicht richtig unterstützt und gefördert wird von der Unternehmensführung. Wenn das anders wäre müssten sich auch Menschen, die [das ESN] kritisch sehen mehr damit auseinandersetzen und dann wäre es sicher auch mehr angesehen darüber mit anderen in Kontakt zu treten. Aber so müssen wir uns überlegen ob es in gewissen Gruppen angebracht ist es zu nutzen. (TL2)	Mh… I think the reason is that it is not properly supported and promoted by the leadership. If this would be different also people who look at [the ESN] critically would have to deal with it more and then it would be more respected to make contacts through it. But like that we have to consider if it is appropriate to use with some groups of people.
		Absence of usage goals	Manchmal bin ich mir nicht sicher, ob das nicht grade einfach nur so eine Mode ist. Jeder nutzt das jetzt, also müssen wir das auch. (AS2)	Sometimes I am not sure if it is not just something in vogue. Everybody uses it now, so we have to do the same.
			Das liegt aber vor allem daran, dass die einfach keine Idee haben, was sie eigentlich damit bezwecken. Es ist halt einfach da und dann heißt es nutzt es mal. Bei uns im Team funktioniert das vielleicht, weil wir dem ganz aufgeschlossen sind, aber bei anderen eben nicht. Es ist wie mit allem, man muss es implementieren. Dafür braucht man aber halt nen Plan. (EL2)	The reason for that is that they do nog really have an idea what they intend with it. It is just there and then they say use it. In our team that might work, because we are open-minded towards that, but with others it doesn't. It is like with everything; it has to be implemented. For that you need a plan.
			Dass es keinen richtigen Plan gibt liegt vor allem an einer fehlenden Unterstützung seitens der Führungsebene. Auf der einen Seite wollen sie zwar, dass man es nutzt, aber dann bekommt man gleichzeitig das Gefühl, dass es doch wieder eher als etwas nicht Ernsthaftes angesehen wird. (TL1)	That there is no proper plan is especially due to the missing leadership support. On the one hand they want people to use it, but then on the other hand you get the feeling that they regard it as something not serious.
			Dennoch, irgendjemand müsste sich mal überlegen was eigentlich die Ziele sind. Auch wenn es einige Vorteile	Still, someone would have to think it through what the objectives are. Although there are a lot

				gibt kann man nicht erwarten, dass es einfach so funktioniert ohne ein bisschen Arbeit reinzustecken. (BS1)	of advantages for sure, you can't expect that it just works without putting some effort in it.
				Ja ich denke es ist nicht richtig etabliert. Das liegt meiner Meinung nach aber an der Unternehmensführung. Manchmal habe ich das Gefühl [das ESN] wurde einfach eingeführt, weil das jetzt alle so machen, aber ohne richtigen Plan und Ziel. (EL3)	Yes, I think it is not established properly. In my opinion that is the fault of the management. Sometimes it looks like [the ESN] has just been introduced because everybody is doing that right now, but without a proper plan or goal.
				Es wird zu wenig gefördert. Es gibt Studien die besagen, dass [ESN] hauptsächlich genutzt werden, weil es Mode ist. Alle preisen plötzlich die Vorteile an und wenn man es nicht hat dann ist man hinterher und verliert den Anschluss. Aber es gibt keinen richtigen Plan wie es integriert werden kann. Unsere Unternehmensführung müsste sich halt mal genau überlegen was sie eigentlich damit bezwecken. Wer soll es nutzen. Jeder? Wofür soll es genutzt werden? Ist es vielleicht besser als andere Medien, kann es andere Kanäle abschalten? Vielleicht E-Mail. Aber ohne Plan gibt's alles doppelt und dreifach und jeder bleibt beim altbewehrten. Warum auch nicht (BS2)	It is not supported enough. There are studies that say that [ESN] are mainly used because it is in vogue right now. Everybody promotes the advantages and if you don't use it then you are behind and loose connection. But there is no proper plan how it can be integrated. Our management has to think through what they want with it. Who shall use it? Everybody? For what shall it be used? Is it better then other media, can we cut down on other channels? But without a plan everything is there double and triple and everybody uses the well-tried. Why not.
				Ich seh nicht wirklich einen Mehrwert. Alles was ich brauche um meine Arbeit zu erledigen hab ich schon. Ich kann Leute per Mail kontaktieren, wir haben einen Dokumentensystem und so weiter. Für was sollte ich es also nutzen? (AS2)	I don't really see an additional benefit. Everything I need to do my work I have. I can contact people via mail, we have a documentation system and so on. So why should I use it?

			[Das ESN] wurde nie richtig implementiert, Es war plötzlich da und sollte genutzt werden. Wie die Nutzung aber genau aussehen soll wurde nie festgelegt, da ist es ja selbstverständlich, dass das zu Schwierigkeiten führt. (EL1)	[The ESN] has never been implemented properly. It has suddenly been there and everybody should use it. How that should look like however has never been defined, it is obvious that this leads to problems.
			Manchmal bin ich mir nicht sicher, ob das nicht grade einfach nur so eine Mode ist. Jeder nutzt das jetzt, also müssen wir das auch. (AS2)	Sometimes I am not sure if it is not just something in vogue. Everybody uses it now, so we have to do the same.
			Generell ja, aber man muss es halt eben richtig angehen, wenns nur verwendet wird weils grad in ist, dann bringt es sicher keine Vorteile, aber wenn man es richtig angeht mit Sicherheit. (EL1)	Generally, yes, but it has to be done properly. If it is only used because it is in vogue, then there are no advantages for sure, but if it is done good then there are some for sure.
		Duplication of communication channels	Ich seh nicht wirklich einen Mehrwert. Alles was ich brauche um meine Arbeit zu erledigen hab ich schon. Ich kann Leute per Mail kontaktieren, wir haben einen Dokumentensystem und so weiter. Für was sollte ich es also nutzen? (AS2)	I don't really see an additional benefit. Everything I need to do my work I have. I can contact people via mail, we have a documentation system and so on. So why should I use it?
			Wer soll es nutzen. Jeder? Wofür soll es genutzt werden? Ist es vielleicht besser als andere Medien, kann es andere Kanäle abschalten? Aber ohne Plan gibt's alles doppelt und dreifach und jeder bleibt beim Altbewehrten. Warum auch nicht.(BS2)	Who shall use it? Everybody? For what shall it be used? Is it better then other media, can we cut down on other channels? But without a plan everything is there double and triple and everybody uses the well-tried. Why not
			Eines der sicher größeren Probleme ist, dass wir so viele verschiedene Kommunikationskanäle haben. In vielem ist [das ESN] einfach auch nur etwas was das Gleiche nur anders bietet. Für Mitarbeiter gibt es	One of the bigger problems for sure is, that we have so many different communication channels. In many ways [the ESN] is something that offers the same just

			dann also keinen Grund sich mit dem Neuen zu befassen. (EL3)	a bit different. Employers do not have reasons why they should use it then.
			Wir haben so viele Systeme hier. Manchmal glaube ich wir brauchen nicht einfach noch eins was die anderen eh auch abdecken können. (TL2)	We have so many systems here. Sometimes I think we do not need an additional one, what the others can offer as well.
			Womit wir auch zu kämpfen haben sind die unterschiedlichen Kommunikationskanäle: Mail, Telefon, Dokumentenablagesystem LMS und so weiter und dann noch [das ESN]. Warum sollte jemand etwas Neues nutzen was er nicht kennt, wenn es auch einfacher geht? (EL2)	What we also struggle with are the different communication channels: Mail, phone, documentation system, LMS and so on and then also [the ESN]. Why should someone use something new that he doesn't know, if there is an easier way.
			Ein Teil des Planes sollte sein zu entscheiden, ob wir so viele verschiedene Kommunikationskanäle benötigen. (BS1)	Part of a plan should be to decide if we need so many communication channels.
	Cultural issues	Data security/ privacy issues	Unsere Leute arbeiten mit Kunden und damit mit sensiblen Daten. Die dürfen auch innerhalb vom Unternehmen nicht einfach so weitergegeben werden, die müssen im Projektteam bleiben. Da kann man dann nich einfach irgendwelche Dinge in ein soziales Netzwerk posten (AS1)	Our people work with customers and therefor with sensible data. It is not allowed to pass them to others in the company, they have to stay in the project team. You can't just post things in a social network.
			Für unsere Service Line sehe ich da keinen Nutzen. Die Leute hantieren mit vertraulichen Informationen und Datenschutz ist ein wichtiges Thema. Von unseren Leuten wird das eigentlich gar nicht verwendet und auch nicht wirklich erwünscht. (AS2)	I don't see any benefit for out service line. People handle confidential information and data security is an important topic. Our people don't use it at all and it is also not wanted.
			Das Assurance Team spricht immer von Datenschutz. Ich denke aber, dass das größten	The assurance team often talks about data security: I think this is

				Teils eher von Unwissen kommt. Natürlich müssen die Leute aufpassen was sie für Informationen posten, aber dass ist ja nicht anders, wenn man miteinander redet. Da kann man auch nicht an jede Person Daten weitergeben. (EL2)	mainly due to ignorance. Of course people have to take care about the information they post, but when they talk personally with each other that is not different. You cannot pass certain information in conversations to some people either.
				Datenschutz auf jeden Fall. Wir arbeiten mit Kunden. Die verlassen sich auf uns. Wir können nicht einfach etwas schreiben wie „Wir haben da den und den Fall hat wer ne Meinung dazu..." Das geht einfach nicht. Unsere Informationen dürfen eben noch nichtmal im Unternehmen an alle weitergegeben werden. Ich weiß, dass es da diese Möglichkeit gibt Gruppen zu gründen, in die man nur bestimmte Leute einladen kann aber dann kann man ja auch einfach ne Mail schicken. (AS2)	Definitely data security. We are working with customers. They rely on us. We can't just write something like "We have this case, can someone tell us something about it…". That surly does not work. Our information cannot even be passed within the company. I know that there is the possibility to create groups in which you only invite specific people then, but then I don't see a huge difference to just sending a mail.
				Viele haben Schiss aus Datenschutzgründen und wissen nich was sie posten können und was nicht. (EL1)	Many are scared regarding data security and don't know what they can post and what not.
			Hierarchies	Klar gibt es Möglichkeiten Experten zu finden, aber ich würde immer erstmal über meinen Vorgesetzten gehen und fragen ob er weiß, wen man kontaktieren könnte und wer dann das kontaktieren übernimmt. Es gibt ja immer noch Arbeitshierarchien. Nachher werden manche Personen dann ständig von irgendwelchen Leuten mit Anfragen bombardiert die völlig unwichtig sind. (AD1)	Sure there are possibilities to find experts, but I would at first ask my boss and ask if she knows who could be contacted and who will contact the person. In our department hierarchies are flat but in others you can really see them. And then some people get questions fired at them that are totally unimportant.

| | | | Ich bin mir nicht sicher, ob das überhaupt ok wäre. Ich weiß, dass bei den Technologen das kein Thema ist, da kann man in de Gruppen einfach Leute ansprechen, aber bei uns gibt es schon Hierarchien. Ich bin mir nichtmal sicher ob [das ESN] mir anzeigt was für eine Position jemand im Unternehmen hat und ich glaube nicht, dass es einen guten Eindruck machen würde, wenn ich nen Direktor anschreiben würde. Vor allem via [ESN]. (AS1) | I am not sure if it would be ok. I know that it is not a problem with the e-learning experts, you can just contact people you find in the groups, but we have stronger hierarchies. I am not even sure if [the ESN] shows me what position a person has and I don't think it would make a good impression if I would contact a director. Especially via [ESN]. |
| | | | Ich hab schon oft gehört, dass ein internes soziales Netzwerk auch gut funktionieren soll um Infos zu bekommen. Ich versteh die Argumente ja auch alle, es ist auch alles einleuchtend und [mein Chef] ist ja auch ganz begeistert von den Möglichkeiten. Ich bin mir auch sicher, dass es die ein oder andere Gruppe gibt über die man was finden kann oder auch die Profile, aber dann wär ich mir schlussendlich einfach doch nich sicher ob ich jetzt die Person auch kontaktieren könnt. Manche haben damit sicher kein Problem, aber ich kenn schon auch welche, die davon glaub nicht begeistert wären und wenn die Person dann ne höhere Position hat wie ich, wär das glaub komisch. Ich glaub es könnte sogar ein Respektproblem entstehen, also, dass ich bei Projekten nicht mehr ganz ernst genommen werden würde. (TL2) | I heard very often that internal social networks should be a good source for information. I understand all the arguments and it seems to make sense and [my boss] is very enthusiastic about the possibilities. And I am sure there are some groups you can find something in or through peoples' profiles, but then I would not be sure if I could contact the person. Some would not have a problem for sure, but I know others that would not be happy. And if this person has a higher position than me, it would be weird. I think it could even start a respect problem, so that I would not be taken seriously anymore by some people. |

				Auf der anderen Seite würde ich sagen, hat man dann zwar einen besseren Überblick über sein Netzwerk, aber Hierarchien und Kommunikationswege ändert es ja trotzdem nicht ab. Ich kann vielleicht einfacher Vorschläge einbringen, wer vielleicht gute Ideen für ein Projekt haben könnte, aber dann muss ich trotzdem zu meinem Manager und er zu seinem und so weiter, bis dann die Informationen irgendwann bei einer Person angekommen ist die gefunden Person kontaktieren kann. (AS1)	On the other hand I would say that you have a better oversight over your network, but hierarchies and the way of communication does not change. Maybe I can suggest easily who could have good ideas for a project, but then I still have to go to my manager and he to his manager until someone reaches a person who is able to contact that person I have found.
				Ja, in den Gruppen. Generell würde ich sagen ist es eher schwierig einfach so mal Leute anzuschreiben. Wir haben hier schon Hierarchien und dann geht man erstmal zu seinem Chef und fragt da ob er jemanden kennt und so weiter. Aber innerhalb der E-Learning Gruppe sind die Hierarchien sehr flach und da ist das gar kein Thema einfach mal jemanden anzuschreiben und das kommt auch immer wieder mal vor. (EL3)	Yes, in groups. Generally, I would say it is rather difficult to just contact people. There are hierarchies here that force you to go to you boss and ask him if he knows someone you could contact. But inside the E-Learning group the hierarchies are very flat and it is not a problem at all to just contact someone and it definitely happens from time to time.
				Und dann ist es glaube ich auch noch die Organisationskultur die das alles etwas hemmt. Ich bin da jetzt kein Experte und irgendwie unterscheiden sich Unternehmensnormen und Werte gefühlt von Abteilung zu Abteilung, aber generell glaube ich, dass [das ESN] ein offeneres und hierarchieloseres Miteinander verlangt, wie das oft sonst im Unternehmen der Fall ist. (EL1)	And then there is the organizational culture that constrains the usage. I am not an expert on that and somehow company norms and values are different from department to department, but generally I would say that [the ESN] demands a more open cooperation with less hierarchies than we often have in the

					company.
				Das tolle an den Gruppen finde ich ist, dass man sich einfach mit jeder Person darin problemlos unterhalten kann. Wenn man etwas postet bekommt man so schnell eine Reaktion von vielen verschieden Leuten. Das macht gar keinen Unterschied welche Position sie im Unternehmen haben. Das einzige was dort zählt sind die Erfahrungen die man hat und was man zu einem Thema beitragen kann. (EL2)	The great thing about the groups is, that you can easily talk to every person in it. If you post something you get a reaction from various people very fast. It doesn't make a difference what position they have in the company. The only thing that counts is what you can contribute to a topic.
				...aber dann wär ich mir schlussendlich einfach doch nicht sicher ob ich jetzt die Person auch kontaktieren könnt. Manche haben damit sicher kein Problem, aber ich kenn schon auch welche, die davon glaub nicht begeistert wären und wenn die Person dann ne höhere Position hat wie ich wäre das glaub komisch. Ich glaub es könnte sogar ein Respektproblem entstehen, also, dass ich bei Projekten nicht mehr ganz ernst genommen werden würde. (TL2)	… but then I would not be sure if I could contact the person. Some would not have a problem for sure, but I know others that would not be happy. And if this person has a higher position than me, it would be weird. I think it could even start a respect problem, so that I would not be taken seriously anymore by some people.
				Ich kann doch nicht einfach einen der Direktoren anschreiben. Die würden sich freuen, wenn sie plötzlich von x-beliebigen Leuten Chatnachrichten bekommen. Wofür gibt es denn Hierarchien? (AS2)	I cannot just text one of the directors. They would be happy if they suddenly get messages from random people. Why do we have hierarchies?!
				Nein habe ich nicht. Ich hab meine Kontakte auch ohne [das ESN] die ich fragen kann und wenn mich jemand anschreiben würde den ich gar nicht kenne via [ESN], fände ich das glaube ich ein wenig seltsam. Dann doch lieber anrufen. (BS2)	No I haven't. I have my contacts without [the ESN] that I can ask and if someone would text me who I don't know via [ESN], I think that would be weird. Then better call.
				Außerdem müsste überlegt	Furthermore, it should

			werden, wie man Hierarchien im Netzwerk handhabt. Ich denke da kollidiert die Unternehmenskultur mit der Kultur sozialer Netzwerke (BS1)	be considered how we handle hierarchies in the network. I think the company culture clashes with the culture of social networks.
			Generell würde ich sagen, dass es eher schwierig ist einfach Leute zu kontaktieren. Es gibt hier Hierarchien, die verlangen, dass man erstmal zu seinem Chef geht und ihn fragt, ob er jemanden kennt den man kontaktieren könnte. Aber innerhalb der E-Learning Grupp sind die Hierarchien sehr flach und es ist absolut kein Problem einfach jemanden zu kontaktieren und das kommt auch immer mal wieder vor. (EL3)	Generally, I would say it is rather difficult to just contact people. There are hierarchies here that force you to go to your boss and ask him if he knows someone you could contact. But inside the e-learning group the hierarchies are very flat and it is not a problem at all to just contact someone and it definitely happens from time to time.
	User issues	Missing knowledge on Social Networks	Ich bin jetzt nicht technisch völlig unbegabt ... aber mit sozialen Netzwerken kenn ich mich gar nicht aus. Da müsste ich mich erstmal einarbeiten, aber den Sinn seh ich nicht. (AS2)	I am not totally technically untalented but when it comes to Social Networks I have no idea. I would have to learn but I don't see the point.
			Wir versuchen es ja doch immer wieder mal in Trainings und Seminare einzubauen. Das Problem ist aber oft auch, dass es immer wieder Leute gibt, die einfach keine Erfahrung im Umgang mit Sozialen Netzwerken haben. Das sind vor allem die etwas älteren Generationen. Wir pochen immer wieder darauf, dass man ein Training bräuchte, damit die Leute den Umgang mit [dem ESN] lernen, aber bisher ist nichts passiert. Ich denke, weil es von zu vielen als Zeitverschwendung erachtet wird. (TL1)	We try it in trainings and seminars from time to time. The problem is, that there are some people who do not have experiences in handling Social Networks. That is especially the older generation. We emphasize again and again that a training is needed so people learn how to use [the ESN] but so far nothing happened. I think one reason for that is that many people think it is a waste of time.
			Ich könnte mir vorstellen, dass vor allem ältere ein bisschen überfordert sind. Für Leute in meinem Alter sind	I could imagine that especially older people are overstrained. For people in my age Social

			Soziale Netzwerke ja was völlig Normales. Da ist es kein großer Akt sich mit [dem ESN] vertraut zu machen. Aber wenn man privat keine Netzwerke nutzt, dann ist das sicher ein bisschen Arbeit sich da reinzufuchsen. Und Schulungen gibt es nicht. (EL2)	Networks are completely normal. Then it is not difficult to get used to [the ESN]. But when you do not use a network privately, then it is for sure some work to learn. And there are no trainings.
			Ich kenn mich da jetzt halt nicht so aus. Um hier und da mal nen Kommentar in unserer [Department] Gruppe zu schreiben reichts, aber für alles andere hol ich mir dann Hilfe von unseren Praktikanten. Die wissen mehr darüber. (BS2)	I don't know much about it. To right a comment from time to time in the [department internal] Group it is enough, but for everything else I get help from our interns. They know more about it.
			Es gab bei uns schon immer mal wieder Anfragen, wie man es verwendet, verhält und so weiter. Ich glaube es gibt schon viele hier, denen der routinierte Umgang mit Sozialen Netzwerken fehlt und deswegen mit [dem ESN] überfordert sind. (EL1)	From time to time we get questions on how you use it, how you should behave and so on. I think there are many that are missing an experienced handling with Social Networks and that is why they are overstrained with [the ESN].
			[Mein Chef] kommt ja auch immer zu mir und frägt mich Sachen über [das ESN], weil er denkt, dass ich mich da besser auskenne als er. (BS1)	[My boss] always comes to me and asks things about [the ESN] because he think I understand it better.
		Missing user engagement	Das hat dann ja auch alles Folgen. Zum Beispiel, dass viele es nicht nutzen und so ein ESN ist ja nur dann hilfreich wenn es auch genügend Nutzer hat. (EL3)	That has effects. For example that many do not use it and an ESN is only then helpful when there are enough users.
			Ich wüsste jetzt auch nicht recht wie ich jemanden dort finden soll. Ich versteh schon den Gedanken dahinter, warum viele denken, dass es hilft Experten und Hilfe zu finden, aber dafür müssten Nutzer ja auch aktiv sein und in unserm Bereich ist das	I am not sure how I should find someone there, I understand why many think that it helps to identify experts and help, but then users would have to be more active and in our area that is definitely not the

			definitiv nicht der Fall. Also muss ich es ja schon gar nicht versuchen (AS1)	case. So I don't even have to try.
			Nein, ich hatte es wie gesagt versucht, aber wegen der geringen Nutzung ist das dann gescheitert. (TL1)	No, as I said I tried but because of the little usage it failed.
			Ich denke für uns funktioniert es so gut, weil es genug andere gibt die es verwenden. Bei vielen anderen ist das nicht der Fall und wenn es keine Nutzer gibt, naja das ist ja der Sinn an einem Sozialen Netzwerk. (EL3)	I think for us it works so well because there are enough others that use it. For many others that is not the case and if there are no users, well… that is the sense of a social network.
			Wenn wir aber gerade von freiwillig und unfreiwillig reden, ich glaube, dass die meisten Menschen außerhalb unserer Abteilung es nur nutzen, wenn sie ein Training, Seminar, E-Learning oder was auch immer haben, bei dem [das ESN] einen Teil davon darstellt. Ich kann das natürlich nicht sicher sagen, aber ich glaube die meisten Menschen nutzen es nur dann. (BS1)	Speaking of voluntary and not voluntary I think that most people outside of our department only use it when they are forced to, meaning that they use it when they have a training, seminar, e-learning or whatever where [the ESN] is one part of it. I don't know of course, but most people I think do not use it otherwise.
			...dass es vielleicht Zeitverschwendung ist, weil die Leute es so wie so nicht wirklich nutzen wollen und die Gruppen Tod sind von dem Augenblick an wo die Gruppen nicht mehr genutzt werden müssen. (BS1)	...it might be a waste of time, because people do not really want to use it anyway and the group will be dead right from the moment they are not forced to use it anymore.
Current ESN Usage	Networking	Contacts with other countries	Einer der wichtigsten Punkte für mich ist, dass es uns die Möglichkeit gibt uns mit anderen L&D Teams aus anderen Ländern auszutauschen. Es gibt Gruppen, die sich mit dem digitalisierten Lernen befassen und in denen sind echt viele verschiedene Länder vertreten. Das ist toll mitzubekommen, was andere so machen. (EL2)	One of the most important points for me is the possibility to get in contact with other L&D Teams from other countries. There are groups focusing on digitalized learning and there are many different countries represented in them. It is amazing to see what others are doing.

			Naja und dann nutze ich es manchmal auch, um ein bisschen zu recherchieren, was die anderen Learning and Development Teams in den anderen Ländern so machen. Dafür ist es echt super, weil wir ja mit den anderen Ländern nicht so viel zu tun haben. (EL3)	Well then I sometimes use it to research what other L&D Teas are doing in other countries. It is great for that as we do not have that much contact with them usually.
			Ich nutze es definitiv oft freiwillig. Vor allem die Chance mich mit den anderen E-Learning Teams aus anderen Ländern auszutauschen ist top. Da bekommt man so viel Anreiz und Ideen. Hier in Deutschland ist unser Team ja das einzige. Klar gibt es Leute die sich trotzdem mit dem Thema E-Learning sehr gut auskennen, aber damit arbeiten tun sie nicht. Da ist es toll, wenn man dann doch noch andere Ansprechpartner hat. (EL1)	I definitely use it often voluntarily. Especially the chance to exchange ideas with other e-learning teams from other countries is great. You get so many incentives and ideas. Here in Germany our Teams is the only one. Sure there are other people that have knowledge on e-learning anyway, but they do not work with it. It is great if you have other contacts.
			Manchmal bin ich neidisch darauf wie gut es für das E-Learning Team funktioniert. Ich würde mich wirklich gerne mehr mit anderen Abteilung austauschen, vor allem mit anderen Ländern. Ich bin mir sicher, dass uns das so viele Vorteile bringen würde. Leider ist es noch ein langer Weg bis dahin. (TL1)	Sometimes I am jealous how well t works for the e-learning team. I would love to exchange more with other departments especially in other countries. I think that would give us so many advantages. Unfortunately I think it is still a long way to there.
		Exchange with other departments/ teams	Ja auf jeden Fall. Gerade wenn es um Sachen geht die wir neu ausprobieren wollen ist es klasse sich mit anderen auszutauschen. (EL3)	Yes, definitely. Especially when it comes to things that we want to try it is great to exchange with others.
			Wir würden es gern als Art Austauschforum nutzen. Also, dass die Leute sich mit anderen aus anderen Abteilungen vernetzen. Wir sind so eine große Firma mit so vielen einzelnen Teams mit	We would like to use it as a exchange forum, so that people can connect with others from other departments. We are such a huge enterprise with so many different

			sehr speziellen Spezialisierungen, da würde es schon manchmal Sinn machen, sich intensiver auszutauschen. Probleme sind ja meist nicht sehr speziell sondern es braucht sehr verschiedene Leute um sie zu lösen (AD1)	teams with very specific specialization, so it would sometimes make sense to exchange ideas more intensively. Problems are very often not very narrowed down, but need various people to solve them.
			Wir hatten beschlossen das es gut wäre ein bisschen mehr zu erfahren, was die anderen Teams eigentlich so machen. Die Infos sind aber zu unwichtig um sie per Mail zu verschicken, deswegen kamen wir auf die Idee eine Gruppe zu erstellen. Ich glaube die Leute sind schon hin und wieder mal drin, aber es sind meist die selben und ohne unser Team wäre da wirklich nicht viel. (EL3)	We decided it would be good to know what the other teams are doing. The information are often not important enough to send it via mail, that is why we had the idea to create a group. I think people take a look from time to time but mostly it are the same people and without our team there wouldn't be much.
			Wir sind ne große Organisation, in der die Leute in total spezialisierten Teams arbeiten und keine Ahnung mehr haben was jemand nur ein Büro weiter eigentlich macht. Das fängt ja schon hier in der [Abteilung] an. Wir sind an die 30 Leute. Von den großen Projekten hört man dann mal noch was aber so generell weiß niemand recht woran das andere Team arbeitet. Außerhalb der Abteilung ist das natürlich nicht anders. (TL1)	We are a huge organization in which people work in very specialized teams and people have no idea anymore what people are doing that are just sitting one office away. That already starts in the [department]. We are around 30 people. You hear about the huge projects but generally no one knows exactly what the other teams are working what at the moment. Outside of our department that is not any different.
			Ich kann mir vorstellen, dass es vielleicht ganz brauchbar sein kann um besser zu wissen, an was die anderen Teams gerade arbeiten. Zumindest ist das bei uns hier immer mal wieder Thema. Manchmal kann das sicher auch gut sein, weil sich Projekte ähneln und dann	I can imagine that it might be useful to know better what other teams are working what right now. At least that's a topic here from time to time. Sometime that could be good for sure because projects are similar and then you

			weiß man noch nicht mal, dass ein Büro weiter jemand sitzt der was Ähnliches schon mal gemacht hat. (AS2)	don't even know that just one office further there is someone who has done something similar.
			Es gibt doch immer mal einen Fall wo man Hilfe braucht und Projekte heutzutage können nunmal nicht von einem Team allein gelöst werden. Unsere Führung sagt immer wir sollen networken, damit man Ressourcen hat auf die man zurückgreifen kann. (TL1)	There is always this case when you need help and project today can't be solved by one team alone. Our leadership team always says we should do networking to have more resources we can use.
			Einer der Gründe warum wir es haben ist Networking. In der Zwischenzeit bekommt man das auf jeder Veranstaltung zu hören, wie wichtig es ist sich mit anderen zu vernetzen. Da kann so ein soziales Netzwerk schon helfen. Es hilft auf jeden Fall, einen besseren Überblick über die Firma und seine Kontakte zu behalten. (AS1)	One of the reasons why we have it is Networking. Now you hear about it on every event how important it is to connect with others. A Social Network could help. It helps for sure to keep a better oversight over the company and one's contacts.
			Manchmal bin ich neidisch darauf wie gut es für das E-Learning Team funktioniert. Ich würde mich wirklich gerne mehr mit anderen Abteilung austauschen, vor allem mit anderen Ländern. Ich bin mir sicher, dass uns das so viele Vorteile bringen würde. Leider ist es noch ein langer Weg bis dahin. (TL1)	Sometimes I am jealous how well t works for the e-learning team. I would love to exchange more with other departments especially in other countries. I think that would give us so many advantages. Unfortunately I think it is still a long way to there.
			So eine Gruppe funktioniert auch gut als Diskussionsforum. Unsere traditionellen E-Learning Formate geben uns die Möglichkeit nicht, aber bei manchen Themen macht es Sinn, dass die Leute diskutieren. So oder so ist es eine tolle Möglichkeit sie [dem ESN] vorzustellen und ihnen die Chance zu geben	Such a group also functions well as a discussion forum. Our traditional e-learnings do not offer this chance, but for some topics it makes sense that people discuss. And anyway it is an awesome chance to introduce them to the [ESN] and let them gain some experience.

			ein paar Erfahrungen zu sammeln. (TL1)	
			Wir machen in der Zwischenzeit immer Gruppen für Seminare, da können die Leut dann schon mal sehn, wer so alles teilnimmt. Manchmal gibt's dann auch schon mal ne kleine Aufgabe. Sie solln sich vorstellen oder irgendwas, damit die Gruppe ein bisschen genutzt wird (AD1)	Now we create groups for seminars, so people can see in advance who participates. Sometimes they get a little task. They shall introduce themselves or something, so the group is used.
			Wir verwenden es eigentlich eher im Zusammenhang mit Seminaren, dass es als Austauschforum genutzt wird zum Beispiel (TL2)	We rather use it in connection with seminars as a forum for exchanging ideas for example.
			Da wird immer mal wieder versucht die Leut auf Seminaren zusammenzubringen aber das hat sich dann nach den 3 Tagen auch wieder. So ein Soziales Netzwerk bietet da schon seine Möglichkeiten, deswegen ist das bei uns schon bei fast jedem Seminar mit eingebunden. Ich denk einfach, dass es wichtig ist dass die Leute mehr zusammenarbeiten. (TL1)	We try to get people together on seminars, but that is over after three days. A social network offers good chances, that's why we use it for almost every seminar. I just think it is important the people cooperate more.
			Andere gründen Gruppen für Seminare, um etwas zu haben wo sich die Menschen vor und nach den Seminaren austauschen können. Wir haben uns darüber unterhalten, weil wir generell denken, dass das eine gute Idee ist, aber dann haben wir auch Gedacht, dass es vielleicht Zeitverschwendung ist, weil die Leute es so wie so nicht wirklich nutzen wollen und die Gruppen Tod sind von dem Augenblick an wo die Gruppen nicht mehr genutzt werden müssen. (BS1)	Others create groups for seminars to have something where people can exchange with each other before and after the seminar. We talked about that, because we generally thought it is a nice idea, but then we also thought it might be a waste of time, because people do not really want to use it anyway and the group will be dead right from the moment they are not forced to use it

				anymore.
	Information seeking	Posts in groups	Ja durch die eben genannten Gruppen. Manchmal aus Eigeninitiative heraus, manchmal aber auch einfach durch das Lesen von Posts (EL3)	Yes through the mentioned groups. Sometime out of own initiative, sometime through reading some posts.
			Das Einzige was ich manchmal mache ist etwas in unsere Gruppe zu posten. Wenn ich was Interessantes gehört oder gelesen hab. Irgendwas was andere Teams auch interessieren könnte, aber halt nicht wirklich wichtig ist. (BS2)	The only thing I sometimes do is post something on our group. After I have heard or read something interesting. Something other teams could also be interested in, but that is not super important.
			Wie gesagt die E-Learning Gruppen sind ziemlich aktiv. Die Leute posten immer ganz interessante Sachen. Dinge die sie durchgeführt haben, Artikel oder was sie gerne tun würden. (EL3)	The e-learning groups are very active. People are posting very interesting things. Things they have done, articles or things they'd like to do.
			Ja, in den Gruppen. Generell würde ich sagen ist es eher schwierig einfach so mal Leute anzuschreiben. Wir haben hier schon Hierarchien und dann geht man erstmal zu seinem Chef und fragt da ob er jemanden kennt und so weiter. Aber innerhalb der E-Learning Gruppe sind die Hierarchien sehr flach und da ist das gar kein Thema einfach mal jemanden anzuschreiben und das kommt auch immer wieder mal vor. (EL3)	Yes, in groups. Generally, I would say it is rather difficult to just contact people. There are hierarchies here that force you to go to you boss and ask him if he knows someone you could contact. But inside the e-learning group the hierarchies are very flat and it is not a problem at all to just contact someone and it definitely happens from time to time.
			Das tolle an den Gruppen finde ich ist, dass man sich einfach mit jeder Person darin problemlos unterhalten kann. Wenn man etwas postet bekommt man so schnell eine Reaktion von vielen verschieden Leuten. Das macht gar keinen Unterschied welche Position sie im	The great thing about the groups is, that you can easily talk to every person in it. If you post something you get a reaction from various people very fast. It doesn't make a difference what position they have in

			Unternehmen haben. Das einzige was dort zählt sind die Erfahrungen die man hat und was man zu einem Thema beitragen kann. (EL2)	the company. The only thing that counts is what you can contribute to a topic.
			Ja ich würde schon sagen, allerdings nicht indem ich aktiv bestimmte Personen gesucht habe, sondern durch Antworten die ich auf Posts bekommen habe. Dadurch sind dann Kontakte entstanden. (EL1)	Yes I would say that, however not by searching actively for someone, but through answers that I get through posts. Like that I got new contacts.
			Es gibt die ein oder andere Gruppe in die man mal schauen kann, manchmal mache ich das auch. Man muss aber ziemlich Glück haben, dass es genau zu dem Thema, zu dem man etwas sucht, aktive Leute gibt. Ich hatte schon positive und negative Erfahrungen. Einmal hab ich aber eine richtig gute Ansprechpartnerin gefunden. Sie hat auf einen Post geantwortet. Schlussendlich wurde sie dann auch Teil unseres Projektteams. Das ist aber das einzige Mal, dass das bisher so super funktioniert hat. (AD1)	There are some groups you can look at, sometimes I do that. But you have to be very lucky that there is an active person knowing about your topic. I had positive and negative experiences. But once, I found a very good contact person. She answered a post of mine. In the end she became part of our project team. But that is the only time it worked so well.
			Wenn dann nutze ich die Gruppe unserer Abteilung um zum Beispiel zu sehen, ob jemand einen interessanten Artikel gepostet hat. Ich finde dafür ist sie wirklich nützlich. Wenn man Zeit hat kann man die Sachen anschauen, aber es ist nicht so wichtig, dass man es sofort sehen müsste. Ich mag es dafür die Gruppe zu verwenden, so wird das E-Mail-Postfach nicht zugespamt. (BS1)	If I use it, then it is mainly our department group. To see if someone has posted an interesting article for example. I think it is really useful for that. If you have time you can look at the things but it is not something really important that you need to see right away. I like using the group for that. Like that your mail doesn't get spammed
			Wir ham ja unsere [Abteilungs-] Gruppe. Irgendwann hat sich da dann das Vorgehen etabliert, dass	We have our [department] group. At some point the approach was

			man Dokumente, Infos und solche Dinge, die vielleicht auch für manch andere interessant sein könnten in unsere Gruppe stellt. Das sind dann Dinge, die nich sofort gelesen werden müssen und man auch nich ne Mail schreiben muss. Mail bleibt dann eher für die wichtigen Dinge. (EL1)	established to share documents, information and such things in this group that might be interesting for others. These are things that do not have to be seen right away and there is no need to write a mail for that. Mails are used for important stuff.
		Social Tagging	Wir brauchten mit etwas sehr speziellem Hilfe und niemand wusste so recht wer uns weiterhelfen könnte. Ich hab dann mal im [ESN] ein paar Begriffe eingeben. Ich denk wenn es besser genutzt werden würde hätte ich sicher was finden können. Es gibt ja diese Social Tagging Funktion wie bei LinkedIn. Man kann seine Kompetenzen angeben und andere können das dann auch bewerten. Leider wird das viel zu wenig genutzt deswegen hab ich dann auch niemanden gefunden, aber ich bin mir eigentlich sicher, dass es in diesem riesigen Unternehmen jemanden gegeben hätte (TL1)	We needed help with something very specific and no one really new who could help us. I then typed some terms into [the ESN]. I think if it would be used in a better way I could have found something for sure. There is this Social Tagging function like you have on LinkedIn. You can write down your competencies and others can rate it. Unfortunately that is not used enough so I could not find someone, but I am actually sure, that there must have been someone in this huge organization.
			Nein, ich weiß, dass [meine Chefin] das oft gemacht hat in ihrem vorherigen Job. Da ging das wohl ziemlich gut über die Social Tagging Funktion. Sieht man auch bei ihr, wenn man ihr Profil anschaut, da erfährt man echt richtig viel über ihre Fähigkeiten. Eigentlich wäre es super, wenn das bei allen so wäre, ich glaub das würde schon echt helfen Experten zu finden, auch wenn man dann vielleicht erstmal seinen Chef fragen muss ob er die Person kontaktieren kann. (AD1)	No, I know that [my boss] has often done it in her former Job. I think it worked pretty well with the Social Tagging function. You can see that, when you look at her profile, you get to know a lot about her competencies. It would be great if that would be generally the case, I think that would really help to find experts, although one might have to ask the boss to contact the person

			Wenn ich in den Gruppen etwas poste dann schau ich mir auch immer die Profile von den Leuten an, die geantwortet haben. Es hilft enorm zu sehen, was sie für eine Position haben, mit was sie arbeiten, was ihre Expertise ist und manchmal auch die Einschätzung von anderen zu diesen Expertiseangaben (EL2)	When I post something in a group I always look at the profiles of the people that have answered. It helps a lot to see what there expertise is, what they work with and sometimes even the ratings of others on that expertise.
			Wir hatten so oft das Problem, dass wir in einem Projekt mit etwas sehr spezifischem Hilfe brauchten. Es hat ewig gedauert bis wir jemanden gefunden haben, der Erfahrung mit dem Thema hatte. Wenn es mehr Menschen nutzen würden und es auch besser respektiert würde andere damit zu kontaktieren, dann denke ich, dass Profile eine sehr gute Möglichkeit darstellen Experten zu finden (TL2)	We so often had the problem, that we had a project and needed help with specific things. It took us forever to find someone who had knowledge in the area we needed. If there would be more people actively using it and it would be more respected so we could actually contact people through it I think peoples profiles are an awesome possibility to find experts.