Creating an Interface Design of a LMS for Social Media Marketing

– For Small Companies

By Pernille Madsen

Supervisor: Marianne Lykke

Master in Information Studies

Communication and Digital Media

January 2018

AALBORG UNIVERSITET
STUDENTERRAPPORT

Aalborg University

Number of characters 148.114 ~ **61.7 pages**

Abstract

The purpose for this paper is to research how you can create and interface design of an LMS (Learning Management System) for SMM (Social Media Marketing). This paper starts off with introducing the world of SMM and the rise of use of e-learning tools. We have learned that every second company used social media in their marketing, but few understand how to use this media efficiently (Stelzner, 2015). The problem formulation works towards how to create an interface design of an e-learning system for SMM, where the target group is small companies. To help answer the problem formulation we have chosen to research upon what are the characteristics of SMM, what are the characteristics of our target group for the e-learning system and how does these affect the requirements for the design of the interface. We have chosen small companies as our target group, as they are more approachable to change of working structure than bigger companies (Kimiloglu, Ozturan, & Kutlu, 2017). The participants in our target group is small companies in Aalborg municipality, and they are a subpopulation to the population of small companies in the world. Through our literature review we learn that SMM is in a constant state of flux, and ever changing (Theunissen, 2015). We learn that e-learning tools are still in their early development, and that companies have different meaning towards this new type of learning method. As a designer for an e-learning platform, you have to be sure to design for the user and not for the convenience e-learning gives in the form of effectiveness of learning and cost efficiency (Šumak, Heričko, & Pušnik, 2011). To design for the target group, we must understand how they learn, and what tools they use to help them (G. Conole, Dyke, Oliver, & Seale, 2004). We have started with conducting a survey study, where we made questionnaire to pass out to the small companies in Aalborg municipality (Little, 2013). We analysed the quantitative data from the survey, and found that small companies tend to learn in groups, and used blended learning (which included both traditional and digital learning). The companies also showed a lack in confidence when it comes to the use of SMM. We worked the survey data and the knowledge from the literature into an initial interface design. However, some requirements where not fulfilled with just the survey study, and we moved on to conduct as semi structured interview with target group. From the interviews we learned that the small companies use more group learning than individual learning, and use the resources they have at hand. At the same time, we also learned that they all had a basic understanding of social medias, but not how to introduce them into their marketing strategy. With the new knowledge we did an iteration of our initiate design, which changed focus upon the purpose of the learning tool. The e-learning tool was no longer the main platform for learning, but became a helping tool towards the small companies in our target group, as they valued traditional learning more than digital learning. This project showed us that e-learning and SMM is still in their early development and acceptant face, and it is important to understand your target group just as much at the theories and methods behind the designing of an interface for e-learning platforms.

Keywords: *Social Media Marketing, Learning methods, Interface Design, Target Group*

Dansk:

Formålet med denne rapport er at undersøge hvordan man kan lave et interface design af et LMS (Learning Management System) for SMM (Social Medie Marketing). Denne rapport starter med at introducere SMMs verden og opstanden af e-lærings redskaber. Vi har lært at hvert andet firma bruger sociale medier i deres marketing, men det er kun få der forstår hvordan disse medier fungere (Stelzner, 2015). Vores problemformulering vil arbejde hen imod hvordan man kan lave et interface design af et e-læringssystem for SMM, hvor målgruppen er små firmaer. For at kunne svare problemformuleringen har vi valgt at undersøge hvad karakteristika der er for SMM, hvad er karakteristika for vores målgruppe for e-læringssystemet og hvordan disse påvirker kravene for interface designet. Vi har valgt at bruge små firmaer som vores målgruppe, da disse er mere modtagelige for forandring af deres arbejdsstruktur end større firmaer (Kimiloglu et al., 2017). Deltagerne i vores målgruppe er små firmaer i Aalborg kommune, og de anses som en subpopulation til populationen af små firmaer i verden. Gennem vores litteraturanalyse har vi lært at SMM er i en konstant forandring (Theunissen, 2015). Vi har lært at e-læring redskaber er stadig i deres tidlig udvikling, og at firmaer har forskellige meninger om dem som en ny læringsmetode. Som designer for en e-lærings platform skal man være sikker på at designer for brugeren, og ikke for de fordele i form at effektivitet og besparelser e-læring giver (Sumak, Hericko, & Pusnik, 2011). For at kunne designer for målgruppen skal vi forstå hvordan de lære, og hvad for nogle redskaber de bruger til at hjælpe dem selv (Conole, Dyke, Oliver, & Seale, 2004). Vi har startet med at udføre en undersøgelse, hvor vi har givet spørgeskemaer ud til de små firmaer i Aalborg kommune (Little, 2013). Vi har analyseret den quantitative data fra undersøgelsen, og fundet ud af at små firmaer fortrækker at lære i grupper, og bruger mixed læring (som inkludere både traditionel og digital læring). Firmaerne har også vist en lav selvtillid

når det kommer til at bruge SMM. Vi bruger undersøgelsens data og viden fra vores litteraturanalyse til at lave det første interface design. Dog var der nogle krav som ikke var fundet med kun undersøgelsen, og vi flyttede derved videre til at lave et semi struktureret interview med vores målgruppe. Fra interviewene lærte at de små virksomheder bruger mere gruppe læring end individuel læring, og brugte de resurser de havde hos dem. Samtidig lærte vi også at de har en normal forståelse om sociale medier, men det ved ikke hvordan de skal introducere dem til deres marketing strategi. Med den nye viden lavede vi en iteration af vores første design, som ændrede fokusset for læringsredskabet. E-læringsredskabet var ikke længere hovedfokus for læring, men det blev til et hjælpende redskab for de små firmaer i vores målgruppe. De ser mere værdig i traditionel læring end i digital læring. Dette projekt har vist os at e-læring og SMM er stadig i deres tidlige stadier af udvikling og accept fase. Og det er vigtigt at forstå at ens målgruppe er lige så vigtigt som de teorier og metoder man bruger til at designe et interface design for en e-lærings platform.

Nøgleord: *Social Medie Marketing, Læringsmetoder, Interface Design, Målgruppe*

Table of Content

Introduction

Social media has escalated in its popularity over the last decade as a media tool in companies' marketing strategies (Kent, 2015). However, as the social media is an incipient medium, which still lacks a comprehensible body of theory, many companies struggle to put it into effective use as a tool for marketing. It gives the impression, that most companies treat social media as a one-way form of communication; however, this type of media should be seen with a quantum vies view. Meaning that it shows that all possibilities appear in a state of flux (Theunissen, 2015). This interpret that social media is a two-way communication media, as both company and customers can affect the picture of the company (Evans, 2012).

From a *Social Media Marketing Industry Report*, made by Stelzner (2015), marketers from companies answered that they struggled with finding solutions on how to use and make their marketing effective on the social medias. The report had 3700 answers from marketers, where a whole 87% said they struggled with social media, even though 92% of them said that this media tool was important for their company (Stelzner, 2015). In Denmark, companies struggle too, and even though every other company use social medias for marketing, 57% of the asked companies expressed frustration in the use of said media (Sociale Medier, 2014).

Researchers advocate, that it is profitable to push the concept of information and interactivity further with social media communication. They believe that companies and others will benefit from a richer and more sophisticated understanding on SMM (Social Media Marketing) (Kent, 2015). However, the first challenge will be that the companies need to understand the basics of SMM and its theory. Even as social media is based on older theories upon its creation, it still needs its own unique theory as a two-way communication tool (Kent, 2015).

To work on this problem in our project report, we wish to create an interface design for an e-learning platform for SMM. We believe, that e-learning is an effective way of learning, especially in companies that has a professional working environment (Kuhlmann, 2010). The challenge in this project is to design a learning-tool that creates solutions for the above mentioned problems and SMM. SMM is a strategy that has been researched, and through this research created more comprehensive theories in its application (Kent, 2015). We also need to understand who our user-type are (the companies), understand how they learn the best, and what challenges that may appear when creating an e-learning design for them and their working peers (Šumak et al., 2011). At the same time, e-learning also appears to have similar struggles as with SMM in its early stages of development (Šumak et al., 2011). Companies see the potential for e-learning as an LMS (Learning Management System), but the implementation into working culture appear to bring complications in acceptance of this new media tool of learning (Beckford & Mugisa, 2014).

With this project, we will create an interface design for an e-learning tool, where we hope to gather new knowledge in learning management for companies regarding SMM. We also hope to understand the challenges in creating an interface design for an e-learning tool for a specific user-group and find the solutions. E-learning as a subject of the software is still a nascent communication media, with an unfinished body of theory (Kent, 2015). To aid in solving this project, we have created the following problem formulation, with question two through four seen as work-questions to answer the main problem formulation (the first question):

How can we create an interface design for an e-learning system for SMM?

What are the characteristics of SMM?

What are the characteristics of the target group for the e-learning system?

And how does these affect the requirements for the design of the interface?

Methods

For this project, we wish to apply a mixed method research- and design approach. We do this to be able to apply both quantitative and qualitative research and data, to help answer our problem formulation (Bryman, 2016). The quantitative research will include a survey study towards the target group, which will help generate new findings, contributions and inspiration for the project and the qualitative research. The qualitative research will include literature research, and a semi-structured interview (Bryman, 2016). The interview will be developed by help of the data from the survey study. We wish to have the participants of the target group explain further why they answered the survey study as they did (Sharp, Rogers, & Preece, 2011). By making the interview based on the answers from the survey study, both of their findings will be more robust in their credibility (Bryman, 2016, pp. 643).

To create the survey study, we will use *The Seven Steps* by Paul E. Spector (Little, 2013). The seven steps are as follows: *specify the population, selecting variables, operationalize variables, assemble the questionnaire, device-sampling procedure, collecting data,* and *disseminate results* (Little, 2013). All seven steps will be explained in detail later.

The method we will use to create the interface design of the e-learning system will be the *ISO 13407 Human-centered design process for interactive systems* (Sharp et al., 2011). We use this design process, as it allows us to choose our own design approach, as it does not cover specific design approaches in any details (Sharp et al., 2011). We will develop our interface design by the help of the literature research and data results from the survey study and interviews. The design process will create an embedded design, where we will use human and technological factors to help us create a complete design picture of the e-learning interface (Bryman, 2016, pp 639). The design of the e-learning interface will be a low-fidelity prototype for this project. For the design's first iteration, we will do the semi structured interview as mentioned, and use its data results to convey the alterations of the interface design.

In the following section, we will conduct our literature review. In this literature review, we will run over the project's themes: SMM, e-learning and learning theories. Afterwards, we will approach the survey study, its creation, testing and analysation. After that, we will initiate the interface design, and see what actions are to be taken further for development of the design.

Literature Review

This literature review is conducted to assist in answering this project's problem formulation. This review will be using literatures of the subjects of this project: SMM, e-learning, learning management, and the use of these in companies (Cronin et al., 2008). A traditional literature review has a broad research approach, when gathering the knowledge for a project. However, as this project partake in new theories and knowledge, we will have limit our search in the literature review. Usually, research is done on individuals regarding their reaction to the use of e-learning tools, and very few researchers has focused on companies as a whole (Kimiloglu et al., 2017). Our target group is small companies, and not their individuals, as we want to create an interface design for the companies as a whole. Also, SMM does not follow traditional communication theories, as it is in a constant state of flux, and social media theory keeps developing over time (Kent, 2015). Therefore, we will conduct more of a systematic literature review.

Our process for this systematic literature review will be as follows: formulate research questions, set criteria for the gathered literature, access and select the literature, access the quality of the literature (Cronin et al., 2008). Lastly, we want to analyse, synthesize and disseminate our findings in the review. As social media and e-learning is in ongoing development of knowledge and innovation, we have searched for literature within the 21st century, were most are from the last decade (Kent, 2015). We want to form a current picture as close as possible to present day.

As a start, we created research questions to specify our search, and the questions can be found further in this section of the paper. To find the relevant literature, we have gathered articles and papers from courses where we have participated, and conducted searches on Aalborg University library *AUB Library* and *Google Scholar search*. When searching for the literature, we have wanted articles and papers relating to the use of social media, SMM, e-learning for companies, and learning theories towards e-learning. When reading an article or paper, we also considered their references and followed some of the sources, if the source appeared relevant to our research. The specific articles and papers in this literature review has been chosen of these criteria: relevance to the research questions, academic level, target group, and year of publication. We believe, that these articles and papers helps to answer our research questions.

Research Questions

In this chapter, we will conduct an explorative investigation and review into the methods and theories of this project. We will investigate theories about SMM, e-learning, and learning-theories for designing LMS. We wish to understand, what others before us has completed of findings within these subjects relating to our project. We want to understand how and why SMM is used in companies, and why companies struggle to use this two-way communication media (Kent, 2015). We will also look at statistics and reports from 2000 to 2017, to help as support for other literature in this review, and findings of our qualitative and quantitative research from the survey study and interviews later in this report (Bryman, 2016).

Furthermore, we will also examine towards what research has been conducted with e-learning, and how it is applied into companies' workflows, with the help of mixed methods research (Bryman, 2016). We want to understand what e-learning is in a professional environment, and what challenges this type of learning tool creates for its users.
In sum, we want to analyse the findings of learning theories and their use in e-learning software (Beckford & Mugisa, 2014). We need to understand what type of learning exist, and which are possible to apply into the design of our interface of the e-learning system. To aid in the literature review, we have written down the subjects of review into questions. These questions also entangle around this projects problem formulation:

How is social media used in companies' marketing strategies?
How is e-learning used in companies?
What learning theories are applied to the design of LMS?

These research questions will help us as a guideline into the literature review. The review will look at the questions almost chronologically. In the end, we will merge the knowledge from the literature review into a conclusion. With this review, we hope to understand what has been discovered before our project, and how it affects our process towards its completion (Bordens & Abbott, 2011).

Articles/Papers

Petra Theunissen (2015), has written the article *'The Quantum Entanglement of Dialogue and Persuasion in Social Media: Introducing the Per-Di Principle'* in the journal *'Atlantic Journal of Communication'*. In this article, Theunissen (2015) reflects on the old habits of organizational communication to the public, and relates these habits to today's social media. Theunissen (2015) explains, that organizations struggle to use social media as a tool of communication, as *control* of this tool is an illusion (Theunissen, 2015, pp. 9). Therefore, she introduces a new communication model, the Per-Di Principle, as a tool to help reflect on the possible outcomes of communication in Social Media. We must state, that this principle is relative abstract, but we also believe, that it is what helps to apply it to companies' different SMM strategies.

"The Principle propose, that dialogue and persuasion can exist in a superposition of states and that each contains information about the organization-public relationship. It aims to place

persuasion and dialogue on equal footing, suggesting that neither is more important that the other." (Theunissen, 2015, pp. 15)

This communication model is based on quantum entanglement, which Theunissen (2015) use a section of this article to explain in relation to the use of her communication model (Theunissen, 2015, pp. 5-9). The '*Per'* is *persuasion* and the '*Di'* is *dialogue*, both normally seen as mutually exclusive styles of communication. However, in this article Theunissen (2015) explains that these two styles are in fact entangled when considering their use in social media. Theunissen (2015) moves on to present two cases from different companies to give us the readers perspective into the uncontrollable world of social media. They have different outcomes in their use of social media as the environment, or *box,* as she describes this type of communication with comparing it to Schrodinger's Cat theory (Theunissen, 2015, pp. 6).

The organization Applebee's fired a waitress, legally, after she violated their privacy policy. This news spread like wildfire to the rest of the world, the organization tried to answer the public on their social medias, but stopped promptly because of negativity. Afterwards, they tried again to persuade the public, but to no success. They were not aware of which styles of communication to use in the world of social media (Theunissen, 2015, pp. 11).

However, it is not every organization or company that has the same struggles as Applebee's. The Coca Cola Company is aware of the styles and effects of different communication methods, and states *"…in their social media guidelines that "local post can have global significance.""* (Theunissen, 2015, pp. 11). The Coca Cola Company understands, that they do not have control over the social medias, and it exist as a complex and uncertain environment. They offer numerous platforms for the public to engage, and to help them connect and create relationships (Theunissen, 2015, pp 11).

Theunissen (2015) believes, or rather recommends, that organization should have an overall knowledge of all types of communications methods. A user should be able to flow in and out of the communication methods, and accept that it is not possible to really predict an outcome on social medias (Theunissen, 2015). An organization should expect a public relationship to be productive, by providing a measure of value to all parties involved in the relationship (Theunissen, 2015). Lastly, an organization should also accept that dialogue and persuasion are not opposites, but have an quantum entanglement in the world of social media (Theunissen, 2015, pp. 14).

Theunissen (2015) moves on to conclude, that social medias are in a constant state of flux, which means the different methods of communication may be observed at different times. She believes that we must revaluate our *"20th-century determinist thinking and approach social public relations from a different paradigm."* (Theunissen, 2015, pp. 16). We similarly have Kietzmann, Hermkens, McCarthy, & Silvestre (2011), who provide us with a possible recipe for a successful strategy used upon social medias. Kietzmann et al. (2011) does not talk about how to use social media platforms, but what decisions the companies should go towards with their own company's marketing strategy. They present the reader with a honeycomb model, where there are seven different aspects a company has to decide upon which they want to represent (Kietzmann et al., 2011). However, it allows for the user to fit the model into their needs, and the honeycomb model is relatively open to changes without losing its function.

Theunissen's (2015) article provides an objective and open thought process, which helps us and the reader get a different point of view with SMM. She does not try to force on opinions, but create new thought processes. We can use this knowledge to understand, that social medias are at the very early stages of developing methods for organization- and public relationships (Theunissen, 2015). This means that we now know that, or at least assume, that organizations struggle to use SMM, as they try to apply 20th-century determinist thinking to a 21st-century tool (Theunissen, 2015). With this knowledge for the project, we should also know the level of communication skills that our target group has. Because, if many of the participants lacks knowledge of communication methods, it is perhaps a reason why it is difficult for them to understand the state of flux of different communication methods in social medias.

Theunissen (2015) has given us a qualitative perspective of SMM, but we also wish to gain a perspective towards the quantitative data, which researchers has provided in the past. In May 2015, Michael A. Stelzner conducted a marketing industry report on the use of social media in companies; '*2015 Social Media Marketing Industry Report – How Marketers are Using Social Media to Grow Their Businesses'*, published by '*Social Media Examiner'*. Stelzner (2015) succeeded in gathering over 3700 marketers to participate in his work through survey. His method of sampling was to email 330.000 marketers with the survey, and asked them to tweet about his survey. '*Tweet*' means that you create a digital post of less than 140 characters on the social media platform Twitter. The survey was closed after five days (Stelzner, 2015, pp. 51). In the introduction of this survey, Stelzner (2015) runs over the most asked questions from marketers regarding SMM: how they benefit from it, what social media is the most used and other information. Later in the report, he takes a look at the difference between business-to-business (B2B) and business-to-consumer (B2C), and the role of social content in SMM (Stelzner, 2015).

Stelzner's (2015) major findings is pinpointed already on page 5 of his report. Of the social medias used in the participants' companies, Twitter, YouTube and LinkedIn are on the top for future marketing strategies. A whole of 66% of the marketers are planning on increasing their use of social media networks. However, Facebook and LinkedIn are still the most important and used social media platforms for the marketers, and 68% of the users wants to learn more about Facebook. Numerous of the marketers do not feel confident in their use of Facebook, and believe their marketing is not as effective as they want it to be. The *top* areas the marketers want to master with social media is tactics and engagement (with their client or consumer), and how to engage their audience on the platforms. This also proves that Theunissen (2015) knew of the same problem as Stelzner (2015), but took upon the issue differently . Lastly, when looking closer in Stelzner's (2015) industry report, the age factor shows that it is the younger generations that used most time on the social medias on a weekly basis. A whole of 54% of these are younger than 40 years old (Stelzner, 2015, pp. 17).

One of the strengths in this report by Stelzner (2015), is his method of data collection. Although only a little over 10% of the marketers reacted to his sampling procedure, Stelzner (2015) still managed to get over 3700 answers for his survey. This means, that outliers are less likely to affect the end results of the gathered data (Kenneth S. Bordens & Abbott, 2011). However, Stelzner (2015) asked participants to share the survey online, and thereby created a *snowball sampling* (Denscombe, 2003, pp. 15). Snowball sampling is an efficient method of data gathering, and helps create an audacity towards Stelzner (Denscombe, 2015, pp. 15). However, Stelzner (2015) had reached out to over 330.000 marketers by email. Doing a snowball sampling should not have been necessary, but maybe he did not receive enough participants by email and thereby introduced the snowball sampling to his data gathering process. Maybe Stelzner (2015) has previously experienced that he did not get enough samplings by email only, and used this knowledge for his report. He asked the participants about age, gender and country, where 52% were from USA (Stelzner, 2015, pp. 54), to gain somewhat control on who replied. Lastly, a majority of the participants originated from small companies, and it was also these who appeared to struggle the most with SMM (Stelzner, 2015).

If we look at the report's structure, the language is simple and easy to understand. The information given is straightforward, and mostly consisting of quantitative data. Stelzner (2015) does not explain explicitly how he has used his method of data gathering and analysis, and what challenges he faced doing the making of the report. There was neither a summary nor conclusion in the end, to show his thoughts on the development from the year 2014 to 2015. The report appears to only approach the marketers as the target group, to inform them about social media development. Stelzner (2015) does also explain in the start of the report that *"If you're in charge of marketing your business, you'll want to closely examine the 80+ charts on the following pages."* (Stelzner, 2015, pp. 2). He continues to mention that, as the reader, you are not forced to make everything out of the charts yourself *"I'll reveal the "not-so-obvious" findings among this data-rich content."* (Stelzner, 2015, pp. 2). It appears that with this method of building up the report, Stelzner (2015) want it to be readable to a large target group, with different levels of education. Academically, the report does not suffice, as it lacks a more thoroughgoing explanation of data collection and analyzation (Bordens & Abbott, 2011). There are no references towards his methods and theories used for the creation of the report. The report will work as a reference, which will help to *support* this project's data collection results, and help reflect on the research from other references such as Couldry (2012) and Theunissen (2015). With the knowledge from Stelzner's (2015) industry report, we know which social medias are most used in companies, and what challenges these companies meet when using them. We can use this knowledge to help answer our research questions in this literature review, but also use the survey as an inspiration to the creation of own survey study for this project.

We move along to look into e-learning and its development over the last years. With the help of Carl Beckford & Ezra K. Mugisa (2014), we want to review what currents LMS already exist to help us in inspiration towards the creation of the interface design of our e-learning system. In the interim, it will provide a perspective towards the use of e-learning. They have written the article *‘Leaning Management Systems – The Current Picture’* in *‘Proceedings of E-learn: World Conference on E-learning in Corporate, Government, Healthcare, and Higher Education 2014’*. Although the focus is learning systems for higher education institutions, Beckford and Mugisa (2014) still generate some valid points in the development of current LMS (Beckford & Mugisa, 2014). They inform, that LMS has room for improvement, as it is difficult to implement such systems into existing administrations workflow (Beckford & Mugisa, 2014). As further articles in this literature review also explains: introducing a new tool into learning management appears to users as more *workload*, which creates an obstacle for learning (Kuhlmann, 2010). LMS has their advantages and disadvantages, and we want to review these with Beckford & Mugisa (2014), and other researchers who will follow in this review.

In the higher education institutions, three different categories of LMS are used: off-the-shelf or proprietary, open source, or bespoke (Beckford & Mugisa, 2014). In this paper, Beckford and Mugisa (2014) reviews seven different types of learning systems: Bespoke, Blackboard, Canvas, Moodle, Sakai, Other proprietary, and Other open source (Beckford & Mugisa, 2014). They review the systems based on if they are used by the top ten universities in the world, with the help of ‘*Times Higher Education World University Rankings*’.

In the review of *Blackboard*, Beckford and Mugisa (2014) highlights that is it necessary to be able to keep track on one’s learning, if a LMS is learner-centric. This also enables teachers/instructors to keep track of the students’ learning process, and act if it is necessary. Furthermore, with an off-the-shelf system, the user does not have to worry about things such as maintenance, optimisation or security (Beckford & Mugisa, 2014, pp. 154). This is likely a feature our target group wants, as they would share the e-learning platform with other companies. Open source systems, such as *Canvas*, also provides tracking of users’ learning process. Canvas pictures this learning in visual accomplishments such as digital badges (Beckford & Mugisa, 2014). The systems does this to avoid unnecessary or redundant information, and to create an efficient learning curve for the users (Beckford & Mugisa, 2014). This is important, as LMS are created for effective learning (Kuhlmann, 2010). Other LMS also provides VLE (Virtual Learning Environment) tools to aid in the e-learning process for the user.

Such tools would be useful in MOOC (Massive Open Online Courses). MOOC allows for an unlimited number of learners in one course (Beckford & Mugisa, 2014). The target group for our project is also, hypothetically, an unlimited number of users. The e-learning platform will be open to more than *one* small company. However, as Beckford & Mugisa (2014) explains, LMS are not for everyone. Several companies find the enactment of such systems difficult to introduce into their workflow. Beckford & Mugisa (2014) also mention a concern for the use of test and exams with LMS. A number of users/students appear to learn *'to the test'*, and not to learn *'for life'* (Beckford & Mugisa, 2014, pp. 157).

In 2014, LMS are designed for course administration, communication and collaboration, and custom educational content (Beckford & Mugisa, 2014, pp. 157). However, Beckford & Mugisa (2014) explain that LMS, especially the e-learning system, expands on functionalities and enhancements as time goes by. Hopefully, in the future, LMS can generate flow and immersive learning which does not get the users to learn *'to the test'*, but to learn *'for life'*. And by that encouraging critical users to implement this system into their workflow (Beckford & Mugisa, 2014).

Beckford & Mugisa (2014), brings a short and readable article into the current picture of LMS. Beckford & Mugisa (2014) are both from the University of West Indies (Mona), Jamaica. They validate their findings by referencing to official statistics, and reliable references that are to be found at the end of the article. They also uphold a scientific language. We can use this article to understand the advantages and disadvantages creators and users experience with e-learning systems. The knowledge is also valuable, when we evaluate our data from our own survey study. Especially if some of our participants has tried out e-learning systems, and if their experience compares to the users in Beckford & Mugisa (2014) and others' articles in this review.

Following Beckford & Mugisa (2014), we will look further into the usage of e-learning in company learning management (Kimiloglu et al., 2017). A research article has been done by Hande Kimiloglu, Meltem Ozturan, and Birgul Kutlu (2017) *'Perceptions about and attitude towards the usage of E-learning in corporate training'* in the journal *'Computers in Human Behaviour vol 72'*. In this article, they investigate the perception and attitude on E-learning in 106 Turkish corporations. They do this by conducting a survey study, where the participants are

HR- and training managers from the 106 Turkish corporations. Kimiloglu et al. (2017) wants to draw a more organizational perspective to the adaption of e-learning, instead of the perspective of individuals as past studies has done, as we have mentioned earlier. They wish to understand and asses the importance of different operational issues, but also advantages. Some of the advantages Kimiloglu et al. (2017) have found are: employee commitment and motivation, and convenience and accessibility. However, a number of employees still struggles to implements e-learning into their workflow, as some of them sees this type of learning as more workload (Kimiloglu et al., 2017). At times the corporations struggled with the accessibility to the e-learning systems, and that creates frustration (Kimiloglu et al., 2017). The employees also struggles to learn this new digital tool and the key people struggles to improves their employees' motivation because of it (Kimiloglu et al., 2017). It appears to be the older generations that experience the motivational problem at most. However, Kimiloglu et al. (2017) found that the perception and attitude towards e-learning is more positive at the companies who has already implemented it into their learning environment. Those companies who had yet to implement e-learning, showed a more hesitant attitude of the digital learning tool (Kimiloglu et al., 2017). For our project, we must also know if our target group has experience with digital tools, and how their perception towards it has developed.

Kimiloglu et al. (2017) present their theoretical background for their research. They have researched about different methods of data collection for the use of e-learning in organizations. Kimiloglu et al. (2017) walks briefly over the different theories they have read, and pinpoints that *they* want to take a more exploratory perspective to their research, in Turkish companies. On one of the papers Kimiloglu et al. (2017) reviewed, a niche approach was done on the comparative importance of the learners and teachers relationships to one and another (Rodriguez & Armellini, 2013). This paper shows, that the users found the relationship between learner and the content of the e-learning system most important, followed by learner and learner relationship (Rodriguez & Armellini, 2013). This also shows, that the importance of design and content should be of the highest priorities when creating and interface design of an e-learning system. However, Kimiloglu et al. (2017) discovered that social interaction is still important in the 106 Turkish companies they studied. A question here may be whether it is a cultural value, and that it may not be the same in every country.

Kimiloglu et al. (2017) moves on to shortly explain their approach to creating their survey and sampling methods. They approached their sampling the same as Stelzner (2015), by emailing the top 500 corporations in Turkey. Afterwards, however, they proceeded to do to an intense follow-up process to generate more replies for their study. Their approach of sampling is less likely to cause biases, as they control who can reply their survey. They also made sure, that the participant from a corporation was equipped to answer the survey objectively. The participants had to reply the survey for their company and not as individuals (Kimiloglu et al., 2017).

One last thing Kimiloglu et al. (2017) discovered, was the difference of perception and attitude towards e-learning compared to a company's number of employees and annual revenue (Kimiloglu et al., 2017, pp. 345-346). If a company had below 500 or above 2000 employees, the disadvantages of the use of e-learning were far less prominent than the companies with 500-2000 employees (Kimiloglu et al., 2017, pp. 345). Especially companies with an annual revenue of below 125.000.000 dollars has the lowest level of importance with personal challenge which users may experience with e-learning (Kimiloglu et al., 2017, pp. 345). As Kimiloglu et al. (2017) concluded on these findings *"In short, the convenient environment established for their* (the companies) *employees are expected to outpace the personal disadvantages for smaller-scale companies."* (Kimiloglu et al., 2017, pp. 345).

We can use this article by Kimiloglu et al. (2017) to generate a corporate perspective towards the use of e-learning. They also inform, that the corporations tended to wish for a blended learning experience in the corporate training (Kimiloglu et al., 2017). This means, that they wish to blend e-learning with traditional learning. We can use this information to reflect upon the interface design of our e-learning platform. We have to know if all the learning management should be implemented into to e-learning platform, or if our target group also wants a part of the management in traditional learning too (G. Conole et al., 2004). When we conduct our survey study we must create a company profile as Kimiloglu et al. (2017). We do not need an individual assessment and attitude towards e-learning, but from the company itself (unless the company only consist of *one* individual, it is hard to get an objective opinion).

Moving on, we will look further into the role of e-learning in training. Boštjan Šumak, Marjan Heričko and Maja Pušnik (2011) has written the article *'A meta-analysis of e-learning* *technology acceptance: The role of user types and e-learning technology types'* in the journal *'Computers in Human Behaviour vol 27'*. In this article they have conducted a meta-analysis of 494 casual effect sizes between different factors, with e-learning technology acceptance in 42 independent papers (Šumak et al., 2011, pp. 2068). They want to examine existing knowledge about e-learning acceptance and statistically compare *"…the size of the effects in the most common casual relationships in order to provide evidence for a moderating role of the user type and e-learning technology type."* (Šumak et al., 2011, pp. 2068).

Šumak et al., (2011) want to study how results differentiate between projects, when using different e-learning technology and user profiles. Usually, IT adoption research is only done on one type of e-learning technology with different user types. IT adoption research can be parted between two types: research which focus on the user and their individual acceptance of IT where the user is a dependant variable, and research that is focused on implementation success on the organizational level (Venkatesh, Morris, Davis, & Davis, 2003). The later type was used in Kimiloglu et al., (2017) article, as they focused on the organizations reaction of e-learning, and not the individual employees. For this project, we are also likely to look at the IT adoption for the companies in our target group, who has already used e-learning. However, it is likely that we will conduct a blended research onto IT adoption, as some companies only contain *one* individual and therefor one user who is very likely to react subjective and therefor becomes a dependent variable (Venkatesh et al., 2003).

Šumak et al. (2011) conducted a literature research and review to be able to do their meta-analysis on the 42 papers. In their article, they have described how they systematically did their search on different platforms, and what keywords were used to find relevant articles to their meta-analysis (Šumak et al., 2011, pp. 2069-2070). This part explains roughly how they conducted their research. Although, it appears more as a step by step process and does not tell about the challenges they may have experiences doing their research (Denscombe, 2003).

On the following pages, they move onto their data analysis. Even though this article is a meta-analysis, Šumak et al. (2011) seem to fall a little short when trying to describe their findings. They use a lot of abbreviations to explain the variable in their findings and be able to put in the most relevant data (Šumak et al., 2011). As a reader, you had to look on different tables in the article a lot of times, to find the explanation of the abbreviations of a variable in a sentence (Šumak et al., 2011, p. 2011).

However, Šumak et al. (2011) were still able to inform their reader on the most relevant findings in the article. They found, that there were three user types in the research: 193 teachers/professors, 250 employees, and 322 students (Šumak et al., 2011, pp. 2070). After analysing the 42 papers, the results of their meta-analysis showed that students can be used as surrogates for employees when doing a study of e-learning and acceptance. The other way around, employees also show close similarity to students when using an e-learning technology for learning purposes (Šumak et al., 2011, pp. 2072). In this project, we are going to use employees from companies, and not students from e.g. a university. However, we would still be able to do a comparable analyzation of our results with other papers who has similar research background, even if their target group is students (Šumak et al., 2011). We can use the article from Šumak et al. (2011) to helps us understand the results we will receive from our survey and interviews. The article will also help us in understanding what factors will or can occur if companies from our target group has used e-learning technology, or will in the future.

Lastly in this literature review, we will look upon the perspective on learning theories, which we can use in the creation of the interface design for our e-learning platform. G. Conole, M. Dyke, M. Oliver, & J. Seale, (2004), has written the paper *'Mapping pedagogy and tools for effective learning design'* in the journal *'Computers & Education 43'*. Conole et al. (2004) are from R*esearch and Graduate School of Education, University of Southampton*, and *Education and Professional Development, University College London*. The keywords they have used for their journal entry are: *"E-learning; Pedagogy, Learning Theories; Models; Toolkits."* (Conole et al., 2004, pp. 17).

This paper explains different learning theories, that are applicable when designing e-learning tools for effective learning. Learning theories are often not used adequately in e-learning literature and development, as it is often done by designers outside the knowledge range of learning theories (Conole et al., 2004). Conole et al. (2014) wish to create an easily explained description of some these learning theories, pedagogies, and approached, which are useable for e-learning design. They do this by merging these theories into comprehendible models for designers (Conole et al., 2004).

Conole et al. (2004) use the first pages of the paper to describe the model, which can help to make different pedagogical approaches and learning activities to help with learning design, different mediation tools and artefacts. This model can help designers to understand how their target group learns, and design a e-learning platform by the specific learning theory. The model has six components: *Individual* with the opposable *Social*, *Information* with the opposable *Experience*, and *Reflection* with the opposable *Non Reflection* (Conole et al., 2004, pp. 24). We believe, that this model and its purpose will be useful for our project, as we can use it as an asset to the interface design of our e-learning platform. We also have to know how our target group prefers to learn, and we can gain that knowledge by conducting the survey study and interviews (Sharp et al., 2011).

Conole et al. (2004) moves on to explain the planning of the learning design process. They do inform that it is based on a paper with the pedagogical toolkit Media Advisor, which is a toolkit that can be used to support media selection (Conole & Oliver, 2002). As Conole & Oliver (2002) mentions in this paper specifically, *'Embedding Theory into Learning Technology Practice with Toolkits'*, where toolkit is referring to the design of decision-making resources, is that using learning theory with designing is important to gain a learning technology which is shaped by contextual factors and not the *"...practical concerns of the classroom…"* (Conole & Oliver, 2002, pp 1). To put it simply: as designers, we must avoid making the interface design of the e-learning platform simply for the practicality of it, but make sure that the context of the e-learning platform meets with the criteria for our target group's learning goals.

Conole et al. (2004) also provides a learning theory model, that can make the user engage in blended learning experience. Conole et al. (2004) introduce different examples of learning activity, where they show that both technological and traditional learning is in use (Conole et al., 2004, pp. 29-32). They provide with their paper, the model which helps us designers to make the link between theory of learning more explicit (Conole et al., 2004). We can use this knowledge to help in how we make the interface design of the E-learning platform appear effectively with teaching and pedagogy. Teaching and pedagogy are knowledge areas that we, as design students, have limited experience with on how to implement into design, but we can still be knowledge creators if we use Conole et al. (2004) model of mapping pedagogy (Paavola, Lipponen, & Hakkarainen, 2004).

Perhaps the reason for why many employees in different companies struggle to implement e-learning to their workflow, is because the designers of the tool has focused more on effectivity and not on the learning aspect. As shown in a number of the articles in this review, Šumak et al. (2011), and (Kimiloglu et al., 2017), the older generations struggle to use e-learning, as it does not provide with the learning theories of traditional learning they are used to. Perhaps this is also why younger generations find the use of e-learning easier, as they have grown up with the introduction of VLE tools into their learning environment in schools and education. We answer one of our research questions: *How is E-learning used in companies?* in two perspectives.

On one hand, companies show positivity towards the use of e-learning, but it appears to be that they mostly want it for its effectivity and cost efficiency (Kimiloglu et al., 2017). On the other hand, several employees appear to be struggling with this new world of learning online. And even though they are not the greater number, designers must still keep in mind to implement blended learning as an option to not lose the lust for learning '*for life*' and only learning '*to the test'* (Beckford & Mugisa, 2014). When we go to conduct our survey study and interviews, perhaps it is valuable to ask the companies if they use e-learning for only convenience, and if so, how it has affected their company.

How is social media used in companies' marketing strategies? In the start of the review, we find that social media is in a constant state of flux (Theunissen, 2015). Therefore, a lot of companies also struggle to use this technological tool to their own benefit, as reports shows (Stelzner, 2015). Old communication theories, from the last century, is trying to be merged into a constant developing platform. Here companies either succeed or fail on how they use these old theories, and use their experiences on social media (Theunissen, 2015). Every second company in Denmark is using one or more social media platforms, mostly for PR, and other companies has seen this as a possibility to become experts at social media platforms (Wijas-Jensen, 2015). Of course, not all companies have the economy to pay other, more qualified companies to run their social medias, resulting in over 57% of Danish companies struggling with these online medias (Lilmoes, 2014). The same seems to appear for the rest of the world, as we can see with the industry reports from Stelzner (2015) and the thought of Theunissen (2015).

What learning theories are applied to the design of LMS? Not only does the companies need to implement new and blended learning theories, but they should also look on how they present the knowledge to their employees (Conole et al., 2004). Apparently, designers look more at what they can do to create an effective e-learning design, through the lens of productivity and cost-efficiency. They forget to create the design with the thoughts of learning theories, and therefore it may be difficult or redundant for some to use e-learning tools (Paavola et al., 2004). We should use the model of Conole et al. (2004), to helps us implement the most useful learning theories to the interface design of our e-learning platform. If we do not do this, it appears that we can quickly run into users having difficulty in using the system or simply find it redundant and unengaging (Conole et al., 2004).

We are now at the end of the literature review. This review has helped us understand the struggles that appear with the use of social medias and designing of LMS. We know now, that we must think of the user when designing our interface design, and not think of how an e-learning platform is a tool to help reduce cost. We have also learned that SMM is still in its earliest knowledge development, and must take this into consideration doing our further research and data gathering. Now we will move on to specify our user type, our target group, to understand how they learn and what needs they have.

Conducting the Survey Study

With the knowledge from our literature review, we will now move on to create a survey study. This survey study will help us gaining insight and categorize our target group (Bordens & Abbott, 2011). By categorize, we mean that we want to know how our target group approach learning and how they feel about SMM. With the knowledge of the survey study, we expect to be able to create a concept of an initial interface design of our e-learning system. Afterwards, we will invite selected participants from the survey study to participate in semi structured interviews (Denscombe, 2003). These semi structured interviews will advance more in depth towards the challenges with e-learning and SMM. The interviews will thereby aid in an iteration of the initial interface design, as we look further into the learning process of the selected companies (Sharp et al., 2011).

We need to know how our target group organise their learning in the companies, to be able to create the interface design of the e-learning system. If the e-learning system does not match the learning profile(s) of our target group, it is likely to cause challenges. We will have accidentally created an interface design for practicality, and not for a better learning environment (Conole et al., 2004). We also need to know how our target group has experience with the use of SMM in their company, to understand what level of knowledge they have of social media. If a number of them still try to use traditional marketing communication from the 20th century, or they do not and thereby use cognitive learning, we know what knowledge type the interface design should contain (G. Conole et al., 2004). Therefore, our survey study will contain two focus areas/categories: (1) Learning approach in the company, and (2) The use and challenges with social media and SMM. With this knowledge, we hope to be able to create an initial interface design of our e-learning system.

The Survey Construction

Before we can gather data from our target group, we obviously need to construct our survey (Little, 2013). We will follow the survey conduction process of *Paul E. Specter* (2013), who has written *'The Seven Steps'*, where he describes the *steps* you need to take to create a quantitative survey study. The reason for why we do a quantitative survey study, is because we want to generate a basic overview of our target group (Bordens & Abbott, 2011). We also want to be able to compare the data we get, with the data from Stelzner (2015) industry report, and others, from our literature review. If our data upholds to Stelzner's, we can theorise that our target group likely experience the same challenges as those in his industry report.

The seven steps in conducting a quantitative survey study is as follows (Little, 2013):

1. *Specify population*
2. *Select variables*
3. *Operationalize variables*
4. *Assemble questionnaire*
5. *Devise sampling procedure*
6. *Collect data*
7. *Disseminate results*

We will explain the steps further as we go through them. The first step is to *specify population* of interest, which means we must specify our target group (Little, 2013). We want to conduct our survey study on small companies. The reason for why we want to study small companies is because they were a majority to Stelzner's (2015) participants in his industry report. We believe it will be more interesting to study small companies where the work structure appear to be more bendable than bigger companies (Kimiloglu et al., 2017). Which means they are more approachable to change of work structure (Kimiloglu, et al., 2017). But also the fact that e-learning is practical and cost-efficient for companies with limited resources compared to bigger companies (Kuhlmann, 2010) As it is not possible for us to study all small companies in the whole world, we will take a small sample of this *population* (Bordens & Abbott, 2011). As our resources and time are very limited for this paper, we will specify our target group by defining it as a *subpopulation* (Bordens & Abbott, 2011). Because of effects as time and traveling cost, we will have our subpopulation in the Aalborg municipality in Denmark. In the Aalborg municipality there are 3360 CVR registered small companies (VIRK, 2017). We theorise that at least half of these companies use one or more social medias according to Danish statistics (Wijas-Jensen, 2015). Our survey will focus on the small companies who already use or have had experience with social media.

Next step is to *selecting variables*, which means we have to define what it is we want to measure (Little, 2013). We have to precise these variables to get the data that we can use for our project. If we fail to specify our variables, we will have trouble with ambiguity and measurement in the interpretation step (Little, 2013). Our first variable will be *condition of the corporate learning environment*. We need to know what learning methods the companies uses, in order to create an optimal interface design of the e-learning system (Conole et al., 2004). The next variable is: *corporate profile and experience with social media and SMM*. We also want to know their feelings and experience with social media and marketing, in order to understand our subpopulation's need for learning on this matter (Theunissen, 2015).

The third step is to *operationalize the variables* (Little, 2013). This means that we have to decide how we want to collect our data with the type of variables we choose (Bryman, 2016). As the survey study is based on quantitative methodology, we will have to operationalize the variables within quantitative data (Little, 2013). This also means that we will mostly have closed questions in the survey, as the participants will answer already established categories (Denscombe, 2003). This can give us different types of data: nominal, ordinal, interval/ratio and dichotomous (Bryman, 2016). As for such questions, and what social media they used, and what type of learning methods they used, we will give them multiple-choice boxes to tick off. These are nominal data, as they cannot be ranked in order (Bryman, 2016). For questions as to how they experience the use of social media in their marketing, we will use likert scale to help them express their level of frustration or happiness towards these online tools (Denscombe, 2003, pp. 237-238). The likert-scale will give us ordinal data, which means data that has been assigned to specific categories (Bryman, 2016). The likert scale will range from 1 to 5 on a horizontal line, where the participant can plot in where they feel they lay according to the specific question (Denscombe, 2003). The reason why we have five decimals to choose from, and not e.g. ten (1 to 10), is because we want to avoid outliers affect the results greatly. From a previous similar project, we experienced that the outliers affected the results greatly because (1) the likert scale range from 1 to 10, and (2) we had under ten participants to gather data from (Madsen, 2016). With a smaller range to calculate the data from, we hope that outliers are less likely to affect the result, but of course we still know they are possible to appear. The ordinal data will be processes by finding the mean and median of the sum of the data, and analysed with comparing to existing statistics and literature (Stelzner, 2015).

We move along to the fourth step, which is to *assemble the questionnaire* (Little, 2003). This means it is time to combine the survey with questions, to answer our stated variables. Before the participant can start the questionnaire, we will create a short introduction which explains the goal of the survey study they are about to enter. We do this to make sure the participants are aware of its purpose, and to avoid confusion (Bordens & Abott, 2011). The survey will also be carried out in Danish, as to avoid more struggles than necessary for our participants. The introduction can be found together with the survey in Appendix 76 on page 76. The first variable we need to make question for is the *condition of the corporate learning environment*. We need to know what learning methods the companies use for their employees, if they use traditional learning, e-learning or blended learning. The question will be as followed:

- *What type of learning environment do you use in your company to train your employees?*

The choices will be presented in boxes of four: *traditional learning*, *e-learning*, *blended learning*, and *we do not train our employees*. To avoid confusion for the participants, we will also have to make a short explanation of what we mean by traditional-, e- and blended learning. If they do not train their employees, it is likely they utilize cognitive learning (Conole et al., 2004). Those participants who are using cognitive learning with their social media marketing, could be interesting to interview to understand why they have chosen this approach (Kent, 2015). As we have learned in the literature review, social media is in a constant state of flux, but a user still needs to know the basics of communication methods to be able to use social media (Theunissen, 2015).

After the first question, we need to know how they experience the type of learning method, to understand if it works for them or not. The question will be as followed, with the use of the likert scale:

- *On a scale from 1 to 5, how satisfied are you with the type of learning method you are using?*

We will later, in the semi structured interviews, ask the selected to explain why they are satisfied or not with their learning method. Next, we also want to know if the companies are letting their employees learn individual or in groups. This can also have an effect on their performance, as in the literature review we found out that people miss the social interaction with traditional learning when they were using e-learning (Rodriguez & Armellini, 2013). The question will be as follows:

- *Do your employees learn in groups, individual or both?*

Next, we also need to know if this type of learning methodology has any effect on the employees performance with social media and social media marketing (Conole & Oliver, 2002). The question will be as follows, also with a likert scale:

- *On a scale from 1 to 5, how satisfied are you with the effect the learning has given your employees regarding their handling of your SMM?*

This also creates a soft flow into our next variable about their use of social media, SMM, and the companies' profiles (Denscombe, 2003). Firstly, we need to know the companies name and the number of employees. A small company in Denmark is defined as having 1 to 49 employees (Europa-Kommissionen, 2006). We will also explain the participants that the name of the company is only relevant for us to cross-check who has replied our survey, and it should be an employee in marketing or training who answers the survey for the company (Rodriguez & Armellini, 2013). The two questions will be as follows:

- *What is the name of your company?*
- *How many employees are there in your company?*

It could be interesting to see if there is an effect on their learning habits between the numbers of employees between the companies. Therefore, we will also make this question with a multiple-choice scale, after how VIRK (2017) has divided the groups in their registry: *1 employee, 2-4 employees, 5-9 employees, 10-19 employees,* and *20-49 employees*. Stelzner (2015) has categorised his companies similar, however he worked with a wider size of employees, from small to big. Kimiloglu et al. (2017) also explained that they found difference between the sizes of the companies they investigated. In our survey study, we do this on a minimized scale. Because of our limited resources, we are not likely to get enough data to conclude completely on these findings, but we can theorise if we see some prominent difference when comparing the sizes of our companies (Kimiloglu et al., 2017).

Next, we need to know what types of social medias the companies are using, to understand what content that should be available for them with the interface design of our e-learning system. We also want to know this to see if they have similarities with the other studies we have mentioned in our introduction and literature review. The question will be as follows:

- *Which of these social medias do your company use in your social media marketing?*

By using the results from Stelzner (2015) and Wijas-Jensen (2015), the participant will be able to answer one or more of these social medias for this question: *Facebook, Twitter, LinkedIn, Google+, YouTube, Pinterest, Instagram, Snapchat, SlideShare, others?*. If they chose '*others?*' they have the possibility to write out the name of the social media, they use. Our choice of social medias for the survey is based on what is used in Denmark, and the rest of the world (Wijas-Jensen, 2015). We do this as some of the information from some of the literature is outdated, as *Vine* no longer exist as a social media (Huddelston Jr., 2017).

For the next questions, we want to know how confident they are in their use of the social medias in their marketing. We do this with the likers scale. We hope that this can show a connection between their knowledge of communication theories, further in the survey, and if they comply with the knowledge from our literature review. This proves if companies need to implement new communication theories for social medias (Theunissen, 2015). The questions will be as follows:

- *On a scale from 1 to 5, how confident do you feel when you are using your social media marketing in the company?*
- *On a scale from 1 to 5, how confident do you feel when you communicate with clients/costumers on your social medias?*

Lastly, we want to know if those using the social medias in the companies' marketing strategies, have any knowledge about communication theories. By knowing this, we hope to learn if there is any connection between the knowledge of marketing and the knowledge of social medias (Theunissen, 2015). Maybe a company struggles with their social medias, because their marketer has no general knowledge about communication theories (Theunissen, 2015). Or maybe they struggle anyways, even though they do know communication theories, but does not understand how to implement them into social medias (Kent, 2015). The question will be as follow:

- *Are your company using communication theory, self-taught knowledge or both when you approach your social media marketing?*

They will be able to answer the question with: *communication theory, self-taught knowledge, both*. By self-taught knowledge we mean that if they have experienced cognitive learning as they have experienced social media on first hand by trial and error (Conole et al., 2004).

For the end of the survey, we will ask the participants if they are willing to participate in a more in debt interview, by asking them 'yes' or 'no' with the following dichotomous question (Bryman, 2016):

- *Do you want to participate in an in-debt interview that will be a discussion about the survey study and the background for the theme of this project?*

We will describe the reasoning for this interview, and that it will only take around 30 minutes. We will also thank the participant for answering our survey no matter the outcome of the last question (Bordens & Abbott, 2011). As of now, we have eleven questions, and a gathered example of the survey can be found in Appendix A on page 76. The participant will be able to answer the survey study on Google Forms, as this online tool makes it easy for us as researchers to quickly gather and analyse the data. A link to the Google Forms survey is in Appendix A on page 76.

We now have the questions for our survey study gathered, and made ready for use. We move on to the fifth step of the survey study conduction, and that is *device sampling procedure* (Little 2013). This step is where we are going to decide on how to gather the data from our participant in the subpopulation we have chosen. As we have restrictions of funding and time, we will do a sample of our subpopulation (Bryman, 2016). It is not possible for us to gain response from all 3360 small companies in Aalborg municipality, as we are limited on time. And we are in December, which is a busy month for companies. Therefore, we must specify our sampling procedure, to avoid bias of our sample. Although it is impossible to remove all bias completely (Bryman, 2016). We therefor decide to use *probability sampling*, as this method of sampling is usually known for giving a representative sample of a population (Bryman, 2016). It also helps to keep sampling error to a minimum, as we will select our participants randomly between the companies in our subpopulation. However, with simple random sample the human becomes an error, as a human cannot be completely random without the effects of an environment. We will therefore use a computer to randomly pick out our participants between the 3360 small companies. However, we quickly discovered a problem.

The information we gathered to know how many small companies there are in Aalborg municipality comes with a bias. The list of information provides us with their names, addresses, start of the company etc (VIRK, 2017). However, it appears that barely 20% of the companies has provided their information with either e-mail, phone number, or both. As we are limited on time and cost, we will randomise from 20%’ of the 3360 companies, and e-mail invite those who has an e-mail provided. Therefore, our sample of our subpopulation will be a part of 20% of the small companies, who are provided with an e-mail on the CVR register. The random selection gave us 134 e-mails.

However, to still keep a simple random sample, we will create a list of all the e-mails provided and number them from 1 to *n* (Bryman, 2016). We are aware that some of the e-mails may not be active, and we will follow up the random selected companies, if they have not replied the survey study within a given timeframe (Bryman, 2016). However, if they have provided their mails it must mean that they are okay with being contacted with the outside world. We are also aware that the list from VIRK (2017) does not tell us if the companies are using social medias. We believe we can solve this problem by adding a last question at the start of the social media marketing part of the survey; if are using or have used is before, where the answer will be *'We use is now'* or *'We have used it before'*:

- *Do your company use social media marketing now, or have in the past?*

It will take too long to check each company if they use social medias or not. However, as we reflect upon using this method, we can at the same time see it will gives us a number bias. The sampling is random, therefor we may let out companies who does have social medias (Bryman, 2016). This is a chance we will have to take, as our sample is no longer of the population of small companies, but of the subpopulation of small companies in Aalborg (Bryman, 2016). Lastly, we also ended up with rearranging the questions in our survey, which can be seen in Appendix A. We did this after a pilot testing, as to make better sense of the survey structure for the participants (Bordens & Abbott, 2011).

We now move on to the six step which is to *collect data* (Little, 2013). We have assembled the survey into Google Forms, which is relative easy to use for creators and users. It allows us more control and make it relative easy for our participants to answer our survey (Bryman, 2016). We then move on to e-mail our selected sample of the subpopulation. In the e-mail we write a short introduction to who we are, and what the purpose of the survey study is. A link to the Google Forms page with the survey is also provided in the e-mail. When we send out the e-mail to the 134 e-mails, we make sure to use *Bcc* when writing in their addresses. This makes sure that none of the participants can see who else our e-mail has been send to. We have learned this practice from previous work experience and projects. If the email contains impersonal information, and the receivers exceed 30 in numbers, one should use Bcc (Emerson, 2012). However, we did still split up the sending process to the 134 e-mails into rounds. We did this to not overwork our own e-mail system. In one of the rounds we did fail with the insert of e-mails, and they were added to Cc, and not Bcc. This bias can mean that either the participants of this batch wont reply because they see our e-mail as spam, or that it can end up in spam do to the number of Cc's (Emerson, 2012).

As we send out the invitations to our survey, several of the e-mails appeared to be invalid or the CVR registry was out of date. We marked almost 20% of the e-mails to be invalid, marking those with red on our e-mailing list. A handful of the participant wrote back to us, and said that they were either no longer in the category seen as small companies, they did not own the company any longer, or they believed their company was not relevant to our survey. Those were also marked with red on our e-mailing list. We did this marking, as to not write to those again, when we will send out a reminder later in the data gathering process (Denscombe, 2003). In the reminder, we will also write that those who has already answered the survey, shall just disregard the e-mail (Denscombe, 2003). As we tried to confirm who had replied on our list, we found out that some had changed the name of their company, or answered with a different mail than the one we send it to. We found the process of checking off repliers a fruitless errand, due to our time restriction of the project. Therefore, we decided to write a disregard in the reminder e-mail instead, as we would likely e-mail those participants again.

We let our survey be open to answers for six whole days, from Tuesday morning the 12th of December to Monday morning the 18th of December. As written earlier, we also sent out a reminder to the participants, which was on Friday the 15th of December. We were able to gather 46 answers for our survey, and 10 of them replied 'Yes' to participating later in a semi structured interview. This gives us a response rate of 34,3% for the survey study. We gathered our data from Google Forms, by downloading the results as PDF documents. At the same time, we also extruded the data of the individual replies into excel spread sheets. Gathering the individual data into Excel makes it easier to calculate and analyse the data results (Bryman, 2016). In the following and last step, we will analyse and interpret the data we have gathered from our survey study. Some of the data we have from Google Form is still in their raw data form, here we talk about the data from the likert scales. To be able to analyse these results, we will need the mean to get an average view of the participants (Bordens & Abbott, 2011).

The last step, step seven, is to *disseminate results* (Little, 2013). This means that it is time to analyse the data of our survey study. As this survey study has collected quantitative data, we will use a quantitative data analysis. Firstly, we need to decide if we want to analyse the values of the survey study together or separately. We will use univariate analysis on these variables which will be: Q (Question) 1-3, Q8-Q12 (Bryman, 2016). We approach the questions with this method of analysis, as we want to compare the individual data with the knowledge from our literature analysis, and to see if they happen at random or not. We will also use bivariate analysis, as three pairs of the questions of the survey are linked together (Bryman, 2016). The questions for the bivariate analysis will be: Q4 + Q5, Q6 + Q7, and Q9 + Q10. Question 9 and 10 are analysed again, because we want to analyse their data both individually and together to understand the results the best compared to previous research on the theme of e-learning SMM (Bryman, 2016). The gathered data from the survey study can be find in Appendix C on page 87-90. Data of the individual companies can be found in Appendix B on page 78-86.

Statistical Significance

As we are aware that we have a small sample of our subpopulation, we know that there is a possibility for sampling error (Bryman, 2016). Since we have made a probability sampling, we will use the chi square test on the data values, to prove how confident we are in our findings to be generalized with our subpopulation (Bryman, 2016). We are aware that it is not a traditional approach to use quantitative data in a design process. However, we believe that the data from our survey study can help us create a basic user characteristics for our interface design (Sharp et al., 2011). As said before, social media is quite abstract, and companies have a different approach to the use of this tool (Theunissen, 2015). We believe that we need to generate a broad perspective of our target group, and that is with the help of our survey study, before we approach the companies individually in our semi structure interviews. Therefore, we also want to validate our data from the survey study, to know if the different data from the survey has a correlation to each other, and thereby let us theories or conclude on things when we create our user profile.

We have found the statistical significance by calculating the chi square test, and plotting in the observed and expected values into Excel, for all questions except question 1, 2, and 12. We used the CHI.TEST formula to let the program calculate the numbers for us. To see the full data of the chi square test, go to Appendix D on page 91-92. If the chi square test is at $p < 0.05$ (where p is *probability*.), we feel confident that our sample's results are unlikely to have occurred by chance (Bryman, 2016). Therefore, we also reject the null hypothesis, that the variables in our survey are not related to our subpopulation. In the following analysis of our data, we will present the chi square test result for each of the questions.

Univariate analysis

We start off with question 1, where we wanted to figure out how many of the participants are still using social medias. Of the 46 participants, only two companies did not use social medias anymore:

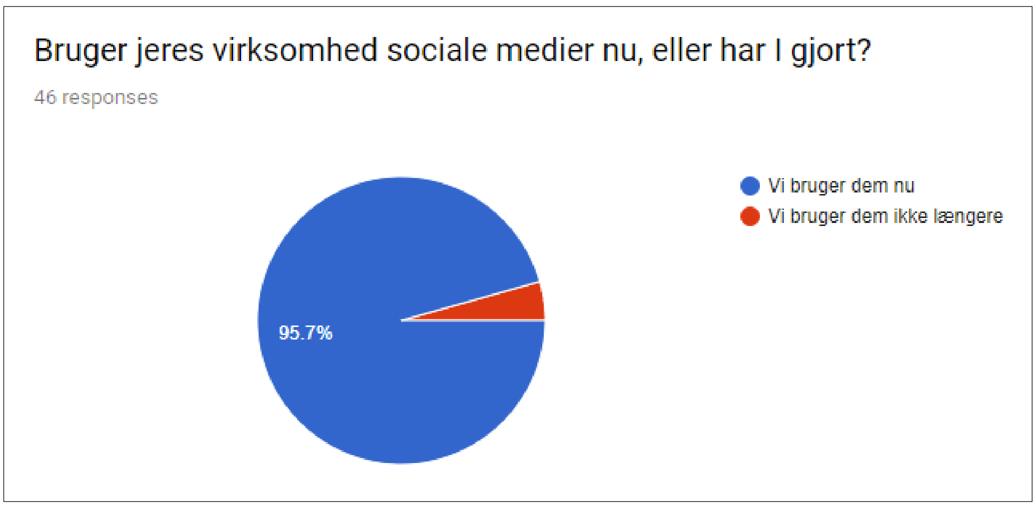


Figure 1 *Do your company use social media marketing now, or have in the past?*

One of the participants who answered that they did not use social medias anymore, were also willing to participate in the later semi structured interview. The data of this sample shows that a bigger part of the small companies in Aalborg municipality are using social media in their workflow (Stelzner, 2015). For a future study, it could be interesting to research why a marginal portion of the companies has stopped the use of social medias.

Moving on to question 2, we have 46 different companies, which appear to range into different categories. This also give us a relative broad representation of the different types of companies in Aalborg municipality (Bryman, 2016). If we only had data from companies that e.g. functioned as carpenters, it would be difficult to conclude whether their data corresponded with e.g. a company that makes digital solutions (Bryman, 2016). These types of companies are likely to have different levels of digital knowledge, and want different uses from the digital tools they are offered (Conole et al., 2004). However, we realised a problem: we forgot to inform the participants that we needed the name of the one who replies the questionnaire, if they later wanted to be interviewed. Only one appeared to have informed their personal name. The problem with this, is that it will be somewhat difficult to narrow down who replied, in the companies with at least 9 employees, but we can work around it.

The number of employees appear to differentiate rather equally across the spectrum we presented the participants to. Moving on to question 3, we see that the biggest value was though '*5-9 employees*' with 17 companies, which is 37%:

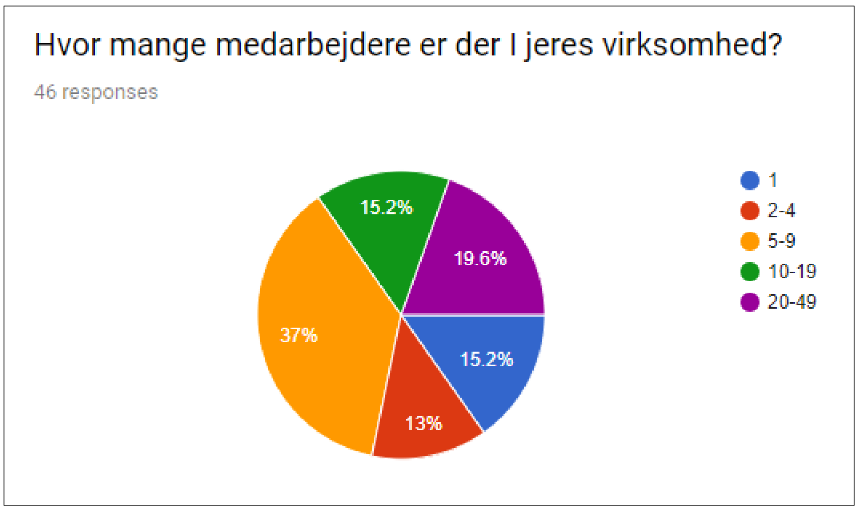


Figure 2 How many employees are there in your company?

The least number of companies, who answered the survey, was with '*2-4 employees*'. However, the chi square test showed that p = 0.06. This means that we have created a *Type I error*, where we have rejected the null hypothesis, when it should have been confirmed (Bryman, 2016). This also means that the companies as values are not related to each other, and they have thereby occurred by chance as participants for our survey study (Bryman, 2016). This also means that we cannot compare the number of employees towards the rest of the survey's values. Maybe it is because we research on a relative small value of employees, to have our target group be affected by change. If we look at some of the literature research, we see the other researchers working with greater numbers of employees in companies (Kimiloglu et al., 2017). Here they found that a company should have at least 500 employees before they saw the introduction of e-learning as a problem (Kimiloglu et. al., 2017).

Moving on to question 8, where we made the list of social medias as they were represented in Stelzner's (2015) industry report, from most to least used. With the data from our own survey, we can see that the sample of Danish companies use social medias rather differently than those in Stelzner's industry report. Many of the companies in Stelzner's (2015) industry report used Twitter, while only 5 out of the 46 companies from our survey used this media. The most used social media, from our survey, is Facebook. This is likely the result of the Danish culture, as we use the social medias differently than in the rest of the world, plus we are a relative small population (Wijas-Jensen, 2015). It correlates with Stelzner's (2015) industry report, where Facebook was also the most used social media. However, we do not know if our companies are marketing B2B or B2C. The result of the chi square test showed us that p = 7,36E-25, which is 0.000046 for a more readable number. This tells us that the values from this question shows a relationship to our subpopulation (Bryman, 2016).

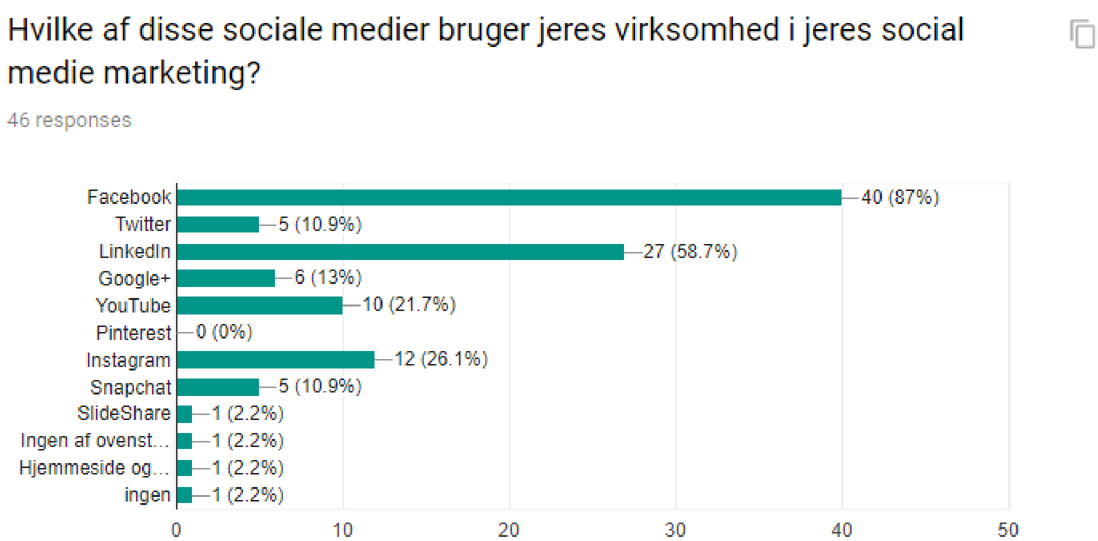


Figure 3 Which of these social medias do your company use in your Social Media Marketing?

We now move on to question 9 and 10, where we asked the participants on how they felt when doing marketing and communicating with people on their social medias. As explained earlier, we will first analyse them separately and then together. As of now, we only have the raw data from the Google Form, but we also want the mean of each question to find the representative data result (Bordens & Abbott, 2011).

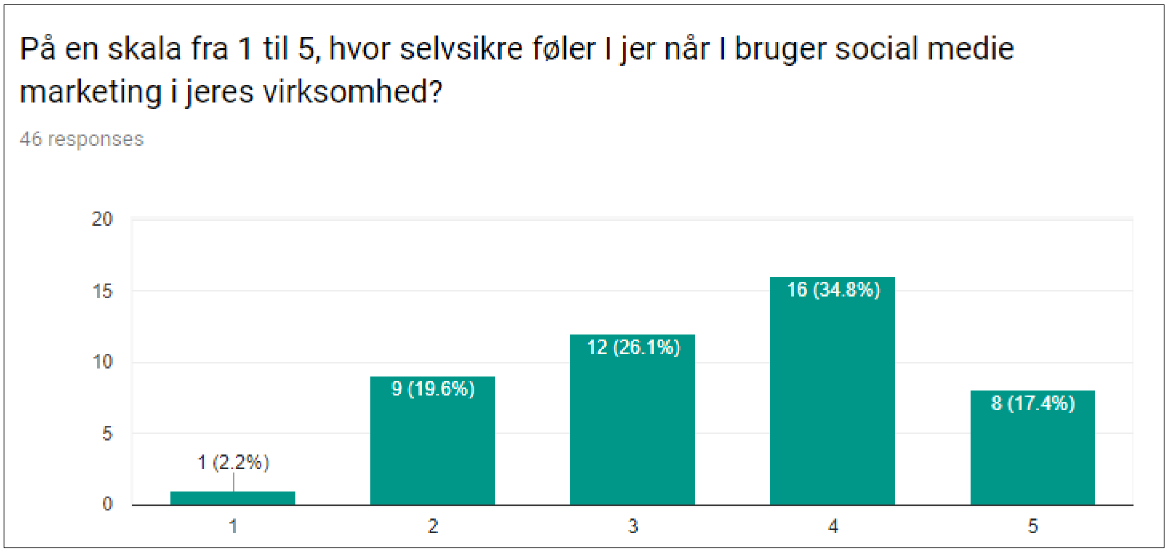


Figure 4 On a scale from 1 to 5, how confident do you feel when you use social media marketing in your company?

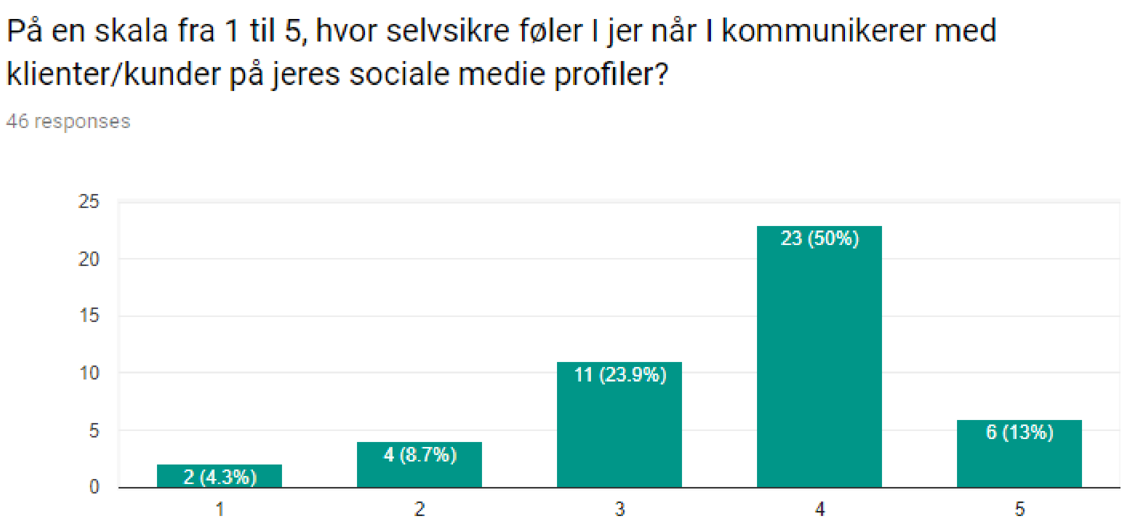


Figure 5 On a scale from 1 to 5, how confident do you feel when you communicate with clients/consumers on your social media profile?

To find the means of question 9 and 10, we need to take the total distribution of the values and divide it by the total number of values (Bryman, 2016). The total number of values are the 46 companies.

$$\text{Mean of question 9: } \frac{159\ (the\ distribution\ of\ the\ values)}{46\ (the\ total\ number\ of\ values)} = 3.4$$

$$\text{Mean of question 10: } \frac{165\ (the\ distribution\ of\ the\ values)}{46\ (the\ total\ number\ of\ values)} = 3.6$$

We see a slight difference between the two means of question 9 and question 10. It appears that the companies are slightly more confident in communicating with their clients/consumers, than trying to understand the world of social media marketing (Theunissen, 2015). Individually, they each show that the companies are neither very confident nor not confident at all, when it comes to the use of social media, wherever it is marketing or communicating with others. The chi square test of question 9 shows us that $p = 0.0096$, which means that there is a relationship between the values and a likelihood to appear in our subpopulation. The chi square test of question 10 shows us that $p = 3.46E\text{-}6$, which is made more readable and $p = 0.0085$ defined. This means that also the values of question 10 have a relationship and are also likely to appear in our subpopulation (Bryman, 2017).

We lastly move on to question 11, where we wanted to know what type of knowledge they used to implement into their use with SMM. Over half of the participants and their companies use self-taught knowledge, 37% use both self-taught and communication theory as knowledge, and barely 7% of the companies use only communication theory in their SMM. With the use of the chi square test, we find that $p = 0.0001$, which means that there is a relationship between the values.

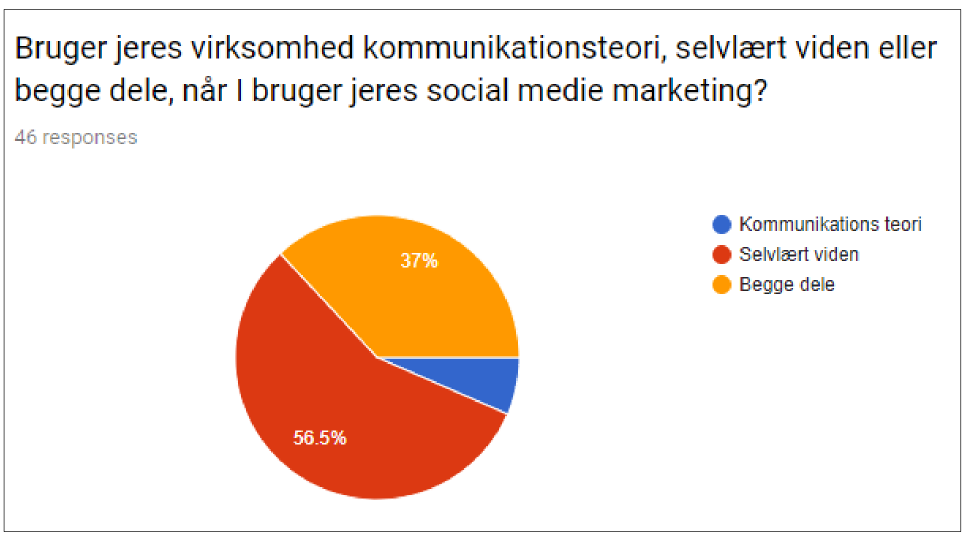


Figure 6 Do your company use communication theory, self-taught knowledge or both, when you use your social media marketing?

Therefore, we can argue whether that it is positive, that only 3 out of the 46 companies use communication theory. As Theunissen (2015) proclaimed, it is time to take new theories into use with social medias. Although we should approach new theories, these theories should still be built on already existing marketing and communication knowledge (Theunissen, 2015). However, in the interviews, we will try to uncover what our companies describe as self-taught knowledge, and the use of communication theory in social medias. We will try to dig deeper into the thought processes behind their answers in the survey study (Bordens & Abbott, 2011). But before that, we will do a bivariate analysis of the survey study to find relationships between the data (Bryman, 2016).

Bivariate analysis

For our bivariate analysis, we want to explore the relationships between two data values. As mentioned earlier, we want to explore the relationship between question 4 and 5, question 6 and 7, and question 9 and 10. As the questions' data values differ between nominal and ordinal data, we will use different methods in the analysation (Bryman, 2016). Question 4 has nominal data, and question 5 has ordinal data, and therefore we will explore their relationship with their chi square value. The same goes for the next pair, where question 6 contains nominal data, and question 7 contains ordinal data (Bryman, 2016). The last pair, question 9 and 10, both contains ordinal data, therefor we cannot use chi square to explore their relationship. We will have to find the Spearman's rho (p) in their relationship, and we will get to that once we have explored the other two pair of questions first (Bryman, 2016).

Question 4 and 5 evolves around the learning methods the companies are using on their employees. Here we want to explore the relationship between the chosen method of learning, and their feelings towards it. The chi square for question 4 is $p = 0.000405$, and question 5 has a chi square of $p = 0.0012$. We thereby know, that their chi squares show that their values did not happen by chance, but that there is a relationship. Looking at question 4, we see that almost 50% of the companies do not train their employees, while blended and traditional learning stand on a tie with 28.3% each. If we look towards the satisfaction level in figure 7, we see that the companies are more neutral to positive on their choice of learning methods.

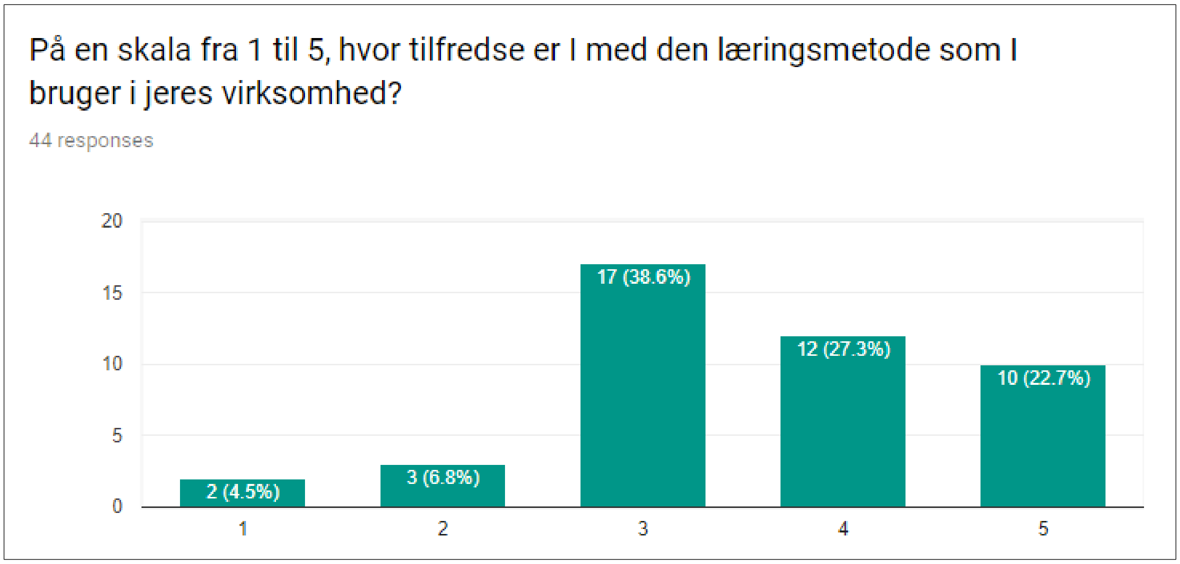


Figure 7 On a scale from 1 to 5, how satisfied are you with your learning method that you use in your company?

This must mean, that the companies are overall satisfied with the learning methods they use. However, does this account for all the learning in the companies, or is this only accounted for SMM? We have stated the question as towards how they generally learn in their companies. If it is only one who learns about SMM, while the rest learn about something else, the company might see their learning method as positive because it works on the majority. In our semi structed interview we will ask further into the individual companies use of their learning methods, especially with the use of SMM. At the same time, we also want to know why some of the companies do not train their employees. Maybe they have misunderstood the question, and believe that they do not train their employees if an external source teaches their employees instead. If we look at the individual response towards these two questions, they are relative mixed up with no strong feelings to one side or another. As said before, we will have to explore this issues in the later interviews (Bordens & Abbott, 2011).

We move on to question 6 and 7, where we will explore the relationship between the learning environment in the companies, and the satisfaction of this method. The companies could either choose that their employees learn in group, alone, or use both methods. Over 60% of the companies use both learning in groups and alone, while 37% learn individually. Barely over 2% of the companies use only groups in their learning environment. If we look at the result from question 7, in figure 8, we see that, indirectly, there is an overall neutral attitude towards the learning environment the companies have chosen.

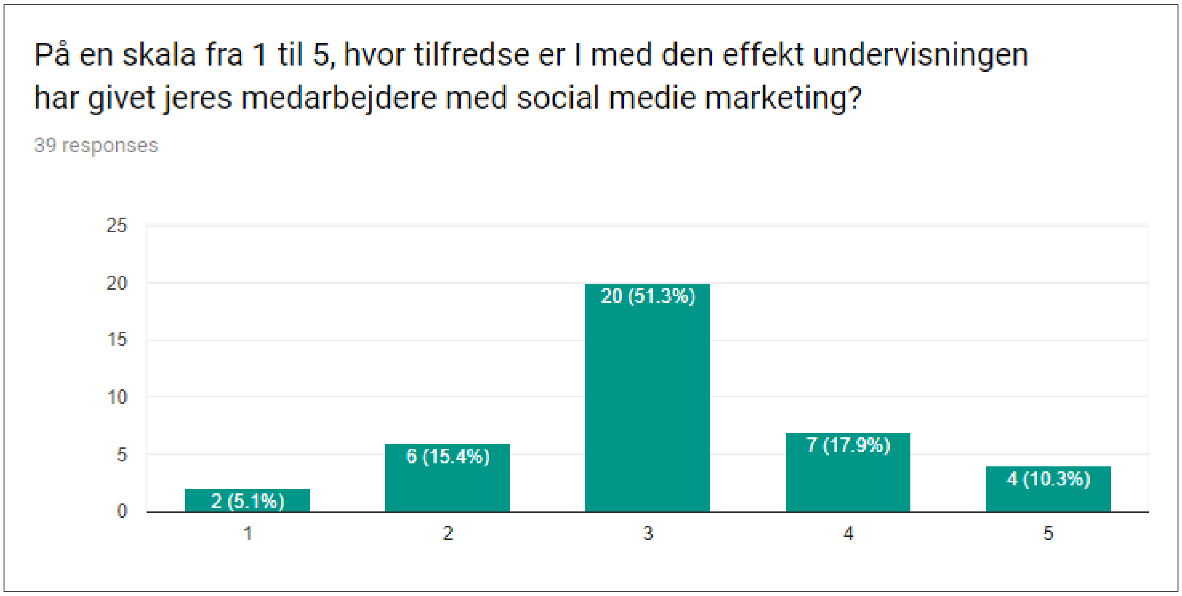


Figure 8 On a scale from 1 to 5, how satisfied are you with the effect your learning has on your employees with social media marketing?

The companies are neither too negative nor positive, although there is a marginal weight on positive. We believe, that the reasoning towards the result in question 7 is because many of the companies still find SMM confusing. However, with the choice of learning environment in question 6, they do not appear to be completely lost towards how to approach their learning methodology (Conole et al., 2004). If we look towards the individual replies on the two questions we see again a mixture of replies in correlation to the two questions. However, there is a small picture which shows that if the companies use both group and individual learning, they are somewhat negative towards the knowledge they have about SMM. Again, there are also groups who are positive in the same matter. Again, with the interview, we must try to explore further into this issue and try to discover the cause for the different outcomes.

We now move on to the last two questions, which are question 9 and 10. As they both contain ordinal values, we will have to calculate Spearman's rho (p) to see their relationship (Bryman, 2016). We do this with the help of Excel, and the calculations for Spearman's rho (p) can be found in Appendix D on page 92. We found the Spearman's rho for question 9 and 10 to be p = 0.8, which indicates a strong relationship between the two questions (Bryman, 2016). The relationship is between the confidence level of using marketing and communication on social medias. As calculated earlier, both questions have a mean that are close to each other, and the same goes for their individual chi square tests. However, if we look at the two questions' raw data in figure 4 and 5 on page 37**,** it appears to be a more positive confidence level in question 10. With question 9, the raw data is more spread out, but not as much as its' mean, and the chi square test differentiate with question 10's result. Still, by looking at the raw data for each of them, it appears that the companies are more confident in communication with their clients/audience, than they are to use SMM. We believe this to be, as they already have a personal experience on an individual level with these social medias outside the companies (Kent, 2015). This means that in private, they will be used to communicate with their friends and family, and by that take this cognitive experience back with them to their workplace (Wijas-Jensen, 2015). In private, the employees do not use SMM, unless they have their own company outside their working place. For our interview, it could be interesting to explore what level of competence the employees have, to control the SMM in their company. If they do have a marketing education, then how do they use it in social medias? And what if they do not have a marketing education, then how do they use their own knowledge to use this complex social media tool?

We have now finished our bivariate analysis, and thereby our whole analysis part of the survey study. We will use the results of our analysis, and literature analysis, to create a skeleton of a user profile for the creation of our interface design (Sharp et al., 2011). In the following section we will create the initial interface design, reflect upon our choices, and by that decide on what knowledge we are missing towards the creation of the interface design. We are hoping to obtain the missing knowledge through the semi structured interview, or at least get information from these interviews which can spark inspiration towards further research (Bryman, 2011).

Creating the Interface Design

The interface design we want to create in this project, will be a low fidelity prototype of a design based on our target group's user profile and our knowledge from the literature review. Due to limited time and resources, we are not making a working prototype. We have therefore chosen a simple lifecycle model for the creation of this projects interface design (Sharp et al., 2011). As informed earlier in this paper, we are using the ISO 13407 Human-centered design process for interactive systems (Sharp et al., 2011). This model allows us to decide what design methods we want to use in developing our interface design.

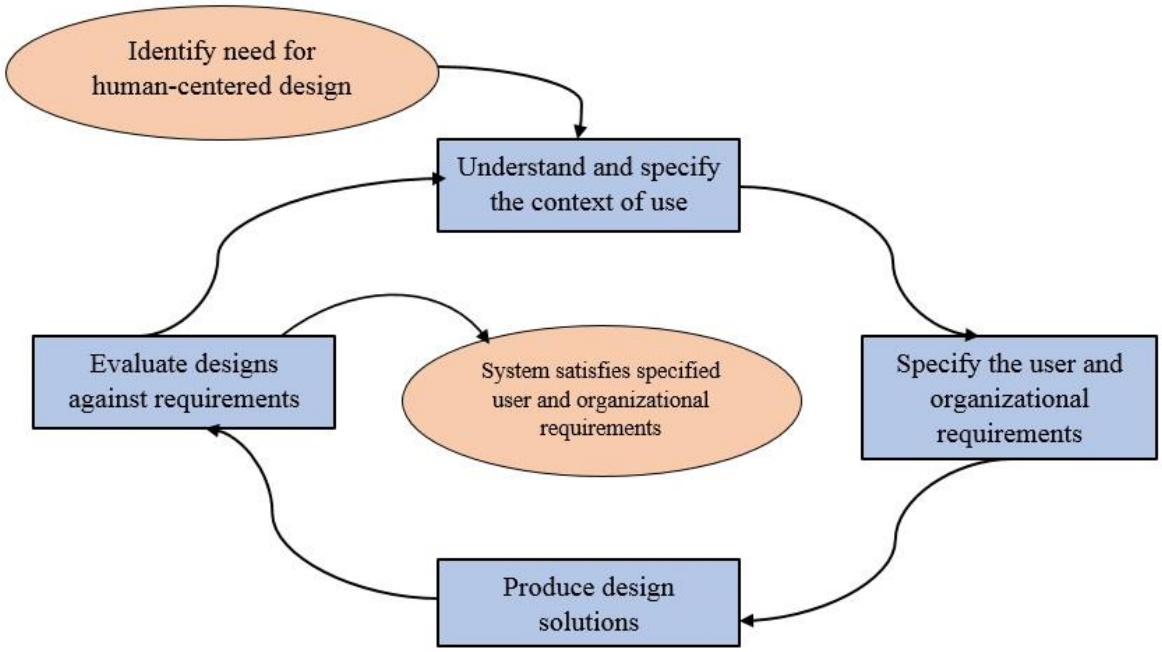


Figure 9 The ISO 13407 human design lifecycle model (Sharp et al., 2011, pp. 469)

As of now, we have identified the need for human centered design. We have discovered a need for learning about SMM and what challenges there will be to get the learning into an e-learning tool. With our literature review and survey study, we have understood and specified the context of use, for now (Sharp et al., 2011). Now we move on to specify the user and organizational requirements, and afterwards produce the design solution, as seen in figure 9. Afterwards, we will evaluate design against the requirements, without interviews, and start again with a new understanding and specify the context of use (Sharp et al., 2011). We are not going to test a low fidelity prototype in this paper, and thus we will not get to the end of the cycle where you normally will find that the system has satisfied user and organizational needs (Sharp et al., 2011).

Initial Concept

We have acquired the information about the learning habits and use of SMM from the companies, and we will begin to create an initial interface design of our e-learning platform (Sharp et al., 2011). To start off, we have already established several of the requirements for the interface design, with the results from our survey study, and our literature review (Sharp et al., 2011). It is now time to write down these requirements to generate a clear picture of how the interface design will be illustrated (Sharp et al., 2011). We believe, that it will not be possible to establish all requirements for the interface design as of now. Therefore, we will use this section of the paper to create an initial concept of the interface design. Afterwards, with the help of the information from the semi structured interviews, we will do the first iteration of the concept of the interface design. We believe, that we can gather the missing information from these interviews to help further develop the interface design (Sharp et al., 2011). Our interface design will be based on a multimedia interface, where both e-learning and traditional learning can have their places (Sharp et al., 2011).

To create the initial concept, we must answer these sets of requirements: data requirement, environmental requirement, social environment, organizational environment, technical environment, user characteristics, and usability and user experience goals (Sharp et al., 2011). We will go through each one by one, and, in the end, illustrate the initial interface design concept.

Data requirement

We have learned from our literature review, that social media is in a constant state of flux, and therefore ever changing (Theunissen, 2015). Research believes, that the future of social media will change, and that companies has to accept that old communication theories are no longer sufficient (Theunissen, 2015). The challenge then becomes to create an interface design, which can accommodate this state of change of knowledge. We want to create an interface design which accommodate changes in data, without throwing the user off guard and create confusion (Conole et al., 2004). We must design an interface with metaphors, which illustrates updates in the learning and knowledge data base to the user (Sharp et al., 2011). In a lot of other interface designs, an update icon is illustrated by two arrows circling around each other, but that is usually for when a system needs updating. Maybe we can illustrate the change of information and/or knowledge in the interface design, by symbolising it with an exclamation mark '**!**'. This metaphor calls the user to attention, that they need to explore the source (Sharp et al., 2011). The exclamation mark should be placed beside or upon the link to the knowledge/learning group, where the user has already used the group, but need to update themselves on the newest information.

As we saw from our survey study, many of the companies uses groups of people in their learning environment. It is possible that the companies, and these groups, want to be able to share data to each other, and therefore the interface design should also accommodate this

(Conole et al., 2004). It means that the interface must be able to accommodate both a data base for the single user, but also for a group. It can be illustrated with two panels beside each other, where one shows a metaphor of a logo with *one* person, while the other shows a logo of *three* people gathered together as a symbol for ‘group’. These symbols will be simplified and create familiarity in the hope of making the user understand the different use of these panels (Sharp et al., 2011).

Environmental Requirement: Social, Organizational and Technical Environment

We know, that the companies work with both traditional and e-learning in their learning environment. However, we do not know how these learning environments looks physically. We do not know if their employees are sitting in an environment that can be noisy, crowded, or maybe walled off cubicles. We need to know from the semi structured interviews, *what environment the companies are providing for their employees*.

If we want to create a multimedia interface design, it can be a challenge for a user to watch a video in a crowded place. Especially if they are not provided with headphone to shut off the environmental noises (Sharp et al., 2011). The solution to this can be to offer the user subtitles and/or a note beside the video, where the user can read what is said in the video.

We also know, that many of the companies like to let their employees work in groups. Therefore, we believe that our interface design must be able to work on several devices, thus the employees can bring a touchpad to the group instead of them having to hide their faces behind each of their laptops (Löwgren & Stolterman, 2004). The frontpage of the interface design, should also allow the user, with the click of a button, to quickly navigate between individual and group learning platforms. As said earlier, we can illustrate this with an individual person symbol, and three people symbol (Löwgren & Stolterman, 2004). We also believe, that these platforms should be illustrated side by side, with the latest updates. This will especially help the individual user to see if the group platform has had any updates since they last checked.

As the majority of the companies are relative small in numbers of employees, we theorise that the environmental noises are not as great of an annoyance as they may be in bigger companies with more employees (Dabbagh & Kitsantas, 2012). However, we cannot conclude this before we get confirmation from the interviews. Lastly, we need to gather information in the interviews, *as to how the companies are technically equipped to train their employees, if they were* *presented with an e-learning platform*. We already want to design a simple and easy to use interface, where we will use metaphors that are recognisable from everyday life (Löwgren & Stolterman, 2004).

User Characteristics

From the results of our survey study, we saw that over half of the companies use self-taught knowledge to operate their social medias. To bring the information of the user characteristics to life, we are going to create a set of user personas, based on the data from our survey study (Sharp et al., 2011).

The first persona is the *self-taught employee*, who uses their cognitive learning to create skills they use in the SMM. The goal for this user will be to acquire knowledge of marketing and communication theories, and put them into use in their company's social media marketing. They will be presented with a multimedia interface, that accommodates both text and visual audio, for their learning environment (Conole et al., 2004). We will allow this user to manipulate the interface, according to their knowledge of real life situations. We will not force them to only be able to operate with one learning style, but manipulate the interface into their preferences (Sharp et al., 2011). Still, the user should be able to visually see their progress in the interface, to know what they have and must learn. We can illustrate this with the use of metaphors: when a user is done learning one item, this item will get a *checkmark*. If the user is still in progress with the learning item this item will be illustrated with *three dots*, as to show that the item is still waiting as to what will happen. Lastly, as said earlier, if there is an update on a learning item, this item will be illustrated with an *exclamation mark.*

From the survey study, we have learned that the companies do both individual and group training. Some of the companies also use traditional learning together with the e-learning. We believe, that the interface design should also accommodate for the learning items to be used in a traditional learning environment. If a learning item is a video, we can inform visually that this video can be projected on a bigger screen for a whole group to watch it together. This way, we also create effective learning, as the company does not have to wait for the individual employee to finish the learning item in their own time (G. Conole et al., 2004). However, this can also be a bias, if the employee is not ready for learning at the given time it is presented (Kimiloglu et al., 2017).

After they have acquired the knowledge, they will form in groups, and together put their knowledge into use and create a SMM strategy. The interface design for this persona, *the group persona*, will be kept simple, intuitive, and resemble platforms they have worked with before. The group persona will most likely use the interface to accommodate group learning, and thus it should be made clear where they can access their group room in the interface. The interface should also allow for the group persona to print out material, if they wish to, and thus we will illustrate this with a *printer* symbol metaphor (Sharp et al., 2011). We also want to know what platforms the companies are used to. Of course, we already know some of them, if we look at what social medias they use, but none of them are specifically for learning. Except Slide-share, but only one company used this. From the interview, we want to know *what platforms they usually use in the companies, thus our interface design can resemble these or use similar metaphors of interface interaction* (Sharp et al., 2011).

Usability and User experience goals

As we have learned from our literature review, we know that there are different experiences with the use of e-learning and SMM. However, as we work with smaller companies, we believe that the introduction of an e-learning platform will not be as difficult, as it was introduced in companies with over 500 employees (Kimiloglu et al., 2017). However, for the usability experience, we still believe that the interface design should be able to offer both the use of its e-learning possibilities, and the use of traditional learning. None of the companies in our survey study used only e-learning, and we believe it is because they validate group learning and communication with each other. This is also what we found in our literature review, that a lot of these companies misses the possibility to be able to socialise with the e-learning platforms they used (Šumak et al., 2011). Therefore, we want to create an interface design that can be used as a tool in the companies' learning processes, without having to only rely on this tool. This is also why we want to make it visible, that the interface design offer opportunity to socialise both digitally and non-digitally. We should make it clear in the interface design, that our e-learning platform both accommodate individual and group based learning. We want to illustrate this by making two columns side by side on the screen, which clearly illustrates these two possibilities (Holtzblatt & Beyer, 2014). We also want to create an interface design, where it shows the different types of courses when the user enters the platform. We do this by creating a dropdown menu on the side, with the logos of the different social medias, and metaphor symbols for the communication theory learning items (Sharp et al., 2011).

At the same time, we still want to illustrate that the user can modify this illustration, if they only learn one or the other way around. We do this by inserting buttons that allows the user to access their personal and company profile, and edit it for their use. At the same time, we also insert a '*Search'* button, for the user to quickly access a course, document, etc. if necessary.

In the following section, we are going to take our requirements described above and create the interface design as we have it now. We will commentate on each individual module in this design, and afterwards we will move on to the preparation for the semi structured interviews.

The Initiate Interface Design

Figure 10 Initiate Interface Design of the E-learning platform

With review and settlement of the requirements for the initiate design, we have created an illustration above in figure 10 (Sharp et al., 2011). We have used the program Word from the Microsoft Office package, where we got all the metaphorical symbols from. The logos of the social media platforms where retrieved from the internet via a Google search on each of the platforms. We used Word to create our design, as this is a program we feel the most comfortable using (Löwgren & Stolterman, 2004). We did consider other creative programs, such as Adobe Photoshop and Microsoft Publisher, as those were available to us. However, we believed that both programs would demand more work to create the interface design, as e.g. Adobe Photoshop does not have metaphorical symbols as Word, and we do not have enough experience to use Publisher in an efficient manner (Sharp et al., 2011).

Our choice of colour scheme is based on familiarity for the user, as blue is a colour used in a number of social media platforms: Facebook, LinkedIn and Twitter (Löwgren & Stolterman, 2004). At the same time, the colour blue has also proven to be a calming colour for the human eye (Foley & Matlin, 2010). If the thought of having to introduce e-learning to one's learning in the workplace appears to be an annoyance, it would possibly not help if the colour red is used as a colour scheme for the platform (Foley & Matlin, 2010). We also used darker colours of blue to frame the buttons to separate them for the background of the interface design, this also makes it easier for the user to distinguish between these two layers (Foley & Matlin, 2010).

We have decided to use Arial as the typography for our interface design as it is transparent, and creates a peaceful rhythm between its letters (Kahn & Lenk, 1998). Again, it is possible for this typography to change in later iteration, as some users may find its spacing between the letters too narrow (Kahn & Lenk, 1998). Also, the typography Arial is owned by Microsoft, and it will therefore cost money for us to use this in the interface design of our e-learning platform. This could also create an unwanted raise in possible subscription fees, if the e-learning platform got into the online market for public use. It is possible for us to find a free typography online to use which is comparable with Arial, but that is not a priority for this paper.

In the following section, we will create the process for the semi structured interviews with a handful of the companies who participated in the survey study. We will systematically go through the creation of the interview, the type of data gathering, and how we will analyse this data for further use. The semi structured interviews has the goal to help us better understand the characteristics of our target group, and by that improve our interface design of the e-learning platform (Sharp et al., 2011).

Semi structured interview

We were able to gather ten companies from the survey study, who agreed to participate in a later interview for our projects. However, due to the time schedule of the interviews laid in the Holidays or just right after, we were only able to arrange an interview meeting with five of the companies. We approach all the companies by e-mail, to inform and arrange the date and process of the interview. Due to convenience, and being aware that our time schedule is laid in an unattractive timeframe, we chose to make the interview either by telephone or Skype (Bryman, 2016). All five companies chose to have their interview by telephone. It is not normal to conduct a qualitative interview by phone, as we will not be able to see the one we interview, nor will we be able to show them things, e.g. our interface design. However, as we are focusing on getting qualitative data about their companies, and not them as individuals, we accept the conditions we have with interviewing over the telephone (Bryman, 2016). Another problem we may meet in the interviewing process, is the quality of the reception between the telephones. We are going to record the interviews and transcript them for later analysis. But with the use of telephone we may risk that some data will get lost if we do not get a proper recording, or we forget to ask the participant to say their sentence again (Bryman, 2016). However, our recorder will be an application on the telephone we are using. The application is called *Call Recorder Hide, Automatic Call Recording 2Ways*, and is free. We tested the application a week before use, and the only problem we discovered was it would stop running if you changed the type of Wi-Fi the telephone should download data from. However, under the interviews we are not going to have this problem, as it will not be an action necessary for recording.

Creating the semi structured interview

Before we can interview our participants, we need to prepare an interview guide. Even though we are conducting a qualitative interview, there are still certain areas we want to be covered. Therefore, we are doing a semi structured interview, where we can allow the participant to reflect upon our questions and give their point of view (Bryman, 2016). With a semi structured interview, we will also have flexibility to change questions to fit each of the participants. The participants have answered differently in the survey study, and we want to ask deeper into their replies.

The goal with the preparation of the interview guide, if for us as researchers to know what questions and topics we need covered in the interviews (Bryman, 2016). In the survey study, the companies answered questions about their learning environment and their use of social media and SMM. With the use of the interview guide, we want to dig deeper into what reasons lie behind the choices they have taken in the different areas covered in the survey study. We also want to ask them on topics we did not cover in the survey study, but discovered that we needed more information about the process of establishing requirements of the interface design.

To formulate the interview questions, we will use the questions from the survey study as a guideline. We will not be asking into question 1-3 or question 12 from the survey study, as they do not cover the area of the topic for the semi structured interview. Some of the questions will be merged together, while others will be asked as separate results from the others. The first two questions we are going to merge are question 4 and 5, see Appendix A. These two revolves around the choice and satisfaction of the companies' learning environments. Dependent on the individual company's result, we want to ask further into why they have chosen their learning environment, and why they are satisfied, unsatisfied or neither (Conole et al., 2004). The question will be formulated as follows:

Why have you as a company chosen this/these learning environment(s), and why are you satisfied/unsatisfied/undecided on this learning environment?

The next question we want to dig deeper into, is how their employees learn in question 6 in the survey study. We want to understand the reasoning for why they are either learning in groups, individual or both (Conole et al., 2004). The question will be formulated as follows:

Why do your employees learn in groups/individual/both ways?

The next question will be a merge of question 7 and 8, where we get into the satisfaction of the companies learning of SMM, and what social medias they are using. We want to know why they are satisfied, unsatisfied or undecided in the learning they have gotten. We also want to see if their satisfaction collates with the social medias they use. Maybe if the company is unsatisfied with the learning they have received has something to do with what social medias they are using. Maybe certain interfaces of social medias are more complicated than others. The question will be as follows:

If we look towards the social medias your company is using, then why are you satisfied/unsatisfied/undecided with the learning your employees have received about social media marketing?

Afterwards, we will ask them a question where we have merged question 9 and 10 from the survey study. In this question, we want to ask further into why their level of confidence is different, or equal, when it comes to use SMM and communication with their clients/costumers on the social medias. We want to understand the reasoning why they might feel more confident talking to people, than trying to use marketing on a social media (Theunissen, 2015). The question will be formulated as follows:

Why are you more/less/equal as confident in using social media marketing, as you are with communicating with your clients/costumers on the social medias?

Lastly, we have question 11 from the survey study, where we asked the companies what type of knowledge they are using on their SMM. We want to know why they are using this type of knowledge, and how satisfied they are with their choices. If they are not satisfied with their choices, it may be that they need to change their learning environment (Conole et al., 2004). The question will be formulated as follows:

How satisfied are you with choice to use communication theory/self-taught knowledge/both knowledge groups for your social media marketing?

As said earlier, in the process of establishing requirements, we also found questions we needed to ask for further information to the interface design. The first one is that we need to know what learning environment the companies are providing for their employees, thus we can decide on what medias to use in these learning environments (Sharp et al., 2011). The next question revolves around what tools the companies' employees have, in order to participate in a possible e-learning course (Conole et al., 2004). This is also to know how strong some of the companies will be in facilitate a e-learning platform, when it comes to individual and group learning. Lastly, we also want to know what other platforms/programs they use in their company than social media platforms, in order to understand what type of interfaces and metaphors they are used to see in their everyday work practice (Dabbagh & Kitsantas, 2012). These three questions will be formulated as follows:

What physical learning environment are your company using with your employees?

What technological tools do your company have at hand in order for your employees to participate in an E-learning course?

What other platforms/programs do you use in your company?

To see the gathered interview guide for the semi structured interviews, go to Appendix E on page 93. These questions in our established interview guide will be facilitated, corresponding to the data from each of the companies. As preparation for each interview, we will gather the data for each company into a readable profile to ask the questions in their right forms. Furthermore, we will also pilot test the questions on a volunteer before using it on our real participants (Bryman, 2016).

In the next section, we will write about how we will gather our data. The five interviews are executed over a couple of days. Therefore, to be most efficient with our time, we will gather, interpret and analyse each interview right after we have conducted and transcribed it. Afterwards, we will analyse the results of the semi structured interviews together, and decide how we can use them in the first iteration of our interface design of the e-learning platform (Sharp et al., 2011).

Data gathering

As mentioned earlier, the interviews will be held over telephone, where we will record our conversation with the participant. Afterwards, we will transcript the interviews one by one. As we will have to transcript five different interviews, we are using a volunteer to help transcript half of the interviews. We will transcript the other interviews ourselves. We transcribe the interviews, as to be able to code the data for analysation (Skukauskaite, 2014). With being two to transcript the five interviews, we hope to recuperate on time, as transcription is a time-consuming process (Bryman, 2011).

The first two interviews were held on the 29th of December 2017, where the companies interviewed where *WebHouse Aps* and *One Mighty Foot Games*. The third interview, with *Den Kreative Ramme*, was held on the 2nd of January 2018. The rest were held on the 3rd of January 2018, and these companies were *Arura* and *Unique Human Capital A/S*. To find the transcriptions of the interview, go to Appendix F on page 94-126. They have only been transcribed in Danish. However, if we quote them in the main text of this paper, they will be translated to English.

After we had held all five interviews, we sat down to transcribe them over two days. We discovered, that we had planned more time on the interviews than they took to carry out. We informed the participants that they would take around 20 to 30 minutes each, but they took from six to around sixteen minutes each. It can be seen from both a positive and negative side. One positive side could be, that we managed to withhold the participants attention in the interview, as it was shorter than expected, and another is that we did not have to transcribe an hourlong interview (Skukauskaite, 2014). The negative side may show, that we have not properly prepared for the interviews in advance. It was only a few of the companies that we managed to gather more information from outside the interview guide. If we had planned better, we may had been able to gather more information from the other two (Bryman, 2016). The fact that there is also a significant different in the timeframe between the shortest and the longest interview, may show that our interview guide has been too strict, or we have not tested ourselves enough to conduct a feasible semi structured interview (Bryman, 2011). A further discussion of the execution of the interviews will be moved to Discussion on page 67. In the following section, we will take the data from our interviews and try to interpretation and analyse our findings.

Data analysis and interpretation

To analyse and interpret the data from the interviews, we wish to use a thematic analysis approach. We want to use thematic analysis, as we want to understand the themes around the companies, and not the interviewees' personal experience (Bryman, 2016). The companies are a sample of our subpopulation, but they still work in different areas of expertise. Because of this difference, we wish to create main themes relating to our problem formulation, where we can plot in data from each transcription of the interviews (Bryman, 2016). Therefore, we first must find these themes unto where the data must go in the analysis.

We know, that one reason for gathering information about the companies, is to generate the characteristics of this target group (Sharp et al., 2011). The other reason is to see how these characteristics affects the design of the interface of the e-learning platform. We started this research by conducting a survey study, where the variables for this study were: *condition of the corporate learning environment*, and *corporate profile and experience with Social Media and Social Media Marketing*. From these variables the survey questions were created. These questions, and the data from the survey study, also worked as a formula to create the interview guide for our semi structured interview. If we take the two variables and separate them as two main themes with different subthemes, we will create two tables to separate the data from each other (Bryman, 2016). With this method, we will also be able to generate a clean representation of two tables.

Before we can make the tables, we must find the subthemes for each of the main themes from the data of our interviews. Let us start with the first main theme: *condition of the corporate learning environment*. The table for this main theme will received the name *Table A* for future reference. In the interviews we asked the participant different questions about their learning environment where we touched upon different learning aspects. Therefore, we have chosen to create the following subthemes based on the main theme: *Blended Learning, Traditional Learning, Digital Learning, Individual Learning, Group Learning, Physical Environment, Digital Environment*. We believe that these subthemes are valid to our data analysis, as they are represented in the questions in the interview guide (Bryman, 2016).

The next main theme is: *corporate profile and experience with Social Media and Social Media Marketing*. The table for this main theme will receive the name *Table B* for future reference. In the interviews and survey study, the participants also answered questions about their companies in general and what experience they had with social media and social media marketing. We have therefore chosen to create the following subthemes to be represented in Table B: *Confidence in Marketing, Confidence in Communication, Experience with SMM, Experience with social media, Platforms and Programs*. With these subthemes, we believe that we can find a pattern in the data analysis of the interviews (Bryman, 2016).

We have now found the subthemes for each table, and will now move onto coding the five transcriptions of the interviews. On the next pages the tables and their data will be represented. Afterwards, we will discuss, analyse and interpret our findings. To show where we received each data point from, we have numbered the paragraphs in the interviews, e.g. if we quote data from WebHouse, paragraph 17, we will reference it like this *(17)*. The reader can look on the list to the left in the table, to see which company and interview quote it is referring to, and go to its place in the Appendix F (Bryman, 2016).

Table A Condition of the Corporate Learning Environment

	Blended Learning	*Traditional Learning*	*Digital Learning*	*Individual Learning*	*Group Learning*	*Physical Environment*	*Digital Environment*
OMFG	n/a	Short travel distance (29) Not focused enough for their needs (33)	Danes on the internet gives you limited knowledge (59)	Employees have the skills needed (17) Self-taught with Adobe Software (95)	Strength the team (25) Speaking with other companies (37)	Private home accommodations (67) Room enough for activities (81)	Conversations to telephone or e-mail (45) Using own Android, PC and laptops (71)
WebHouse	One type of learning can limit employees (17)	One-to-One coaching with co-worker (19)	Hackathon and learning on the go (19)(23)	Employees learn on the go (19) Do not use courses (23)	Hackathon – to solve problems together as a team (23)	Has upstairs neighbour (47) Office and rooms to be one self (51)	Use website to communicate B2B (41) Mac laptops with big screens (59)
Den Kreative Ramme	Learn things when they need to (15)	Work with the physical material (15) Physical platform is important (117)	Use google to find knowledge (15) Use projector to teach employees (109) YouTube and Google (109)	Employees has different competences (43)	Invites speakers (53)	Working along other creative companies (23) Open office environment (31)	Sit at home when working on the computer (20) Employees use person digital tools (103) Projector (105)
Arura	n/a	Researching by reading (101)	Learning from experience (89)	Employees has different competences (27)	Sometimes (31) Knowledge sharing (107)	Does not have the recourses to train employees (13)	Has PC's in the office, people use own laptop if necessary (123) Drawpad (125)

					Small office with shared extra rooms (113)	
UHC	Learning by doing jobs (11)		Employees chose their learning (21) Rarely alone on the job (43)	Knowledge sharing on the go (13)	Shared and personal office, or at home (41)	Laptops, PC and mobile phones (45)

Table B Corporate Profile and Experience with Social Media and Social Media Marketing

	Conf. in Marketing	***Conf. in Communication***	***Exp with SMM***	***Exp with Social Media***	***Platforms/Programs***
OMFG	Hard to gain new knowledge without knowing terms (51) Has a Danish HF (107) SEO knowledge (113)	Move FB conversation to other platforms (45) Knows what the costumer likes (125)	Need to go outside FB to understand it (41) Instagram is visual, Twitter is not (131)	It helps people to get in contact with us (41) Too small Danish FB network (55) Use Instagram in future (123)	Windows software and Android (89) Adobe – Premier, Aftereffects, InDesign (93) FDP Server – Firezilla (99) Dropbox (105)
WebHouse	Use growth and preservation strategy (29) Google Add works (77)	Do not communicate on SM (37)	CEO has no solid strategy (27) Used internships (27) Wants to develop a strategy (45)	Use most time on LinkedIn and Twitter (31) Facebook is too personal for B2B (35)	Adobe – Illustrator, Photoshop and XE (73) PI3, CRN for costumers (75) Dopbpx, YouTransfer, Gitop, Visual Studio, Excel (79)

Den Kreative Ramme	Helps others with FB pages (69)	Mostly face-to-face communication (61) Use videos as communication (85)	Use FB group for innovation (63) Mostly use Messenger (89)	Does not prioritise, mostly personal (61) Always SM on the phone (83)	Adobe Software (111) Podio (115) E-mail (117)
Arura	Personal contact (53)	LinkedIn for B2B and employees (57)	Hires people with experience (15) FB is not business (49)	Positive because it is free to use (25) Mostly person use (45)	Unity 3D, Blender (129) Adobe – Photoshop, Illustrator, sound editing (133)
UHC	Used professional company for marketing (33)	Job applications and contacting (27) Headhunting (30)	Use FB for sharing job applications (29)	LinkedIn works with the company's goals (25)	Microsoft Office, M2, personal software (47) Headhunting with LinkedIn (49) Danish and international job data bases (51)

We have now coded our data from the interviews into subthemes. As we have two main themes, we will analyse each of them separately at first, and end with an interpretation of these two analysations. We will start off with the data from Table A, where the subthemes revolve around learning methods and learning environments. From the interviews, we wanted to get a deeper understanding towards how the companies' learning structures worked, and see if these will affect our interface design (Sharp et al., 2011). Let us start with the first subtheme: *blended learning*. We were only able to code data of this subtheme from two of the companies, WebHouse and Den Kreative Ramme. WebHouse pointed out that they used blended learning, because they believed that only using one type would limit their employees. Same as with Den Kreative Ramme, they informed us that they learned as they needed to, but did not limit themselves to one type of learning over the other. Thus, it shows that both companies are aware of the fact that their employees learn in different ways, and will not want to limit their development with choosing just one learning method (Paavola et al., 2004). Overall from the interviews, the companies show that their social construct is an important addition for them to learn. They are aware that some of their employees are more skilled in one tool than the others, and therefore used said employee as an expert to train the others in either one-to-one coaching, or as a team effort (Paavola et al., 2004). Traditional, or analogue, learning also appears to be a big representation in these formats. Where digital learning only seems to be used for individual learning, where they either google search towards the information they need or watch YouTube tutorials about a specific set of skills.

If we look towards group learning from blended learning, we see again the social accept represented. Most of the companies rely heavily on knowledge sharing within the walls of their offices. It appears to show a pattern of not only knowledge sharing, but also strength the bond between the employees as a team (Rodriguez & Armellini, 2013). Only one of the companies informed us, that they used an external source for giving more learning and competences to their employees. However, UHC also explained that they did not force the employees to use this external source of learning, but to choose what they wanted from it. Therefore, we may have to prioritise the group or team learning over the personal learning, in the iteration of our interface design (Löwgren & Stolterman, 2004). The companies do inform that they believe in personal learning, but the patterns in the analysis shows that the employee as a person, really decides for themselves what they want to learn. The interviewees informed that their employees had the skills they needed. This pattern shows a synergy that may not appear in bigger companies, as we learned from our literature review. In bigger companies, it appears that the employees does not have a choice towards what they want to learn, and see an introduction of an e-learning tool as more work load (Rodriguez & Armellini, 2013). Small companies are more welcoming towards a digital tool, maybe because they know the wishes and preferences of their employees better because of their social interaction in the office (Dabbagh & Kitsantas, 2012).

If we also look towards the physical and digital environment, we see a pattern where the offices are open and socialising. A couple of the companies even have a choice to work from the comfort of home. One of them had a noisy upstairs neighbour, but they only thought it was a nice addition to the atmosphere. All the companies were able to provide their employees with computers, as either PC, Mac or laptop. They informed that the needs of the employees were met. However, some of them also expressed that they did not always have the resources to train their employees, and therefore the employees moved towards either individual or group learning methods to gain new knowledge within the company. These small companies show innovation towards using what they have at hand, or what the digital tools can offer them.

We now move on to Table B, where we have the subthemes revolving around social media and SMM. In the interviews, we asked why the companies met struggles or success with the use and implementation of social media. If we look at the coded data on confidence in marketing and communication, the pattern appears to be mixed from company to company. Only one of the companies, WebHouse, appeared to have an actual knowledge about marketing and communication when it was about social medias. Den Kreative Ramme did inform that they helped other companies with Facebook, but their knowledge came from cognitive learning. From the interviews, we also learned that close to none of these companies used social medias as a form of communication when in a B2B environment. LinkedIn appeared to be a favourite for some of the companies, to create a social connection with others alike.

Even though none of the companies appear to have a set strategy for their SMM, except Arura who informed us that they had hired an employee with previous experience, they still have a meaning about the different platforms. We see a pattern which tells us that the companies most likely know what social medias they want to focus on, they just do not know how to facilitate them. From a personal standpoint, most of them do already know how Facebook, Twitter and

LinkedIn work. Therefore, our interface design should maybe focus more on the company themselves, and not so much as towards what the social medias can and cannot do (Kietzmann et al., 2011). Because the companies already know what they can and cannot do. The new goal with our interface design is maybe to create a picture of the companies, which showcase things they know about themselves relating to SMM, and what they need to acquire of knowledge in order to construct a strong strategy (Kietzmann et al., 2011). As the companies also informed in the interviews, they feel that there is a lot to do to make a strategy work for them, and therefore they do not know where to start. Our interface design of the e-learning platform should be able to visualise these companies' social media profile, to give these companies an idea of where to start and where to end. Kietzmann et al. (2011) has written an article, where they try to explain a concept for companies to use in creating a social media profile for themselves. They show the reader a honeycomb model, which illustrate both functionalities and the implications of these functionalities (Kietzmann et al., 2011). They even try to illustrate what aspects of the company is the most important on different social media platforms. Still, they do know that they have only presented a possible model, and the effects of the outcomes of what a company chooses can be unknown do to the nature of social media (Kietzmann et al., 2011).

Lastly, we will look at what other platforms and programs these companies are using. We quickly see a pattern in our data, which shows that most of the companies use Adobe software, Microsoft software, and one company used Mac laptops with their inbuilt features. When we asked why they used these programs, they simply answered that they just work, and are relatively easy to learn. If we look at this software, we also see that Adobe programs, such as Photoshop and Illustrator, both use metaphors in their interface designs (Foley & Matlin, 2010). The same goes for Microsoft programs, where most of us know that the floppy disk icon means '*save*'. A few of the companies also informed that they had designed some programs themselves to keep control on things in the companies. As they are only in their companies, we do not know how they look. However, it appears to be that small companies work with popular software, and built-in tools on their computers and laptops. The companies work with software, where the metaphors are strong. As we conduct our iteration of the interface design on the e-learning platform, maybe we should take inspiration from some of this software (Sharp et al., 2011). If we create recognisability in our design, a possible testing may go better than if we designed our metaphors on our own premises (Foley & Matlin, 2010).

Therefore, in the next section, we are moving on to the first iteration of the interface design of the e-learning platform. With the knowledge we have gained about the companies from the interviews, we will recreate some of the interface design to fit their criteria. We will explain our thoughts and choices we have made to the interface design, and discuss how it affects the initial purpose of the e-learning platform.

First Iteration of the Interface Design

It is now time for our first iteration of the interface design of the e-learning platform. We have learned from the analysis of the semi structured interviews, that we need to change some of the requirements to account for the learning the companies should gain from the platform. Before we move on to visually change the interface design, we will write down the changes that needs to be done to fit the updated characteristics of our target group, the small companies. We do this by going through the requirements of the interface design once again (Sharp et al., 2011). We will only write the changes in the requirement sections to the interface design.

First, we have the data requirements (Sharp et al., 2011). We learned from the interviews, that the companies already have a standard knowledge on how social media platforms work, but they do not know how to incorporate their company’s marketing into them. This goes along the findings in Stelzner's (2015) industry report, where a majority of the marketers wished to understand how to incorporate social medias into their strategies. We therefore decided to redesign, how the interface represent the knowledge the user can acquire. Instead of portraying different courses, we wish to portrait a model of the user’s company strategy. We are inspired by the honeycomb model from Kietzmann et al. (2011), to representing the data that lays on the e-learning platform. This should also help the user to better understand what purpose of knowledge learning the platform has to offer them. It is no longer relevant to illustrate courses for the different social medias, as the companies already know the general functions of these.

We move on to establishing the environmental requirements, where we have: social, organizational and technical environment involved (Sharp et al., 2011). As we learned from the interviews, the companies are relying heavily on social company and team work. It appears to be, that individual learning is up to the employees regarding when and where they want to do that.

And at other times, the employees sit together for a one-on-one coaching or as a hackathon. We therefore believe, that the visual metaphors are important to keep in our design, as the human mind appears better at remembering metaphors than text based descriptions of functions in an interface design (Foley & Matlin, 2010). We also believe, that the individual learning profile should be put on the side of the visual screen, as this tool is no longer the one in focus (Sharp et al., 2011). Before, we believed that both individual and group learning had equal grounds in the companies, but the interviews showed us that the companies lie more towards group learning inside the offices. We also know, that all the companies, at least in the interviews, makes sure that their employees have at least a computer to accomplish tasks. This means that the design of the interface at least should be able to be properly visualise on a standard computer screen. Our thought goes towards still using the interface type multimedia, which means it should be able to function in WIMP and web systems (Sharp et al., 2011).

By making the interface as multimedia design, we take this final decision because of the new user characteristics we found in the interviews. A multimedia interface will help the users gain knowledge in different ways, wherever they are at the office or at home. We visualise a scenario where a company has gathered together their team of individuals, who are the ones to introduce the company to social media platforms. Instead of letting them read some pages on a screen, they will be able to see a video instead, and can follow along together side by side (Sharp et al., 2011). Another new characteristic we also learned from the interviews, was that the employees at the companies had different competences at different levels. This means that we must make sure to design the interface with inspiration towards the programs and platforms they already used in the companies (Sharp et al., 2011). Of course, this level of changing the interface design would have to go through the eyes of the users, in order to know for sure that the changed interface design works for all types of companies in the target group (Löwgren & Stolterman, 2004).

Lastly, we have gained new knowledge regarding usability and user experience goals. At first, we thought that the e-learning platform would be at the centre of the learning experience in the small companies, but it appears to be it will work on the side-line as a digital helping tool (Dabbagh & Kitsantas, 2012). Our target group relies heavily on teamwork and socialising within their communities, where the learning not only comes from digital user experience but from knowledge sharing (Paavola et al., 2004). We therefore believe, that the e-learning platform will merely work as a digital platform for the target group to visualise their social media strategy together (Curley & Noormohamed, 2014). The individual is no longer in centre, as the goal for interface design is to portrait what the companies has learned so far about their strategy towards the social media platforms (Theunissen, 2015). We therefore need to design an interface which is simple and visually clear with metaphors, so the usability creates a flow everyone can follow (Sharp et al., 2011).

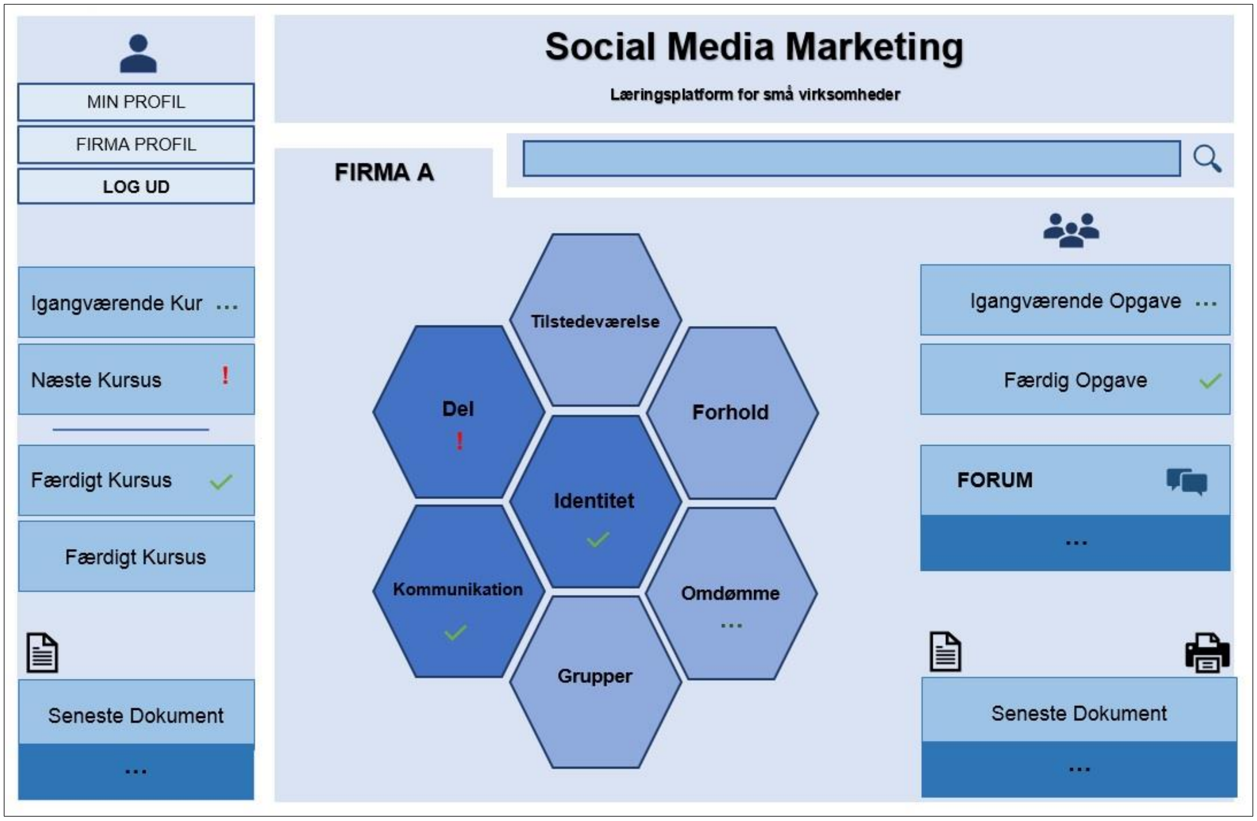


Figure 11 First iteration of the interface design of the E-learning platform

The next step

In our first iteration, we have chosen to keep the visual metaphors for some of the functions in the interface design as seen in Figure 11. The next step in the design process would be to show our target group this design, and gather information about their thought and feelings (Sharp et al., 2011). This means, that we would have carried out an observation study. To carry out this study, we would have invited the companies to come and participate in an evaluation of the current design. The purpose for this evaluation of the design, is to see if the visual metaphors and overall design is understandable for the target group. We would split this study in two. During the first part of the study, we would present the participants with the interface design, where there would be no text, but only the general design and the visual metaphors of the functions. The purpose of this part would be to ask and observe if the participants can understand the design on a metaphorical level (Foley & Matlin, 2010). The next part would be to present the participants with the full interface design with the text, and afterwards ask them if the functions in the design are as they thought, and why they are not. It would be carried out as a semi structured interview, which would allow the participants to express their feelings on themes that we may not have thought about in the design (Bryman, 2016). To gather the data from this observation study, we will film both sessions to be able to not only see the participants expressions and hear their voices, but also to see what part of the interface they pointed towards regarding a comment of the design (Sharp et al., 2011). To analyse the data, we would again use a thematic analysis, where we code the data into main and subthemes to understand if there is a pattern between the responds the participants gives us (Bryman, 2016). This would move us towards a second iteration, where we would be able to change aspects of the interface to fit the user characteristics better than before.

The next step would be to create a functional prototype which the participants would be able to test in an amount of time to give feedback of the interface's pros and cons (Sharp et al., 2011). The human design lifecycle model allows for us as designers and researcher to be able to carry out these test and iterations of the interface design, until we have what the target group can use (Sharp et al., 2011). To be able to design a fully functional interface design, the process would have to move unto system design, for the target group to interact and react with the interface design. However, that will be for another project in the future.

We are reaching close to the end of this paper, and in the next section we will be discussing the methods and theories used in this project. We will go systematically through from start to finish, discussing the biases that have occurred on our research and design journey, but also reflect on what other methods and theories we could have used for this project (Denscombe, 2003).

Discussion

Through the process of our project, we have taken different choices of methods and theories, and by these approached different challenges. The problem formulation for this project is thusly: how can we create an interface design for an e-learning system for SMM? We know, that the choices of our quantitative and qualitative methods are not the only options to solve our problem formulation (Sharp et al., 2011). However, we believe that the methods we have used in this project have given us information that cannot only be used to the creation of our interface design, but to others in the future. To create the interface design for the e-learning system, we have had to make choices that not only relied on our literature review, but also the information brought upon the survey study and semi structured interviews.

Our design method has been user driven, as we have not wanted to design an interface relying on literature still in its early development. Social Media Marketing is in a constant state of flux, and it could take a new research based project to understand what methods and theories to use with an LMS (Theunissen, 2015). However, with more time, we would have conducted a more thought out literature review (Randolph, 2009). We would have researched similar cased in designing interfaces for e-learning platforms. Most of the text we reviewed revolved around the use and effect of e-learning systems, and not the designing process. However, the literature review did show us that there are different outcomes of the use of e-learning, depending on the user types, technology, culture and company sizes (Šumak et al., 2011). We should also have made more research towards learning theories, and better understand what learning methodologies were used in the different companies. If we have had more time, we believe it could have been interesting to conducting our survey study and semi structured interviews in more subpopulations in Denmark, to see if there would be differences with the result of an interface design within a country’s borders. We know from our own internship, in an earlier semester, that small companies are helped very differently by their municipalities regarding funding and education (Madsen, 2015). Small companies in the Aarhus municipality have more tools to work within, and therefore receives better options than those in Aalborg (Madsen, 2015). Although it is likely that the interface design would not have changed drastically, as the results from our survey study showed that the data did not happen by chance.

In the research and creation of our interface design for the e-learning system, biases appeared. In our survey study, two of the questions should have been redefined (Bordens & Abbott, 2011). We discovered this with the interviews, when some of the interviewees would speak against their results in the survey study. The most prominent contradiction was whether the companies trained their employees. When we asked them in the interviews, they would inform what learning methods they used in the companies. It shows, that this question has been misunderstood by some of the participants, and it should have been rephrased (Bordens & Abbott, 2011). Another question was regarding how satisfied the companies was with the learning their employees had received towards the handling of their SMM. Looking at the question again, we admit that it should have been rephrased. It was difficult to merge together, with the questions about what social medias the companies used, in the interviews (Bordens & Abbott, 2011). Another thing which was not phrase properly, was who should answer the survey study from the company (Little, 2013). This gave us different types of participants, from marketers to CEO's of the companies. However, from the interviews, the interviewees appeared confident enough in their companies learning methodology and use of social medias. Although two of them were not at the offices, but outside when they participated in the interviews. We fear, that this have affected their concentration and ability to answer our questions adequately (Little, 2013). Another bias with the survey, was the fact that some of the e-mail invitations we send out ended up in spam folders, and lost some potential participants for the project (Emerson, 2012). Of course, this is not something which can be avoided completely. The number of replies still created valuable data within the quantitative analysation of the data. Although the chi square test had a few weird numerical outcomes, we were still able to reject the null hypothesis (Bryman et al., 2011).

We were able to find the characteristics on our target group. Small companies in the Aalborg municipality tend to rely on group learning, and the social aspect of being fever than 50 employees in an office. It appears, that they have taken upon this learning methodology, as the companies have limited resources outside their own learning environment. They therefore use the *experience* they can get from others within the company, they *reflect* together to solve problem taskings, and they rely heavily on *social* aspect of learning as a team (Conole et al., 2004). Conole et al. (2004) has not described a learning theory that appears as this within his model. However, the results from our study appears to lay upon 'communities of practice'

(Conole et al., 2004, pp. 26). Here lies experience and information on equal ground of importance in the learning environment (Conole et al., 2004).

However, some of the interviews gave different results from the rest. As explained earlier, it can be that either they have misunderstood some of the survey's questions, or the interviewee may not have been the same who answered the survey. The problem with the interviews were also that they were conducted over telephone. In two of the interviews, there was signal interference a few times, and their information got lost during transcription. Our time management should have been better carried out, and we should have asked for a face-to-face interview instead (Sharp et al., 2011). This is also why, in the first place, we decided to withhold our subpopulation within the Aalborg municipality, to be able to travel at a short distance to the companies. Still, we managed to understand that most of the interviewed companies did not like Facebook for business to business communication. And the fact that the companies are more confident in communication on social medias because they use their personal experience from home, but still took conversations outside the space of social medias (Dabbagh & Kitsantas, 2012). If we have had time to do more interviews, we believe that a more prominent pattern would have been visible from this data. A group interview with all the participants could have had them explore together what challenges they met with SMM, and it could have sparked an interesting perspective for us as researchers.

With conducting the quantitative and qualitative researches, the interface design of the e-learning platform experienced a change of focus from the initial to first iteration. As explained earlier, we discovered that the small companies value group learning over individual learning. It was also discovered, with both the survey and the interviews, that the companies used digital tools as help in their analogue learning habits (Conole et al., 2004). This also means, that the interface design would have to work as a support for their knowledge management, but not be the only tool for their learning experience. If we have had more time in this project, we would have moved on to user feedback of the interface design, as described in '*The next step*'. We could even have showed the participants in the interviews the current interface design, but that was not possible as they all wished to conduct the interview over the phone.

Conclusion

As we see in the Discussion, there could have been other methods to use towards a more completed interface design. Nonetheless, we still believe that we managed to create an initial interface design that could have been carried out to testing with positive results (Sharp et al., 2011). We learned, that you can create an interface design for an e-learning system for SMM, by first understanding the theories and research behind the definition of SMM (Theunissen, 2015). At the same time, it is also important to understand your target group by not only their size, but also their knowledge of SMM and the learning culture (Sharp et al., 2011). We learned, that the characteristics of SMM are still new and ever changing. Though the user should still have a standard knowledge of 20th century communication theories and methods, to be able to understand the constant flux of social medias (Theunissen, 2015). By this knowledge, we also learned that our target group has a basic understanding on how social medias work as tools, but does not have a solid strategy to apply to them. Therefore, our interface design did not have to support the learning of social medias, but support a visual representation of the companies SMM strategy.

For future research, it could be interesting to test out different SMM strategy methods in an e-learning environment. We would test these methods of strategies on companies, and see what methods work better than the others. This would also mean a new literature review, where we would review different SMM strategies that has appeared over the last couple of years. It is likely, that many are based on other cultures than ours in Denmark, so how does we as designers implement these into the Danish working culture? We would work with small companies again, as these are more approachable to change of structure (Kimiloglu et al., 2017).

References

Beckford, C., & Mugisa, E. (2014). Learning Management Systems – The Current Picture. In T. Bastiaens (Ed.). *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2014*, 153–163.

Bordens, Kenneth S., & Abbott, B. B. (2011). *Research Design and Methods: A Process Approach* (Eighth Edition). Indiana University—Purdue University Fort Wayne: Mike Sugarman.

Bryman, A. (2016). Part Two: Quantitative Research, Part Three: Qualitative Research, Part Four: Mixed Methods Research and Writing Up. In *Social Research Methods* (5th ed., pp. 147–686). United Kingdom: Oxford University Press.

Conole, G., Dyke, M., Oliver, M., & Seale, J. (2004). Mapping pedagogy and tools for effective learning design. *Computers & Education*, *43*(1–2), 17–33. https://doi.org/doi:10.1016

Conole, Grainne, & Oliver, M. (2002). Embedding Theory into Learning Technology Practice with Toolkits. *Journal of Interactive Media in Education*, *2002*(2). https://doi.org/10.5334/2002-8

Curley, C. B., & Noormohamed, N. A. (2014). Social Media Marketing Effects On Corporate Social Responsibility. *Journal of Business & Economics Research (Online); Littleton*, *12*(1), n/a.

Dabbagh, N., & Kitsantas, A. (2012). Personal Learning Environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. *The Internet and Higher Education*, *15*(1), 6.

Denscombe, M. (2003). *The Good Research Guide: for small-scale social research projects* (Second Edition). Maidenhead · Philadelphia: Open University Press.

Emerson, R. (2012, January 23). Bcc Or Let Them See? The Etiquette Of The Blind Carbon Copy. *Huffington Post*. Retrieved from https://www.huffingtonpost.com/2012/01/22/email-etiquette-bcc_n_1221901.html

Europa-Kommissionen. (2006). Den nye definition af små og mellemstore virksomheder - Brugervejledning og erklæring. Retrieved April 6, 2017, from http://startvaekst.dk/file/156566/smv-definition-au.pdf

Evans, D. (2012). *Social media marketing : an hour a day 2nd edition* (2nd ed.). Indianapolis, IN: Wiley. Retrieved from https://ebookcentral.proquest.com/lib/aalborguniv-ebooks/reader.action?docID=818154

Foley, H. J., & Matlin, M. W. (2010). *Sensation & Perception* (International Edition). USA: Pearson.

Holtzblatt, K., & Beyer, H. (2014). *Contextual Design: Evolved*. Morgan and Claypool Publishers series. Retrieved from http://www.morganclaypool.com.zorac.aub.aau.dk/doi/abs/10.2200/S00597ED1V01Y201409HCI024

Huddelston Jr., T. (2017, January 17). Twitter Is Officially Shutting Down Vine Today. Retrieved December 7, 2017, from http://fortune.com/2017/01/17/twitter-shut-down-vine-tuesday/

Kahn, P., & Lenk, K. (1998). Design: Principles of Typography for User Interface Design. *Interactions*, *5*(6), 15–. https://doi.org/10.1145/287821.287825

Kent, M. L. (2015). Social Media Circa 2035: Directions in Social Media Theory. *Atlantic Journal of Communication*, *23*(1), 1–4. https://doi.org/10.1080/15456870.2015.972407

Kietzmann, J. H., Hermkens, K., McCarthy, I. P., & Silvestre, B. S. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons*, *54*(3), 241–251. https://doi.org/10.1016

Kimiloglu, H., Ozturan, M., & Kutlu, B. (2017). Perceptions about and attitude toward the usage of e-learning in corporate training. *Computers in Human Behavior*, *72*, 339–349.

Kuhlmann, T. (2010, February 2). Why E-Learning is So Effective. Retrieved March 9, 2017, from http://blogs.articulate.com/rapid-elearning/why-e-learning-is-so-effective/

Lilmoes, S. P. (2014). Danske virksomheder boomer på sociale medier. Retrieved November 1, 2015, from http://www.business.dk/ledelse/danske-virksomheder-boomer-paa-sociale-medier

Little, T. D. (2013). *Survey Design and Measure Development* (1. Edition, Vol. 1. volume). Oxford: Oxford Library of Psychology.

Löwgren, J., & Stolterman, E. (2004). *Thoughtful interaction design : A design perspective on information technology*. Cambridge: Mass: MIT Press. Retrieved from http://site.ebrary.com.zorac.aub.aau.dk/lib/aalborguniv/reader.action?docID=10405262

Madsen, P. (2015). *Internship at Byens Film Akademi* (Semester Repport). Aalborg University, Aalborg.

Madsen, P. (2016). Creating an Interface Design of an E-learning Tool for Small Companies. *Aalborg University*.

Paavola, S., Lipponen, L., & Hakkarainen, K. (2004). Models of Innovative Knowledge Communities and Three Metaphors of Learning. *Review of Educational Research*, *74*(4), 557–576. https://doi.org/10.3102/00346543074004557

Randolph, J. J. (2009). A Guide to Writing the Dissertation Literature Review. *Practical Assessment, Research & Evaluation*, *14*(13), 13.

Rodriguez, B. C. P., & Armellini, A. (2013). Interaction and effectiveness of corporate e-learning programmes. *Human Resource Development International*, *16*(4), 480–489. https://doi.org/10.1080/13678868.2013.803753

Sharp, H., Rogers, Y., & Preece, J. (2011). *Interaction Design: Beyond Human-Computer Interaction, 3rd Edition* (3rd ed.). John Wiley & Sons.

Skukauskaite, A. (2014). Transcribing as Analysis: Logic-in-Use in Entextualizing Interview Conversations. *SAGE Research Methods Cases*. https://doi.org/http://dx.doi.org/10.4135/978144627305014532202

Sociale Medier. (2014). Undersøgelse: 57% er usikre på, om deres markedsføring på de sociale medier virker. Retrieved November 23, 2015, from http://www.socialemedier.dk/undersoegelse-usikre-deres-markedsforing-virker/

Stelzner, M. A. (2015). *2015 SOCIAL MEDIA MARKETING INDUSTRY REPORT -How Marketers Are Using Social Media to Grow Their Businesses* (p. 54). Social Media Examiner. Retrieved from https://www.socialmediaexaminer.com/SocialMediaMarketingIndustryReport2015.pdf

Šumak, B., Heričko, M., & Pušnik, M. (2011). A meta-analysis of e-learning technology acceptance: The role of user types and e-learning technology types. *Computers in Human Behavior*, *27*(6), 2067–2077. https://doi.org/http://doi.org.zorac.aub.aau.dk/10.1016/j.chb.2011.08.005

Theunissen, P. (2015). The Quantum Entanglement of Dialogue and Persuasion in Social Media: Introducing the Per–Di Principle. *Atlantic Journal of Communication*, *23*(1), 5–18. https://doi.org/10.1080/15456870.2015.972405

Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User Acceptance of Information Technology: Toward a Unified View. *MIS Quarterly*, *27*(3), 425–478.

VIRK. (2017). Søg i CVR [Text]. Retrieved December 8, 2017, from https://datacvr.virk.dk/data/

Wijas-Jensen, J. (2015, February). *Danmarks Statistik om danskernes brug af sociale medier*. Denmark. Retrieved from http://www.slideshare.net/DanmarksStatistik/danmarks-statistik-om-danskernes-brug-af-sociale-medier?from_action=save

Appendix

Appendix A - Survey

Læringsmetoder og Social Media Marketing hos små virksomheder

Dette spørgeskema har til formål at undersøge, hvilke læringsmetoder små virksomheder i Aalborg kommune bruger til at undervise deres medarbejdere i social medie marketing. Informationen, som vil komme af denne undersøgelse, vil blive brugt i mit kandidatspeciale i Informations Videnskab på Aalborg Universitet. Kort og godt, så handler mit kandidatspeciale om at udvikle en læringsplatform om social medie marketing til små virksomheder.

I spørgeskemaet vil du støde på traditionel læring, som skal forstås at man har en live interaktion med en underviser. E-learning skal forstås som læring du kan gøre online på et elektronisk apparat, og ofte gøre i din egen tid og alene. Hvis man har spørgsmål til undersøgelsen er man velkommen til at kontakte mig.

1. Bruger jeres virksomhed sociale medier nu, eller har gjort?
2. Hvad hedder jeres virksomhed? Dette er blot for at tjekke hvem der har svaret spørgeskemaet
3. Hvor mange medarbejdere er der i jeres virksomhed? 1, 2-4, 5-9, 10-19, 20-49
4. Hvad for et læringsmiljø bruger I, i jeres virksomhed for at træne jeres medarbejdere?

Traditionel læring, E-learning, blandet læring (traditionel og E-learning), vi træner ikke vores medarbejdere

5. På en skala fra 1 til 5, hvor tilfreds er I med den lærings metode som I bruger i jeres virksomhed?
6. Lære jeres medarbejdere i grupper, individuelt, eller begge dele?
7. På en skala fra 1 til 5, hvor tilfreds er I med den effekt undervisning har givet jeres medarbejdere med social medie marketing?
8. Hvilke af disse sociale medier bruger jeres virksomhed i jeres social medie marketing? Facebook, Twitter, LinkedIn, Google+, YouTube, Pinterest, Instagram, Snapchat, SlideShare, andre?
9. På en skala fra 1 til 5, hvor selvsikker føler I jer når I bruger social medie marketing i jeres virksomhed?

10. På en skala fra 1 til 5, hvor selvsikker føler I jer når I kommunikere med klienter/kunder på jeres sociale medie profiler?
11. Bruger jeres virksomhed kommunikations teori, selvlært viden eller begge dele når I bruger jeres social medie marketing?

Har I lyst til at deltage i et dybdegående interview, som omhandler temaerne fra dette spørgeskema? Interviewet vil tage omkring 30 minutter i det hele, og vil hjælpe til videre udvikling i mit kandidatspeciale. Hvis I svare ’Ja’, vil jeg kontakte jer inden for halvanden uges tid.

Link to the survey on Google Forms:
https://docs.google.com/forms/d/1ws2w2_wOiOQFDzSe8rXQrZRv1Ff6Xqt2u8qmXW26cTM/edit

Appendix B – Individual Results of Survey

Timestamp	Bruger jeres virksomhed sociale medier nu, eller har I gjort?
12-12-2017 10:34:11	Vi bruger dem nu
12-12-2017 10:24:24	Vi bruger dem nu
12-12-2017 14:51:56	Vi bruger dem nu
12-12-2017 15:54:24	Vi bruger dem nu
12-12-2017 11:45:03	Vi bruger dem nu
12-13-2017 6:02:15	Vi bruger dem nu
12-12-2017 11:45:23	Vi bruger dem nu
12-12-2017 12:10:24	Vi bruger dem nu
12-12-2017 12:27:20	Vi bruger dem nu
12-12-2017 17:43:45	Vi bruger dem nu
12-12-2017 11:59:23	Vi bruger dem nu
12-12-2017 13:42:11	Vi bruger dem nu
12-12-2017 21:55:56	Vi bruger dem nu
12-12-2017 11:43:41	Vi bruger dem ikke længere
12-12-2017 11:54:58	Vi bruger dem nu
12-12-2017 11:29:56	Vi bruger dem nu
12-12-2017 11:28:02	Vi bruger dem nu
12-12-2017 12:39:42	Vi bruger dem nu
12-12-2017 13:08:31	Vi bruger dem nu
12-12-2017 11:09:16	Vi bruger dem nu
12-13-2017 14:10:09	Vi bruger dem nu
12-12-2017 13:35:56	Vi bruger dem nu
12-12-2017 11:09:17	Vi bruger dem nu
12-12-2017 13:30:51	Vi bruger dem nu
12-12-2017 13:48:36	Vi bruger dem nu
12-13-2017 21:15:10	Vi bruger dem ikke længere
12-12-2017 11:28:11	Vi bruger dem nu
12-13-2017 8:35:08	Vi bruger dem nu
12-14-2017 8:08:06	Vi bruger dem nu
12-12-2017 11:29:34	Vi bruger dem nu
12-12-2017 15:24:32	Vi bruger dem nu
12-12-2017 16:49:14	Vi bruger dem nu
12-12-2017 19:03:43	Vi bruger dem nu
12-12-2017 11:44:27	Vi bruger dem nu
12-13-2017 11:19:11	Vi bruger dem nu
12-12-2017 10:42:41	Vi bruger dem nu
12-12-2017 12:52:09	Vi bruger dem nu
12-12-2017 11:25:52	Vi bruger dem nu
12-12-2017 12:35:24	Vi bruger dem nu

12-12-2017 17:06:25	Vi bruger dem nu
12-12-2017 11:12:58	Vi bruger dem nu
12-13-2017 0:50:31	Vi bruger dem nu
12-15-2017 9:55:20	Vi bruger dem nu
12-15-2017 9:58:17	Vi bruger dem nu
12-15-2017 10:00:39	Vi bruger dem nu
12-15-2017 10:56:53	Vi bruger dem nu

Hvad hedder jeres virksomhed? Dette er blot for at tjekke, hvem der har besvaret spørgeskemaet.	Hvor mange medarbejdere er der I jeres virksomhed?
One Mighty Foot Games	1
PDM technology	10-19
Den Kreative Ramme	2-4
Jørn Andersen, Unique Human Capital A/S	20-49
Arura	5-9
Nogluten ApS	5-9
Piranya	5-9
VisitNordjylland	5-9
WebHouse ApS	5-9
hasserisavis.dk	1
Juristeri	1
KKLK	1
MBM Group	1
Nels Klit Aps	1
SSC Solutions ApS	1
arkitekterne BJØRK & MAIGÅRD ApS	10-19
CC-Trading	10-19
CO2LIGHT A/S	10-19
Edutasia A/S	10-19
MRC Computer A/S	10-19
Nordjysk Autoophug A/S	10-19
Fitnessforlife	2-4
Harris Pye	2-4
magenta-firmagaver	2-4
mundgodt	2-4
Murermester Tommy Ledet Hals ApS	2-4
Duelco A/S	20-49
Gardin Lis ApS	20-49
Grønborg El	20-49
Kristian Rytter A/S	20-49

Mariendal Electrics	20-49
Samsung Denmark Research Center	20-49
Tandlægen.dk	20-49
Thorkild Kristensen	20-49
ALL CAPS	5-9
Bone Consult A/S	5-9
Euro Tourist v/Aalborg Rejsebureau ApS	5-9
Justworks	5-9
NAV-Vision	5-9
Progreso	5-9
Rokkedal - Nordjysk frisørcenter	5-9
Saphe IVS	5-9
AK7 IT A/S	5-9
Marcussen A/S	5-9
Lübech Living	5-9
FR Reklame	5-9

Hvad for et læringsmiljø bruger I, i jeres virksomhed for at træner jeres medarbejdere?
Vi trænger ikke vores medarbejdere
Blandet læring (Traditionel og E-læring)
Blandet læring (Traditionel og E-læring)
Traditionel læring
Vi træner ikke vores medarbejdere
Traditionel læring
Blandet læring (Traditionel og E-læring)
Traditionel læring
Blandet læring (Traditionel og E-læring)
Vi træner ikke vores medarbejdere
Vi træner ikke vores medarbejdere
Vi træner ikke vores medarbejdere
Traditionel læring
Vi træner ikke vores medarbejdere
Vi træner ikke vores medarbejdere
Traditionel læring
Traditionel læring
Vi træner ikke vores medarbejdere
Blandet læring (Traditionel og E-læring)
Blandet læring (Traditionel og E-læring)
Vi træner ikke vores medarbejdere
Blandet læring (Traditionel og E-læring)
Blandet læring (Traditionel og E-læring)

Vi træner ikke vores medarbejdere
Vi træner ikke vores medarbejdere
Vi træner ikke vores medarbejdere
Blandet læring (Traditionel og E-læring)
Traditionel læring
Blandet læring (Traditionel og E-læring)
Vi træner ikke vores medarbejdere
Traditionel læring
Traditionel læring
Vi træner ikke vores medarbejdere
Blandet læring (Traditionel og E-læring)
Vi træner ikke vores medarbejdere
Blandet læring (Traditionel og E-læring)
Vi træner ikke vores medarbejdere
Blandet læring (Traditionel og E-læring)
Traditionel læring
Vi træner ikke vores medarbejdere
Traditionel læring
Vi træner ikke vores medarbejdere
Traditionel læring
Vi træner ikke vores medarbejdere
Traditionel læring
Vi træner ikke vores medarbejdere

På en skala fra 1 til 5, hvor tilfredse er I med den læringsmetode som I bruger i jeres virksomhed?	Lærer jeres medarbejdere i grupper, individuelt, eller begge dele?
3	Begge dele
3	Begge dele
3	Begge dele
4	Begge dele
5	Individuelt
5	Individuelt
4	Individuelt
4	Begge dele
3	Begge dele
2	Individuelt
3	Individuelt
5	Individuelt
5	Begge dele
5	Individuelt
3	Individuelt
3	Individuelt

5	Begge dele
3	Individuelt
5	Begge dele
5	Begge dele
4	Individuelt
3	Individuelt
3	Begge dele
3	Individuelt
5	
3	Individuelt
3	Begge dele
3	Begge dele
4	Individuelt
3	Begge dele
4	Grupper
4	Begge dele
1	Begge dele
4	Begge dele
4	Begge dele
2	Begge dele
5	Individuelt
4	Begge dele
2	Begge dele
3	Begge dele
3	Begge dele
4	Begge dele
1	
	Begge dele
4	Begge dele

På en skala fra 1 til 5, hvor tilfredse er I med den effekt undervisningen har givet jeres medarbejdere med social medie marketing?	Hvilke af disse sociale medier bruger jeres virksomhed i jeres social medie marketing?
3	Facebook
4	Snapchat
2	Facebook, LinkedIn, YouTube, Instagram
3	LinkedIn
2	Facebook
5	Facebook
3	Facebook, LinkedIn, YouTube, Instagram, Snapchat
4	Facebook, LinkedIn, Google+, YouTube, Instagram

3	Facebook, Twitter, LinkedIn
2	Facebook, LinkedIn, Google+
3	Facebook
5	Facebook
3	Twitter, LinkedIn
	Ingen af ovenstående
3	LinkedIn
3	Facebook, LinkedIn
5	Facebook, Instagram, Snapchat
5	Facebook, LinkedIn, Google+, YouTube, Hjemmeside og CRM-system
4	Facebook, Twitter, LinkedIn, Google+, YouTube, SlideShare
3	Facebook
4	Facebook
3	Facebook, YouTube, Instagram
2	Facebook, LinkedIn, Instagram, Snapchat
3	Facebook
	Facebook
3	ingen
3	Facebook, LinkedIn, YouTube
3	Facebook, LinkedIn, Instagram
4	Facebook, LinkedIn, Google+, YouTube
3	Facebook, LinkedIn, Google+
3	Facebook, LinkedIn
3	Facebook, LinkedIn
1	Facebook
2	Facebook, LinkedIn, Instagram
4	Facebook, Twitter, YouTube, Instagram
3	Facebook, LinkedIn
	Facebook
4	Facebook, LinkedIn, YouTube, Instagram, Snapchat
1	Facebook, LinkedIn
3	Facebook, LinkedIn
3	Facebook, Instagram
	Facebook, LinkedIn
2	Facebook, Twitter, LinkedIn
	Facebook, LinkedIn
	Facebook, LinkedIn, Instagram
	Facebook

På en skala fra 1 til 5, hvor selvsikre føler I jer når I bruger social medie marketing i jeres virksomhed?	På en skala fra 1 til 5, hvor selvsikre føler I jer når I kommunikerer med klienter/kunder på jeres sociale medie profiler?	Bruger jeres virksomhed kommunikationsteori, selvlært viden eller begge dele, når I bruger jeres social medie marketing?
2	3	Selvlært viden
2	2	Selvlært viden
3	4	Begge dele
3	5	Selvlært viden
2	3	Begge dele
5	5	Selvlært viden
4	4	Selvlært viden
5	5	Begge dele
2	2	Selvlært viden
2	2	Selvlært viden
4	4	Selvlært viden
3	4	Selvlært viden
3	3	Begge dele
1	1	Selvlært viden
3	3	Selvlært viden
3	3	Begge dele
5	5	Begge dele
5	4	Begge dele
4	4	Begge dele
5	5	Selvlært viden
4	4	Selvlært viden
2	4	Selvlært viden
4	4	Selvlært viden
3	4	Begge dele
2	4	Selvlært viden
2	1	Selvlært viden
4	4	Selvlært viden
5	4	Kommunikations teori
4	4	Selvlært viden
3	4	Begge dele
5	5	Begge dele
4	4	Selvlært viden
5	3	Selvlært viden
4	4	Begge dele
4	4	Begge dele

4	4	Begge dele
3	3	Kommunikations teori
4	4	Selvlært viden
3	3	Begge dele
4	4	Begge dele
4	4	Kommunikations teori
4	3	Selvlært viden
3	3	Selvlært viden
2	2	Selvlært viden
4	4	Begge dele
3	3	Selvlært viden

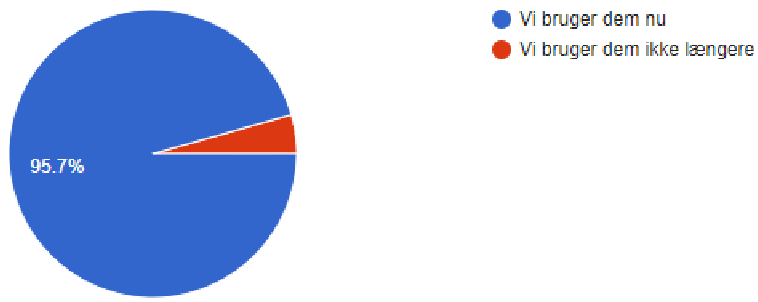
Har I lyst til at deltage i et dybdegående interview, som omhandler temaerne fra dette spørgeskema? Interviewet vil tage omkring 30 minutter i det hele, og vil hjælpe til videre udvikling i mit kandidatspeciale. Hvis I svarer ’Ja’, vil jeg kontakte jer inden for halvanden uges tid.
Ja
Ja
Ja
Ja
Ja
Ja
Ja
Ja
Ja
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej

Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Nej
Ja
Nej
Nej
Nej

Appendix C – Gathered Results of Survey

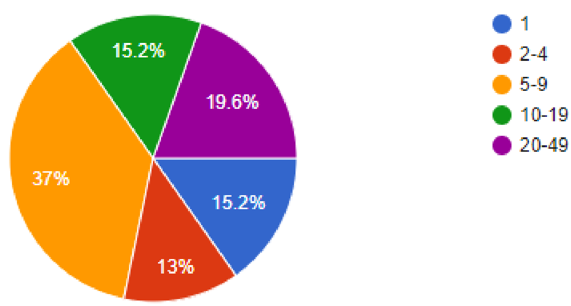
Bruger jeres virksomhed sociale medier nu, eller har I gjort?

46 responses



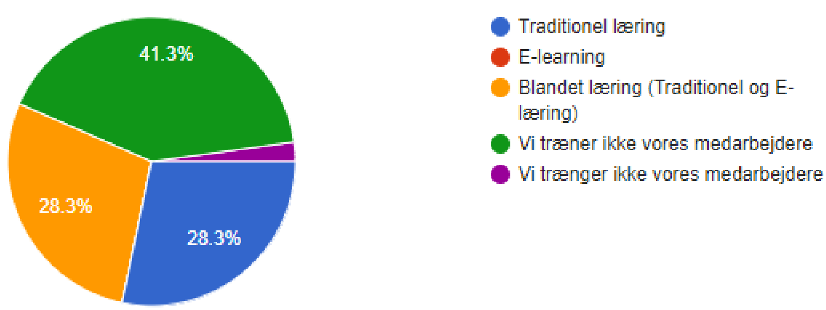
Hvor mange medarbejdere er der I jeres virksomhed?

46 responses



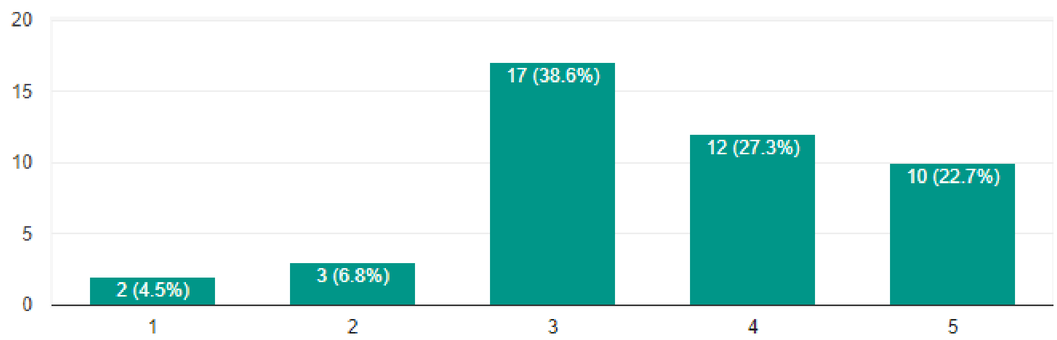
Hvad for et læringsmiljø bruger I, i jeres virksomhed for at træner jeres medarbejdere?

46 responses



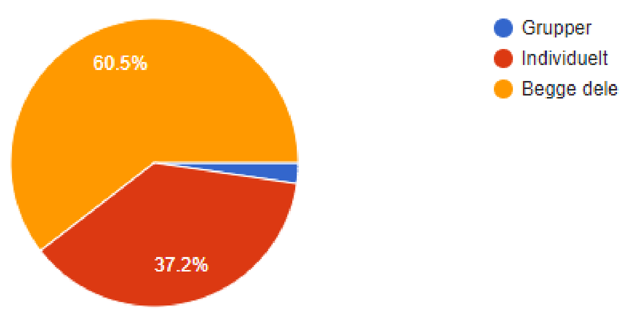
På en skala fra 1 til 5, hvor tilfredse er I med den læringsmetode som I bruger i jeres virksomhed?

44 responses



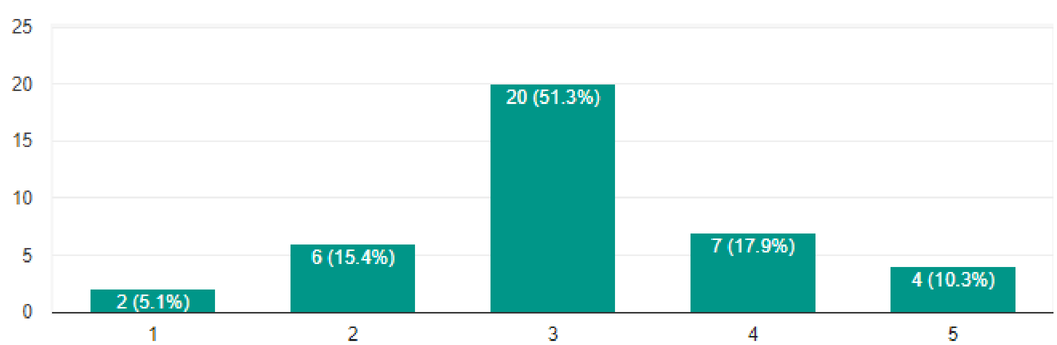
Lærer jeres medarbejdere i grupper, individuelt, eller begge dele?

43 responses



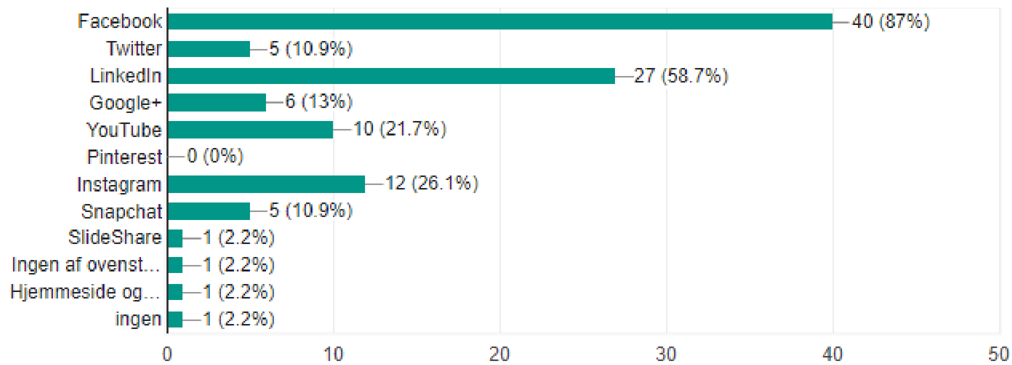
På en skala fra 1 til 5, hvor tilfredse er I med den effekt undervisningen har givet jeres medarbejdere med social medie marketing?

39 responses



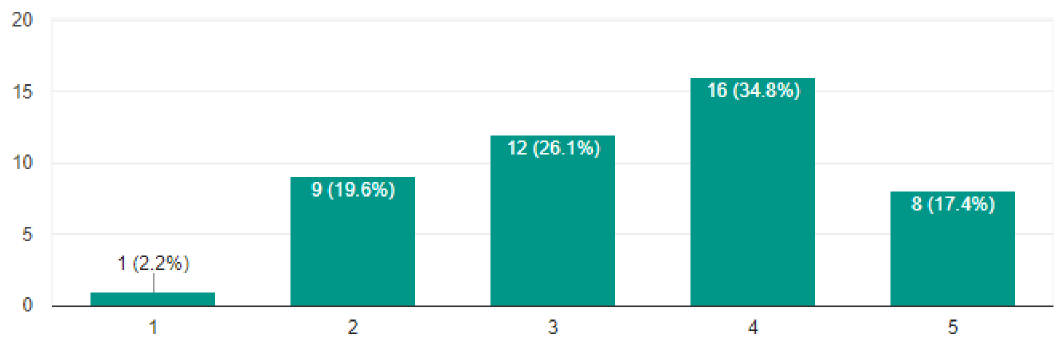
Hvilke af disse sociale medier bruger jeres virksomhed i jeres social medie marketing?

46 responses



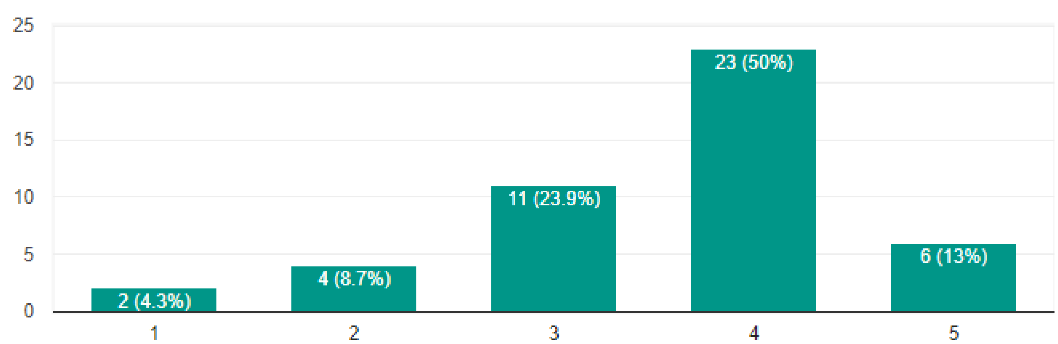
På en skala fra 1 til 5, hvor selvsikre føler I jer når I bruger social medie marketing i jeres virksomhed?

46 responses



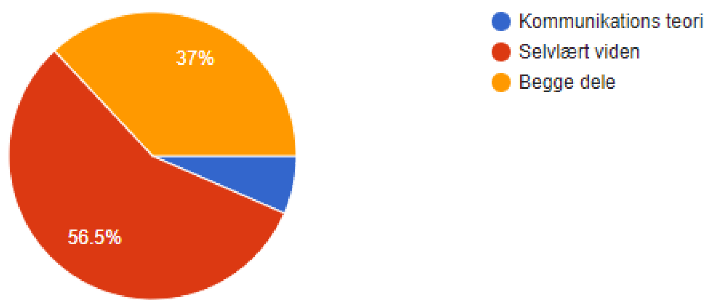
På en skala fra 1 til 5, hvor selvsikre føler I jer når I kommunikerer med klienter/kunder på jeres sociale medie profiler?

46 responses



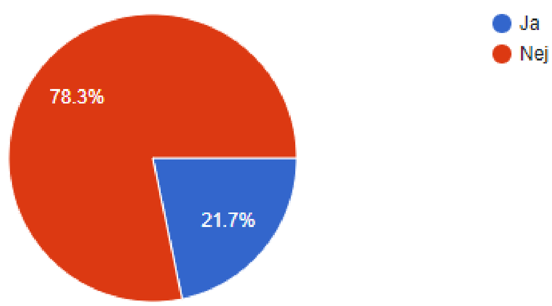
Bruger jeres virksomhed kommunikationsteori, selvlært viden eller begge dele, når I bruger jeres social medie marketing?

46 responses



Har I lyst til at deltage i et dybdegående interview, som omhandler temaerne fra dette spørgeskema? Interviewet vil tage omkring 30 minutter i det hele, og vil hjælpe til videre udvikling i mit kandidatspeciale. Hvis I svarer 'Ja', vil jeg kontakte jer inden for halvanden uges tid.

46 responses



Appendix D – Chi Square and Spearman's Rho in Excel

Q3	Observed	Expected	Chi Square
1	7	9,2	0,066769
2 to 4	6	9,2	
5 to 9	17	9,2	
10 to 19	7	9,2	
20 to 49	9	9,2	
	46		
	9,2		

Q4	**Observed**	**Expected**	**Chi Square**
E-learn	0	11,5	0,000405
Not Train	20	11,5	
Traditional	13	11,5	
Blended	13	11,5	
	46		
	11,5		

Q8	**Observed**	**Expected**	**Chi Square**		
Facebook	40	10,9	7,36E-25	1,02E-10	0,000046
Twitter	5	10,9			
LinkedIn	27	10,9			
Google+	6	10,9			
YouTube	10	10,9			
Pinterest	0	10,9			
Instagram	12	10,9			
Snapchat	5	10,9			
SlideShare	1	10,9			
Other	3	10,9			
	109				

Q9	**Observed**	**Expected**	**Chi Square**
1	1	9,2	0,00969557
2	9	9,2	
3	12	9,2	
4	16	9,2	
5	8	9,2	
	46		
	9,2		

Q10	Observed	Expected	Chi Square		
1	2	9,2	3,46E-06	0.00857	
2	4	9,2			
3	11	9,2			
4	23	9,2			
5	6	9,2			
	46				
	9,2				

Q11	Observed	Expected	Chi Square
Com. Theo	3	15,33333	0,00015675
Self Taught	26	15,33333	
Both	17	15,33333	
	46		
	15,33333		

Likert Scale	Q9	Q10	Ranked Q9	Ranked Q10	Difference	Dif^2
1	**1**	**2**	5	5	0	0
2	**9**	**4**	3	4	-1	1
4	**12**	**11**	2	2	0	0
4	**16**	**23**	1	1	0	0
5	**8**	**6**	4	3	1	1
					Sum of Dif^2	2
					*6*sigmad^2*	24
					n(n^2-1)	120
					1-(n(n^2-1)	0,2
					Spearmans rho	0,8

Appendix E – Interview Guide

Semi Structured Interview Questionnaire: Interview Guide

1. *Why have you as a company chosen this/these learning environment(s), and why are you satisfied/unsatisfied/undecided on this learning environment?*
2. *Why do your employees learn in groups/individual/both ways?*
3. *If we look towards the social medias your company is using, then why are you satisfied/unsatisfied/undecided with the learning your employees have received about social media marketing?*
4. *Why are you more/less/equal as confident in using social media marketing, as you are with communicating with your clients/costumers on the social medias?*
5. *How satisfied are you with choice to use communication theory/self-taught knowledge/both knowledge groups for your social media marketing?*
6. *What physical learning environment are your company using with your employees?*
7. *What technological tools do your company have at hand in order for your employees to participate in an E-learning course?*
8. *What other platforms/programs do you use in your company?*

Appendix F – Transcriptions of Interviews

Transcriptions of the five interviews, in Danish:

Telephone interview with One Mighty Food Games at 11:00 am, the 29th of December

Interviewer: PM (Pernille Madsen); Interviewee: PS (Peter Schaumann)

Duration of interview: 12 minutes, 53 seconds

1. PS: Ja goddag
2. PM: Hej, du snakker med Pernille fra Aalborg universitet…
3. PS: Hej!
4. PM: Hej, ehm vi, jeg har jo skrevet til dig hvor du har, svaret ja til gerne vil, deltage i et interview efter at have svaret på mit spørgeskema.
5. PS: Ja det rigtigt
6. PM: Ja, og vi aftalte jo i dag. Ehh, og inden vi går videre, så som, som der stod i mailen så eh bliver den her samtale optaget, fordi den bare skal bruges til, hvad hedder det… Eh til, til min rapport.
7. PS: Jaer
8. PM: Ehm derfor vil jeg høre om du stadigvæk er okay med at vi optager den her samtale?
9. PS: Ja det helt fint
10. PM: Okay. Ehm ja, men det jeg skal spørge om det er nogen af de svar du har givet mig i det her spørge skema og så svare vi også, spørger jeg også lidt generelt om, eh hvad hedder det, social medie marketing og læringsmiljø i jeres firma, og jeg ved godt du er en person, men bare sådan tage det som, svar det som om du svare for dit eget firma. Ja…
11. PS: Ja
12. PM: Eh, og eh du forstår godt hvad det er vi skal nu?
13. PS: Eh jah jah
14. PM: Okay
15. PS: Vi kører bare
16. PM: Ja. Det første spørgsmål, hvorfor har I som firma valgt ikke at træne jeres medarbejdere eh og hvordan har I det med at tage det valg?
17. PS: Eh vi valgte ikke at træne dem, da… Eh vi føler at de har de, hvad hedder det, ehm egenskaber som vi skulle bruge i firmaet.
18. PM: Okay

19. PS: Oh eh, det har vi det ik' så godt med
20. PM: Nej. Okay det…
21. PS: Det. Det havde nok været bedre de havde udviklet sig
22. PM: Ja. Men, så det så også, altså hvis, jeg kan så se hvis I så skulle træne jeres medarbejdere hvorfor, eh lære jeres medarbejdere så i både grupper og individuelt?
23. PS: Hvorfor de ik' gør det?
24. PM: Nej altså, hvorfor lære de i både grupper, individuelt, altså jeg tænker jo nok flere hen af vejen, når I bruger ting.
25. PS: Eh… ja, eh de vil nok lære i grupper for at ku' blive, fungere bedre som et team også. Og individuelt det er for at eh specialisere sig.
26. PM: Okay. Yes. Ehm… Ja eh I bruger, jeg kan se I har svaret at I bruger Facebook I jeres firma.
27. PS: Jeah!
28. PM: Og I har så svaret at I er hverken tilfredse eller utilfreds med den erfaring og læring som jeres medarbejdere har modtaget i forhold til at bruge de sociale medier. Eh ja, hvordan har I det med det? Altså I er hverken tilfredse eller utilfredse, hvad ligger der til baggrund for det?
29. PS: Altså vi har haft nogle gratis kurser, rundt omkring i Aalborg, der er inden for bus distance.
30. PM: Ja altså, hvor…
31. PS: Og…
32. PM: Var der flere end bare jer eller var det kun jer der fik det? Undervisningen?
33. PS: Ja det det, det var, det var åbne grupper hvor folk bare kunne møde op. Eh og eh de var ik' så målrettede på vores problemer, som det man nok kunne ønske sig.
34. PM: Var det sådan en form for klasse I fik, eller var det en forelæsning eller hvordan? Var det
35. PS: Det var et slagt foredrag.
36. PM: Okay. Og I måtte godt stille spørgsmål bagefter?
37. PS: Eh der, det, for alle sammen, alle de gange vi var afsted var det sådan at man cirkulerede bagefter og kunne snakke med dem der havde holdt foredraget og dem der var mødt op, som og…

38. PM: Okay.
39. PS: Som os' havde erfaringer.
40. PM: Okay. Yes eh, så går vi videre til nogle af de næste svar I gav os. Eh hvorfor er I, eh det ser ud til at I er lidt mere usikre i at brug-, bruge jeres social medie marketing i forhold til at kommunikere med jeres kunder på Facebook. Eh så vil jeg bare spørge hvordan hænger det sammen? Men det siger måske næsten sig selv.
41. PS: Ja, altså eh. Vi udser jo brugen af, i vores tilfælde Facebook, eh da man ikke ret meget forklarede inde på Facebook egen side hvis du skal have hjælp til det så skal du søge udenfor, Facebooks egne guides. Eh vi har mere, vi har det bedre med at snakke med vores kunder eh da Facebook. Hvad hedder det, bare agere en, en landingsplads for dem for at kunne komme i kontakt med os.
42. PM: Eh hvordan mener du en landingsplads? For at komme i kontakt med dem. Det fordi I kun bruger Facebook som jeres hjemmeside eller?
43. PS: Ja det er det. Nåh, nåh folk. Der er et eller andet der bipper, jeg ved ikke om det er min eller, eller din.
44. PM: Det er min der bipper.
45. PS: Okay, skidt med det. Eh ja, når en kunde har kontaktet os så overføre vi samtalen hen til mobiltelefon og mail bagefter.
46. PM: Okay…
47. PS: Så
48. PM: Så man kan godt kontakte jer via mail på Facebook?
49. PS: Ja det kan man. Ja
50. PM: Okay. Eh ja, så kan vi gå mere, så kan vi gå videre her. Fordi I snakkede jo om at I mest af alt er nok selvlært viden, hvor tilfreds er I med at I har valgt at bruge jeres selvlært viden til når I bruger social medie marketing? Fordi I har jo åbenbart ikke kunne bruge det som I har lært med de der kurser.
51. PS: Ja ehm, den. Vi får via specialiseret viden ved at selv søge efter det, problemer er bare når man ikke ved hvilke begreber det egentlig er man forsøger at finde.
52. PM: Ja, jamen ja det hvis noget med jeres Facebook er på Dansk eller hvordan var det?
53. PS: Eh ja og det eh det gør det lidt svært at søge efter hvad hedder det, funktioner.
54. PM: Ja, okay. Ehm ja så skal vi til…

55. PS: **udefinerbare mumler** Der er ikke et stort marked for Dansk Facebook på nettet. Med tips og sådan noget…
56. PM: Ja, du sagde at det ikke var et stort marked eller?
57. PS: Eh det plejer, at være masser at folk der, der kan hjælpe en med dansk Facebook men, ehh, det er meget overfladisk det de kan hjælpe med.
58. PM: Hvordan mener du overfladisk? Ikke sådan specifikt? Eller…
59. PS: Ja, altså det de kan kun hjælpe med de mest enkle funktioner de kan ikke gå i dybden med det, hvis du skal have nogle mere avancerede ting.
60. PM: Okay, hvis du for eksempel skal have noget marketingsrelateret så kan de ikke hjælpe dig med det? Eller?
61. PS: Nej. Ja præcis.
62. PM: Ehm ja, fordi har Facebook ikke også sådan nogen marketingsanalyse, hvis man har en side inde på Facebook.
63. PS: Jeah. Ehm ja, det er der.
64. PM: Ehm ja, okay. Eh så skal vi se, nu kommer vi sådan mere til sådan nogle spørgsmål generelt, ehm om jeres firma. Selvom jeg godt ved at I er en person…
65. PS: Jeah.
66. PM: Så må I jo stadig gerne svare. Eh hvordan er det fysiske miljø i, for jeres medarbejdere når de skal tillære sig ny viden? Altså hvad er det for et, et rum de ka' sit sig at lære i?
67. PS: Eh det er private hjem, det er stuer, køkkener og værelser. Vi har ikke noget egentligt kontor, så…
68. PM: Okay, så ja, så det er hjemme?
69. PS: Ja.
70. PM: Ja, okay. Eh og hvis vi så tænker på, hvis de så skal til at lære, deltage i et online. Det prøver vi lige igen. Hvis de skal deltage i et online læringsmiljø, er læringsforløb, ja jeg vrøvler, hvad er det så for nogle teknologiske redskaber i har som firma som I kan tilbyde jeres lære- medarbejdere? Til at bruge at deltage i, i de her online læringsmiljø.
71. PS: Eh vi har mobiltelefoner, Android mobiltelefoner, stationære og bærbare.
72. PM: Ja, og internet gætter jeg også på?
73. PS: Ja, selvfølgelig.

74. PM: Ja. Og det også bare, det bruger de vel også bare deres eget?
75. PS: Ja.
76. PM: Okay. Deres private. Yeah-
77. PS: Yeah, ellers har vi, vi har ekstra computere, men-
78. PM: Er det bærbare eller stationære?
79. PS: Ja det, vi, jeg har en ekstra bærbar til besøgende som ikke har deres egne.
80. PM: Okay, og så bare af ren nysgerrighed, har I sådan plads til at være mere end en person i det her læringsmiljø?
81. PS: Ja der er plads.
82. PM: Okay.
83. PS: Der er både spiseborde og dibaneser.
84. PM: Ja, hvad sagde du, dibanser?
85. PS: Ja
86. PM: Ja okay. Ehm ja, så det sidste spørgsmål her. Eh udover I bruger Facebook selvfølgelig, hvad for nogen platforme eller programmer bruger jeres firma så? Altså det er mere for at vide hvad for nogle brugeroverflader I er vandt til i jeres firma.
87. PS: Eh altså online eller?
88. PM: Nej det er bare generelt altså. Vi kan starte med bruger I Windows eller Mac?
89. PS: Ja, ja vi bruger Windows baserede, hvad hedder det, software og Android som nævnt tidligere.
90. PM: Ja. Og hvad bruger I så ellers til at fuldføre jeres arbejdsopgaver?
91. PS: Eh, vi bruger hele Adobe parken.
92. PM: Ja. Og det er det der med Premier og-
93. PS: Ja, Premier og Aftereffects og InDesign.
94. PM: Ja, og det er også noget hvor I selv har tillært jer viden ved at bruge det eller?
95. PS: Ja det er helt selvlært.
96. PM: Okay.
97. PS: Ehm, til vores firma bruger vi også en FDP server til at, det er en måde at lager data på som let kan deles mellem andre computere men, samlet et sted. Altså i vores database på en computer herhjemme.
98. PM: Ja. Er det bare generelt hvad den slagt program hedder eller hedder det program I-

99. PS: Eh de, de, eh det er jo FDP server som man kan få adgang til gennem et FDP program som jo også tilfælde hedder Firezilla, som er et gratis program.
100. PM: Ja og det-
101. PS: Og det er bare et gratis download man kan, og så skal du bare havde nogle adgangs, hvad hedder det, login og sådan noget og så kan du komme ind på vores server.
102. PM: Okay, eh-
103. PS: Yeah.
104. PM: Sidste spørgsmål jeg så også lige tænkte på ehmm-
105. PS: Eh hov eh, Dropbox det er også noget vi bruger efter
106. PM: Dropbox, okay, Dropbox. Og så lige et sidste spørgsmål jeg også lige kom til at tænke på, hvad er jeres, hvad er jeres uddannelsesmæssig baggrund?
107. PS: Eh det er en højere folkeskole uddannelse.
108. PM: Okay. Og I har ikke modtaget andre form for kurser? Eller, efter jeres HF?
109. PS: Eh, der er masser af påbegyndte uddannelser som ikke er færdiggjort.
110. PM: Okay. Yes ehm-
111. PS: Ved ikke om de er relevante?
112. PM: Nah, det er bare sådan for som lige at vide at hvad det forskellige firmaers baggrunde. Eh for I for eksempel, der er nogen der bruger kommunikations teknologi har det svare på, men så kunne det lige være interessant at vide, jamen har I modtaget en uddannelse eller er det fordi I har taget kurser i kommunikations strategi.
113. PS: Altså jeg har jo fået 02 i et SEO, hvad hedder det, information…
114. PM: Ja, søge engine optimisation. Ja, men det er hvis også relevant når I bruger en hjemmeside.
115. PS: Jeah. Jeah, men det er det.
116. PM: Ahmen det kan vel også være relevant hvis man bruger en Facebook, det ved jeg ikke. Ehm, anyway, det var hvis det-
117. PS: Eh det kan det hvis du har en hjemmeside og vil gerne integrere Facebook funktioner
118. PM: Når okay.

119. PS: Ehm så de giver. Der er mange ting de er meget kede af at du kan gøre ved din hjemmeside, det skal ikke ret meget til for at du så ryger meget langt bagud når du for eksempel via Google, google-

120. PM: Yeah. Okay, så bare et andet nysgerrigt spørgsmål er der nogen andre der eh social medie platform I har tænkt på at bruge i fremtiden?

121. PS: Ehm,

122. PM: Men-

123. PS: Eh ja hvad hedder det, den der, ugh, Instagram ku' være en ting. Ja, til små opdateringer.

124. PM: Okay.

125. PS: Bare små bidder af noget der kunne være interessant, hvad hedder det,-

126. PM: Forbrugeren?

127. PS: Forbrugeren ja.

128. PM: Ja fordi det. Jeg kan se enten bruger de Twitter eller Instagram.

129. PS: Jeah. Hvis jeg skulle vælge en af de to, så ville jeg tage Instagram.

130. PM: Jeah, er det fordi det er lettere at bruge eller?

131. PS: Eh ja, og og eh det er mere, hvad hedder det, det er mere visuelt hvilket. Det er publikum der trækker dig ind, det er mere folk det søger det visuelle end folk der søger, hvad hedder det, tør information.

132. PM: Okay. Jamen jeg ku, I også et spiludhviklings firma så det jo nok mere relevant at se billeder.

133. PS: Ja.

134. PM: Ja. Ehm Yes, jeg tror at det var det. Der er ikke flere spørgsmål-

135. PS: Du kan jo godt, du kan godt sætte billeder ind på på eh Twitter, men det er ikke lig så- lige så godt velintegreret som på Instagram, som jo er lavet til det.

136. PM: Okay, eh yes jeg tror at det var det. Har I nogle spørgsmål?

137. PS: Nej.

138. PM: Okay, jamen jeg har hvis heller ikke mere.

139. PS: Okay.

140. PM: Så tak for det og tak for lån af jeres tid

141. PS: Jamen selv tak.

142. PM: Og hav en god dag.
143. PS: Ja, i lige måde. Hej hej
144. PM: Hej.

Telephone interview with WebHouse at 12:00 pm, the 29th of December

Interviewer: PM (Pernille Madsen); Interviewee: CB (Christian Broberg)

Duration of interview: 15 minutes, 38 seconds

1. CB: Ja hej det er Christian
2. PM: Ja hej Christian, du snakker med Pernille Madsen fra Aalborg universitet.
3. CB: Ja lige et øjeblik Pernille… Kan du høre mig?
4. PM: Ja det kan jeg.
5. CB: Nu skal jeg lige ha' høretelefoner på. Hallo?
6. PM: Hallo? Jeg kan stadig høre dig.
7. CB: Ja hallo.
8. PM: Ja.
9. CB: Ja godt. Men eh-
10. PM: Men ja du eh ved vel hvad det drejer sig om, det drejer sig om eh… ja du har sagt ja til at et lille interview efter du har svaret på spørgeskemaet for-
11. CB: Ja.
12. PM: For min opgave, og som der står i mailen så bliver det her interview optaget så bare lige for at være sikker på igen så, vil du stadig være okay med at jeg optager det her interview bare til min eh opgave?
13. CB: Ja det helt fint.
14. PM: Okay. Ehm det interviewet kommer til at handle om det er sådan vi snakker lidt om de svar ehm du har givet mig, ehm, via spørgeskemaet og så generelt om jeres læringsmiljø i firmaet. Ehm-
15. CB: Ja.
16. PM: Det første spørgsmål det er, hvorfor har I som firma valgt at bruge et blandet læ- et blandet læringsmiljø hvor I har altså, traditionel læring og digital læring og hvorfor er I

tilfreds eller eh, eller utilfreds med det her miljø I har valgt? Hvorfor I hverken er tilfredse eller utilfredse med det?

17. CB: Men altså, men grundlæggende set altså så tror jeg at eh det man nødvendigvis ikke er fast eh binder sig fast på at et miljø kun kan være på en bestemt facon at det begrænser, medarbejder i deres, deres læring ik'? Og, og, og det det vi mener er det vi mener med at altså alt hvad vi arbejder med det er jo digitalt.-
18. PM: Ja.
19. CB: Men eh nævner læringsmiljø som kan vi sige kan danne dialog men så er det jo baseret på one-to-one coaching eller, eller sidemands oplæring eh omkring en ny givende teknologi for eksempel, hvor det er at en der har brugt noget mere tid på eh givende teknologi end, end en anden medarbejder, der bliver sat til og, og oplære altså i nogle intensive kan vi sige, striks, forløbet er, forløbet kalder jeg analog som alternativet.
20. PM: Ja så, jeres medarbejdere lære hinanden os' hvad de har lært?
21. CB: Ja.
22. PM: Ja okay. Men så er det måske også svaret sådan, hvorfor lære jeres medarbejder både i grupper og individuelt, men det har du jo allerede svaret på her kan jeg se.
23. CB: Ja at gå ud over det så eh, så har vi også ehm hver fjortendes dag en eh det vi kalder en hackaton, hvor vi har sådan en aften hvor vi får pizza og cola, og ehm løser nogle problemer sammen, og det er det kan man sige også er en form af, en form for læring. Det er meget baseret på læringsforløb at dem der måske hænger lidt i bremsen omkring den, den nye teknologi vi arbejder med den blandt andet, problemer kan stilles med samværet af gruppen så ved vi at der bliver at man løser nogle problemer sammen og det, det ser vi som læring, det er med at man godt kan gå et kursus i tre dage det bruger vi ikke ret meget. Nej det gør vi ikke.
24. PM: Nej okay. Altså når I laver de der hackaton er det så på jeres arbejdsplads eller er det hjemme hos en af jer?
25. CB: Ej det er på arbejdspladsen.
26. PM: På arbejdspladsen okay. Ja, men så til nogen af de næste spørgsmål her, ehm jeg kan se at I bruger Facebook, Twitter og LinkedIn i jeres firma, og der har I så svare på i forhold til at den læring jeres medarbejder har modtaget den er i hverken tilfredse eller utilfredse i forhold til at bruge de sociale medier.

27. CB: Eh yeah. Det er, det er primært mig der styre de ting der er derpå, eh jeg har haft nogle forskellige praktikanter inde over nogle perioder men jeg vil ikke sige at jeg har nogen solid strategi på det område.
28. PM: Nej. Okay.
29. CB: Det eh, det er svært at få tid til, det en travl arbejdsdag ehm og vi er… altså det kan være rigtig rigtig hvis man har og hvordan skal vi lige. Jeg tror at man kan få, få utroligt meget ud af sociale medier hvis man har strategi omkring det og man har en vækststrategi, lige nu har vi faktisk ikke en vækststrategi, vi har en konserverings strategi, så vi skal ind hvor det er i gang med at udvikle nye ting og vi har jo ikke behov at få tre hundrede nye kunder eksempelvis mens vi er i gang med det her eh, det er simpelthen fordi det er for tidligt en fase vi er i så, så vi har egentlig droslet lidt ned og besluttet så ikke at bruge så meget tid på det, den strategiske periode vi er i nu.
30. PM: Okay. Bare sådan af ren nysgerrighed hvad for en af jeres sociale medier bruger I mest tid på? Er det Facebook, Twitter eller LinkedIn?
31. CB: Ehm… Det er nok LinkedIn og Twitter-
32. PM: Okay.
33. CB: Det er det.
34. PM: Ja, okay.
35. CB: Facebook det er lidt, det, det, vi syndes det stadigvæk er meget Se & Hør, Ekstra Bladet og Billedet Bladet, altså det, det er meget, stadigvæk meget privat, eh og folks altså, meget stadigt et sladderblad hvor man kan sidde og rude i folks privatliv fordi det der med at man, Facebook profil har jo altid været noget man tog udgangspunkt i, i sit eget behov ik', for at følge sine venner og noget familie og man kan dele nogle billeder og oplevelser med nogen af dem man ikke ser så ofte ik', men det at begynde at adde en masse kunder på, på ens privatprofil det er, det er måske ikke så praktisk. Ehm, og så skal man have en ehm en Facebook side men, og og vedligeholde den og få den markedsført den, jamen det kræver faktisk også en dedikeret strategi eh, og det er ikke noget vi, det bliver sådan lidt pø om pø, ehm det er ikke noget vi har sådan en decideret strategi på som sagt.
36. PM: Nej. Okay, så ehm til det næste spørgsmål her, det var i forhold til hvor selvsikre I føler jeres social, med brugen af jeres social medie marketing og kommunikere med

kunderne på, ja medierne. Og der har I sådan svaret at I er ligeså usikre i at bruge social medie marketing som I er i at kommunikere med jeres kunder. Eh hvordan hænger det sammen, hvorfor er det på samme niveau i forhold t-

37. CB: Jamen vi har ikke nogen reel kommunikation, altså kommunikation for mig det er tovejs ik'? Det er en kunder spørger om et eller andet og så svare vi et eller andet, eh, det, det, der er nul på de sociale medier hvad det angår.
38. PM: Okay.
39. CB: Altså det, folk skriver til os via en kontakt formular eller ringer til os eller sender en mail til os…
40. PM: Okay.
41. CB: Det er vores normale support gang så, så de kunder vi har er typisk set gider ikke selv bruge deres tid på sociale medier for at stille et spørgsmål. Altså vi er jo ikke en consumer, vi er ikke en forbruger butik det, vi sælger buisness-to-buisness software.
42. PM: Ja okay yeah, ja så er der jo ikke så mange grunde til at skrive på Facebook.
43. CB: Nej, det var noget andet hvis man var rejsebureau ikke hvor man prøver på at sælge trehundrede tusind billetter om året ik' hvor der er et eller andet der går galt hele tiden ik', det, de de passer rigtig godt på Facebook sådan nogen.
44. PM: Ja. Okay, så skal vi se, ehm ja, det næste spørgsmål er så altså I skriver at I mest af alt bruger jer selv til selv- selvlært viden til når I bruger de social medie marketing, hvor tilfreds er I med det valg I har taget. Det som du siger, så er der ikke rigtig tid til at lære mere.
45. CB: Ehm pt er det ikke et fokus område vi skal til at-, vi skal lære en masse om, men, men når vi er på den anden side af den, den, den transaktion vi er i lige pt med noget hvor et hvor fokus ligger på produkt udvikling og nyudvikling og lidt nogle nye platformer og software. Så vil vi i højere grad ta', ta' fat i de sociale medier igen og få, få lavet en dedikeret strategi til den.
46. PM: Okay. Okay, yes. Nu her til sidst der har jeg lige nogle tre mere spørgsmål der handler sådan generelt om eh det sted hvor I eh har jeres firma, og det første spørgsmål er hvordan er jeres fysiske miljø for jeres medarbejdere når de skal tillære sig ny viden, og der snakkede du jo for eksempel om det der hackaton. Altså har I jeres helt egen hus at være i eller er i sammen med andre firmaer for eksempel?

47. CB: Eh der er andre virksomheder, der er en eh negle eh beauty shop som er på etage over os så-
48. PM: Okay så I har ikke direkte larm fra andre?
49. CB: Ih jov, de larmer meget sådan en flok høns der når det skal ha', ha' ordnet negle men det er ikke altså, det er ikke et irritationsmoment som sådan, det er egentlig meget sjovt.
50. PM: Ja og det-
51. CB: Så vi har lokaler, hvor vi har lokaler hvor vi kan være helt os selv når det er vi har behov for det.
52. PM: Okay, og hackaton det er sådan efter arbejdstid eller?
53. CB: Ja, det er det.
54. PM: Okay. Ja, og så nu er I jo et IT firma men, hvad for nogle teknologiske redskaber har jeres firma som I kan tilbyde jeres medarbejder hvis de skal deltage i sådan nogen læringsforløb, især sådan nogle online læringsforløb. Altså har I computere og-
55. CB: Jaja, selvfølgelig. Jamen altså, jamen det jo klart altså vi kan jo ik', vi kan ik' designe et hat eller et website uden en computer, kan ikke programmerer det samme uden en computer køre. Folk sidder ved en computer hele tiden.
56. PM: Ja, er det stationære eller bærbare I bruger mest?
57. CB: Det er bærbare-
58. PM: Det er bærbare-
59. CB: Med store skærme der er tilslutte, så-
60. PM: Hvad hedder det, er det PC eller Imac I bruger?
61. CB: Det er Mac, Macbooks.
62. PM: Det er Macbooks okay. Er der nogen grund til at I bruger det?
63. CB: Once you go Mac you never go back.
64. PM: Okay, hihi, det kan jeg godt forstå.
65. CB: Vores eh, vores designer, vores chefdesigner hun startede bølgen ud for det er rigtig mange år tilbage. Hun havde arbejdet i Mac før, før ved os, og det ligger altså femten år tilbage i tiden.
66. PM: Ja.
67. CB: Jamen der fulgte en Windows computer hos os ikke og så efter et par år tænkte vi jamen jeg kunne egentlig godt tænke mig at komme tilbage på eh, på Mac. Og ehm så

tror jeg at eh vores udviklings direktør han fik en også efter et stykke tid, og så, så fik jeg min første Mac og der synes jeg det var lidt svært at komme i gang med den… efter en tre dage så har jeg ikke forladt det og det kommer jeg egentlig heller ikke til.

68. PM: Er det simpelthen fordi de er letter at bruge for det formål I skal ha' eller?
69. CB: Altså, altså, softwareudvikling er også rigtig godt på Mac, både grafiske programmer af billede af først til Mac før man laver den til Windows, der, der findes simpelt også en open sourceudvikling og grafisk design, der findes programmer der kun laves til Mac som, som nogen af os anvender. Så eh, det er bare, altså det fungerer bare bedre end Windows eh det gør det simpelthen. Det er nemmere, der er ikke så megen pillen ved indstillinger kontra figurationer, vi køre simpelthen solidt og det har man behov for at tingene ikke lige pludselig går ned og ikke virker. Jeg har en eh en af de, jeg har to Mac bærbare, den ene af dem er ni år gammel og det ka', det ka', du kan simpelthen ik' købe en PC, en Windows baseret PC som har en, en fornuftig holdbarhed udover tre år, altså jeg ved ikke hvad der sker, men de dør bare. Ehm, du kan ikke finde en computer nu om dage, tror jeg ikke engang en ny Mac som vil kunne køre de næste ni år, altså-
70. PM: Okay, så I, så I har tiltro til at det holder?
71. CB: ja, det, det, det spiller bare.
72. PM: Ja okay. Det sidste spørgsmål er så altså udover I selvfølgelig bruger de forskellige sociale medier, hvad for nogle andre platforme og programmer generelt bruger I så I jeres firma? Ehm, der tænker jeg mere på det, på det visuelle fordi det er det mit projekt handler om, så eh jeg vil bare gerne vide hvad I er vandt til at bruge hos jer.
73. CB: Jamen altså, vi bruger selvfølgelig alle Adobes programmer, ehm primært Illustrator, Photoshop og experienced design, XE hedder det.
74. PM: Ja.
75. CB: Ehm alle tilbud vi laver bliver generelt til PDF dokument, så vi bruger selvfølgelig også en reader til at via konsolidere de ting ehm, vi har et selvudviklet PI3 styrings system der er selvudviklet projekt styrings system, vi har et selvudviklet CRN system som vi anvender til at eh vores kunde styring ehm har vi lavet nogen online kampagner, og så har vi primært brugt google, og lavet lidt sjov på Facebook, egentlig bare for at prøve og se om man kunne få nogle ekstra likes på en company pages ved at bruge Facebooks annoncerings platform. Eh og det fungerede, det har egentlig fungere pænt

syndes vi så det eh det er slet ikke utænkelig at vi vender tilbage når det er eh produktklar.

76. PM: Ja, eh du sagde noget med google, er det nogle bestemte programmer i google I brugte eller er det bare sådan google generelt?
77. CB: Nej, det er Google Add Works, altså det er marketing, ja det er marketingsmæssigt.
78. PM: Så SEO optimering og-
79. CB: Ja vi bruger til nogen projekter, det kommer lidt an på hvad vores kunder de bruger, så bliver det google drive til noget udveksling, vi bruger rigtig meget Dropbox til noget udveksling, til eh rigtig store filer der skal sendes så har vi brugt YouTransfer, ehm alt vores software ligger på en platform ude i skyen der hedder Gitop eh… Og programmeringsmæssigt der bruger vi faktisk et Microsoft program, et open source udgave af deres Visual studio, det der Visual studio code, og ehm det er blevet kæmpe stort netop fordi de har lavet det til Mac fordi alle, alle programøre der arbejder med front end de som regel sidder stort set på Mac, så der er Microsoft set, set rigtig der. Så bruger vi Office, men det, det er primært mig der bruger Office til, til tilbudsgivning. Så bruger vi Excel engang imellem til at arbejde med data som det er nemt at arbejde med data i en eller anden form for mellemstadie, det skal over i en data base hvis man har fået noget data fra nogle kunder man skal kigge på og måske ændre nogle titler på nogle kolonner eller rense nogle data, så er Excel nemt at sidde og arbejde med men hvis data mængderne ikke er lidt store.
80. PM: Ja, men det var faktisk de spørgsmål jeg havde…

The rest of the telephone conversation is not relating to the project.

Telephone interview with Den Kreative Ramme at 12:15 pm, the 2nd of January

Interviewer: PM (Pernille Madsen); Interviewee: KR (Kristian Rafn)

Duration of interview: 14 minutes, 35 seconds

1. KR: Halløj!
2. PM: Hej Kristian, det Pernille.
3. KR: Dav!
4. PM: Hej, jeg kan se at det, jeg har stadig det nummer, så det er fint nok.
5. KR: Ja, du popper også op på min skærm som Pernille Madsen.
6. PM: Ja, så, men nej, jeg ringer jo til dig, for at, ja, som sagt for at deltage i et interview med mit spørgeskema.
7. KR: Ja.
8. PM: Ja.
9. KR: Vi vil da gerne hjælpe.
10. PM: Ja, øhm, ja, og som du så, og som jeg skrev til dig, så bliver det jo optaget, men det er jo simpelthen bare fordi, at det skal bruges til min rapport, og bare lige for at spørge-
11. KR: Det gør ikke noget, Pernille.
12. PM: Ja, altså bare lige for at spørge, ja, det har du næsten lige svaret på, jeg må stadig godt optage? Ja..
13. KR: Selvfølgelig må du.
14. PM: Ja, okay. Jamen altså, vi starter med, at, jeg kan se at I har svaret, at I som firma, I bruger et blandet læringsmiljø, altså, øh, traditionel læring og digital læring. Og jeg kan så se, at I er hverken tilfreds eller utilfreds, I er sådan midt i mellem det læringsmilljø, I har valgt.
15. KR: Ja, det kan jo godt, øh, blive bedre, øh, nu jeg bruger meget sådan.. Surfer lidt rundt på Google og sådan noget, vi… Det er ikke altid det lige er så, øhm, der er ikke sådan et system på det, det er sådan lige hvis jeg føler der er behov for lige at lære nogle nye ting, så går jeg ind og researcher på det, øhm… Og med de, med de fysiske læringsmiljøer, der er vi jo så rykket, øh, i gang med at rykke ind til Aalborg. Ind til det her nye urban city-
16. PM: Ja.
17. KR: På tog- togremisen, øh, det er Råt og Godt, der har det. Æh, og der, jeg har svaret hverken eh, eller, fordi, jeg ved jo ik eh, hvad det byder på-

18. PM: Nej.
19. KR: Det er så nyt, men æh-
20. PM: Okay, I er lige flyttet ind, eller?
21. KR: Jamen vi er faktisk i gang med at flytte ind, fordi vi rykker ud af vores lokaler i Dronninglund.
22. PM: Okay.
23. KR: Og så øh… Så har vi sådan, vi har fået en… Plads tildelt, hvor vi, øh, er i gang med at lave hvor alle nu de kan gøre det, men det, det står først til at skal åbne her til april-maj, men det er jo så fordi jeg har arbejdet med ham tidligere-
24. PM: Ja.
25. KR: Ehh… Så øh, så fandt vi en hurtig løsning, og vi har smidt en masse materialer ind til ham, som han ku bruge, fordi der var mere end hvad vi skulle bruge på vores egen hyggeplads-
26. PM: Ja.
27. KR: Ja. Så det er sådan lidt spændende hvordan, hvordan vi kan bruge det og, og udforske hvordan vi kan arbejde sammen derinde, men-
28. PM: Ja.
29. KR: Med alle de i lære, det, det lyder lidt vildt.
30. PM: Ja, altså, hvis du sådan kan svare, hvad for et læringsmiljø foretrækker I sådan, fysisk? Altså, må der godt være larm, eller skal det være stille, eller åbent eller lukket?
31. KR: Jamen, jamen jeg har jo fundet ud af, altså, det vi havde heroppe i Dronninglund, det var meget med at, at det var sådan værksteds, eh… Eh… Så der må gerne være noget larm, og der må gerne være… Eh… Eh… En masse mennesker, der står og snakker, og der må gerne ske noget-
32. PM: Okay.
33. KR: Fordi, når jeg sådan skal sidde med computeren, det sidder jeg faktisk herhjemme og arbejder med-
34. PM: Ja.
35. KR: Eh… Så, så når vi er ude, så må der gerne, eh, der må gerne ske lidt, og der må gerne være noget liv og sådan noget, øh, fordi ellers så, jamen hvis vi- så ender det med at vi

har sådan et kontormiljø, hvor vi går og tysser til hinanden og sådan, og det, nu skal du ikke arbejde med sådan noget, så-

36. PM: Ja.
37. KR: Men, men det er sådan godt i balance, det skal heller ikke være Jesper Kristen-, øh, Kristian, hvor han tum-, tosser løs og-
38. PM: Nej.
39. KR: Vælter rundt med alle mulige ting og sådan noget, det en… En balance-
40. PM: Ja.
41. KR: Såeh, hvor vi rydder op efter os selv.
42. PM: Okay. Og så kan jeg se, at I har os svaret, at jeres medarbejdere og jer selv, selvfølgelig, altså I, I lærer både i grupper og individuelt. Hvorfor, eh, foretrækker I det? Altså, både og?
43. KR: Eh, jamen, igen, for mig, der er det nok individuelt, øh, fordi at vi… Vi vil lære nogle forskellige ting, sådan noget som min kæreste der, hun er jo kunstner, så sætter hun sig for at… Hun bestiller noget materiale, så sidder hun og lærer hvordan hun bruger det, men det er jo til hende selv, øh, og det samme med, med mig, hvis jeg har lært… Brug for lige at lære nogle ting i videoredigering, jamen det, det der måske ikke er relevant for nogle af de andre-
44. PM: Okay.
45. KR: Så det, det er derfor jeg har svaret det.
46. PM: Ja, så I lærer ikke-
47. KR: Så vi har ikke sådan nogle…-
48. PM: I læser ikke-
49. KR: Nej.
50. PM: Så jeg kan forstå, I lærer ikke alle sammen de samme ting?
51. KR: Nej, nej netop, vi… Går ikke ind- altså, vi er ikke så mange, så-
52. PM: Ja.
53. KR: Så det der med at sætte en kursus der op, altså, vi har da godt nok lavet, vi havde sådan noget, eh, hende der fra, eh, Innovation, hun var nede en aften og lave sådan noget ”Fem Kærlighedssprog”, eh, og der kan man jo sige, der lærte vi jo alle sammen det samme på en eller anden måde, men, men ja, eh-

54. PM: Ja.
55. KR: Men ellers så er det meget sådan individuelt.
56. PM: Okay. Eh, ja-
57. KR: Ad hoc.
58. PM: Ja. Okay, så til de næste spørgsmål I har svaret på. I har svaret, at I bruger Facebook, LinkedIn, YouTube og Instagram i jeres firma, eh, og dertil så har I også svaret, at I er en smule utilfreds med det læring, som I har givet jeres medarbejder i forhold til at bruge de sociale medier, øhm, hvorfor er I ultilfredse med det?
59. KR: Åh, bombombom, skal lige se… Har jeg svaret det? Øh, jeg tror måske vi har, eh, vi har nok ikke haft så meget fokus på sociale medier.
60. PM: Okay.
61. KR: Øh, jeg har faktisk flyttet mit fokus lidt væk fra de sociale medier, brugte… Sådan noget med LinkedIn, jamen så bruger jeg bare egentlig min personlige. Fordi det er meget personligt, det er meget personligt om de ta'r mig eller ej, og så, ja, så har jeg egentlig nedprioriteret, fordi jeg har fundet ud af at der hvor jeg får kunder, det er, eh, det digitale understøttende, men det er meget, eh, hvor jeg sådan er ude og, og netværk og snakke med nogle… Jeg fremlægger nogle, øh, øh, filmidéer, men jeg booster ik på Facebook og sådan noget.
62. PM: I bruger ikke dem ikke så aktivt, eller-
63. KR: Nej, altså, vi har en Facebook-gruppe, hvor vi har dyrket den rigtig meget, i stedet for en Facebook-side, så gik vi ind og lavede en gruppe til… Til den her Den Kreative Ramme, oppe i Dronninglund, for det, det fungerede faktisk rigtig godt fordi vi, vi havde lettere ved at få folk, øh, vi havde- vi fik flere likes og sådan noget.
64. PM: Ja.
65. KR: Når det var sådan en bette gruppe.
66. PM: Ja.
67. KR: Øh, så har jeg bare kørt lidt træt i Facebook-sider, fordi jeg også hjælper andre-
68. PM: Ja.
69. KR: Med deres Facebook-sider, så…
70. PM: Ja. Hvorfor er du kørt træt i dem, hvis man må spørge?

71. KR: Bløh, eh, ja, jeg er bare kørt træt i at ha mit eget, fordi når jeg selv hjælper andre, så bliver det sådan nedprioriteret-
72. PM: Okay.
73. KR: Eh, jeg, vi bruger nogle af de andres, vi, vi er til stede på Facebook, øh, og også Instagram, det er nok mest min kæreste, der, der bruger det-
74. PM: Ja.
75. KR: Det æh… Ja. Jeg ved ik, jeg har svært ved at logge ind, jeg ved ikke hvad den har kaget rundt i.
76. PM: Okay.
77. KR: Og LinkedIn, det er mest bare, eh, man er der-
78. PM: Ja.
79. KR: Eh, men ikke med en, en virksomhedsside.
80. PM: Nej.
81. KR: Eh, jeg tror også det er meget med min… Hva, hvad prioriterer vi? Og hvor vil vi gerne lægge vores fokus?
82. PM: Ja.
83. KR: Eh, når jeg sidder meget foran computeren i forvejen, jamen så vil jeg måske gerne prøve at fokusere min, min tid på noget, hvor jeg er væk fra computeren. Og hvis jeg så dyrker de sociale medier rigtig meget, jamen så, så kommer jeg til at sidde der rigtig meget. Og jeg er allerede meget på Facebook i forvejen, synes jeg, fordi du har den hele tiden med dig på telefonen.
84. PM: Ja. Såeh, så, vi hænger lige lidt i de sociale medier. I har svaret, at De er en smule mere usikre i at bruge social media marketing, i forhold til at kommunikere, altså snakke med jeres kunder på de sociale medier. Hvordan hænger det sammen, øhm, at I bedre kan lide at snakke med folk, end at bruge social media marketing?
85. KR: Øh, jeg tror mere, at sociale er nok gode, hvis du skal lave et eller andet, eh, kommunikation. Altså, vi laver jo videoer og sådan noget, der ryger ud på en masse sider og sådan noget derude-
86. PM: Ja.
87. KR: Øh, men direkte kontakt, så har jeg nok tænkt mere, at der skulle vi ha gang i noget, telefon, kaffemøder, og øh, mails-

88. PM: Okay.
89. KR: Øh, men jeg ved ikke om det måske var fordi jeg, jeg tænker vi skriver direkte igennem dem, sådan at man kan skrive til en side, for eksempel, eller… Og, og vi bruger jo os, øh, sociale medier, øh, Messenger-delen bruger jeg jo rigtig meget, faktisk-
90. PM: Ja.
91. KR: Direkte, og vi har jo også de her lukkede grupper på Facebook, fordi folk er der bare. Folk er på Facebook, og hvis du lægger nogle informationer op i en gruppe, hvor du har hevet de medlemmer ind, der nu er en del af den projektgruppe, så kan du også lige se, om de har set den, øh, beskeden, og, øh, den popper op og de, du ved, de har den altid med sig-
92. PM: Ja.
93. KR: Så der, på den måde bruger vi Facebook aktivt.
94. PM: Okay. Men så kan man jo også, ja, det ved jeg ikke om I måske helt har svaret på, hvor tilfredse er I med, at I bruger, det har I nemlig svaret på, I bruger både kommunikationsteori, men også selvlært viden til jeres brug af sociale, sociale medier, øh, hvor tilfredse er I med, at I bruger begge dele?
95. KR: Tror da vi sådan… Man kan jo altid godt bruge mere tid, det er jo altid det der med en balancegang-
96. PM: Ja.
97. KR: Eh, men spørgsmålet er om vi måske, altså, jeg har nok fokuseret meget på kvalitativ brug, øh, i stedet for at vi bare sidder og, og booster en masse, smider en masse ud og deler og, og likes, jamen, der laver jeg videoer, og så hjælper jeg andre med at poste, så det er faktisk meget det jeg laver det, det ryger ikke ind på min, mine egne sider, men de ryger ud på, ja, alle kundernes, og så hjælper vi dem med at, at de når langt, øh, og det er måske også, hvis vi så har en kunde, der for eksempel skal lavet boost-opslag, i et eller andet område heroppe-
98. PM: Ja.
99. KR: Så giver det jo ikke meget mening, at vi selv bruger det til også at boost, fordi så går vi jo faktisk ind og booster i samme område, det jo, det jo faktisk direkte dumt.
100. PM: Ja.

101. KR: Men jeg syns, vi syns Facebook er godt, eh, og, bruger det bare, og det, det skal man jo os, ja… Det er der bare, du kan ik' la' vær', eh, men det der med en balance-

102. PM: Okay. Eh, ja, så har vi lige nogle sidste spørgsmål, der er bare sådan generelt, om jeres miljø og firma. Øh, hvad for nogle teknologiske redskaber har I i den kreative ramme, som I sådan kan tilbyde jeres medarbejdere, hvis de for eksempel skal deltage i en online læringsmiljø? Altså har I computere eller mobiltelefoner eller …

103. KR: Ja, folk har jo deres eget, det jo det med at vi har vores eget udstyr, kan man sige-

104. PM: Ja.

105. KR: Eh, jeg har ikke så'n computer stillet til rådighed, men, men hvis for eksempel de vil ha' en gennemgang af Premier Pro, så har jeg min projektor og computer, så smider vi det op-

106. PM: Okay.

107. KR: Øh, på en, på en skærm, eller et eller andet, så sidder vi og gennemgår det, og så, typisk, typisk plejer jeg faktisk at gøre det, hvis jeg har en eller anden videoopgave i forvejen, øh, som jeg skal sidde og klip', så kan jeg ligeså godt lige, mens jeg sidder og klipper, så kan jeg bruge lige lidt længere tid, og så kan jeg så sidde og fortælle hvad jeg gør.

108. PM: Ja. Okay.

109. KR: Det, det sådan, det sådan en god måde uden at jeg skal sidde og bruge rigtig meget tid på at undervise, så bliver det mere sådan "vi har den her opgave, nu viser jeg lige, og så gennemgår jeg lige, Premier Pro og sådan noget", så sender jeg tutorials, fordi jeg synes ikke eh, det der med at de skal sidde og lære alting fra scratch, det, det er lettere jeg bare siger "jamen, hvis du er interesseret, så Google.".

110. PM: Ja, okay, som jeg kan se, så er I sådan mere åbent læringsmiljø, kan man næsten sige?

111. KR: Ja, øhm, man kan sige at når vi bruger programmer som Adobe, I har jo utroligt mange tutorials på YouTube-

112. PM: Ja.

113. KR: Som er, nogle gange, lige så godt, hvis ikke bedre, så er der ikke nogen grund til at jeg sidder og bruger tid på det.

114. PM: Okay, og så det sidste spørgsmål: Nu, udover Adobe og de der social medie-hjemmesider, hvad for nogle platforme og programmer bruger I i firmaet? Altså, nu kan du måske ikke svare helt specifikt for de andre, men hvad for nogle programmer bruger I sådan generelt?

115. KR: Vi har da godt nok nogle, eh, der er det her Podio-

116. PM: Ja.

117. KR: Det har vi os'. Og vi, altså vores mail-programmer og sådan noget, men, men det er når vi har nogle projekt, eh, hvis jeg indgår i et eller andet projektarbejde, eller sådan noget. Så har de et eller andet system de bruger, så bliver vi koblet op på det, kan man sige, så. Så der har vi noget læring, men det er jo nok det her arbejdsredskab, fremfor fokus på, hvordan underviser vi, men… Jeg vil nok sige det, den, den analoge del, altså den fysiske del, er jo nok. Det jo nok den helt store platform-

118. PM: Ja.

119. KR: At, at her lærer du jo faktisk meget i det åbne miljø, øh, ja. Så det, det vil jeg nok sige, der har jeg nok prøvet at gå lidt væk fra meget af det digitale-

120. PM: Ja.

121. KR: Til det fysiske, her over de sidste par år.

122. PM: Ja, er det af erfaring, eller, du synes ikke det fungerer digitalt, eller?

123. KR: Mmm, det' mere ehm, nej, men det, det digitale er os' rigtig godt, men… Men det analoge kan man røre, og det kan man føle på, og det kan vi, nogle gange, der inddrager vi os' flere, øh, igennem det analoge, fordi det er ikke alle der har det der, eh, teknisk færden. Hvis du skal sidde og male-

124. PM: Ja.

125. KR: Det er jo, det er jo analogt, så… Det kan du ikke sidde og kig' på en computer, der skal du ha' maling på fingren', du skal sidde og ha redskaberne, du skal lære hvordan du gør det.

126. PM: Ja.

127. KR: Øh, så der kan man sige det, det forestiller hvad man vil lære, ik' os'. Det' sådan en god blanding af fysisk og, øh, det digitale.

128. PM: Ja. Ja, jamen det var faktisk de spørgsmål, jeg havde.

The rest of the telephone conversation is not relating to the project.

Telephone interview with Arura at 10:00 am, the 3rd of January 2018

Interviewer: PM (Pernille Madsen);Interviewee: CG (Christopher Gade)

Duration of interview: 9 minutes, 45 seconds

1. CG: Arura, det' Christopher.
2. PM: Hej Christopher, det' Pernille fra Aalborg Universitet.
3. CG: Goddag, Pernille.
4. PM: Hej, øh, I havde jo svaret på et spørgeskema, jeg havde sendt ud-
5. CG: Jeps!
6. PM: Og I havde svaret ja til I gerne vil, eh, lade jer interviewe.
7. CG: Ja.
8. PM: Ja. Øh, og bare lige for at, ja, reconfirm, der i, i, beskeden, der spurgt' jeg, om I var okay med at vi optagede interviewet, og jeg vil bare høre om I er o-okay med det.
9. CG: Det må I gern'.
10. PM: Okay. Øhm, ja men det som interviewet handler om, det' bare jeg spørger lidt ind til nogle af de svar, øh, I har givet mig. Og så snakker vi generelt om, øhm, ja, jeres firma. Øhm, ja, det første vi starter med, øhm, hvorfor har I som firma valgt ikke at træne jeres medarbejdere, og hvordan har I… I det, med… Med det? Altså, I har valgt det som en positiv ting, at I har valgt ikke at træne jeres medarbejdere-
11. CG: Neeej, jeg tror mere det er, det er set i forhold til de ressourcer som vi har, såmænd-
12. PM: Ja.
13. CG: Eeeh, jeg vil sige, altså hvis nu, hvis vi havde ressourcerne til at kunne træne dem, så ville vi gøre det.
14. PM: Ja.
15. CG: Øh, det vi har gjort, i stedet for, i forhold til det her med, øh, social media marketing og det andet, eh, det her, der, det, der har vi hivet folk ind som har, altså, som har prøvet det.
16. PM: Ja.
17. CG: Øh, før-
18. PM: Okay.

19. CG: Og så har vi brugt dem i stedet for. Øh, men det er ikke noget vi har selv har trænet vores medarbejdere i-
20. PM: Nej.
21. CG: Øh, og det kan man godt mærke.
22. PM: Okay. Så men ellers-
23. CG: Lige nu der kører det mest på dem, dem der styrer det, det er dem der har lyst til det, kan man sige-
24. PM: Okay. Ja. Men ellers så er I positive nok over I ikke har trænet dem.
25. CG: Jaah, men det' bare, altså, det er mest i forhold til hvad vi synes faktisk vi har et rimeligt, i forhold til at, det er noget vi ik' har brugt penge på, så er det okay, kan man sige.
26. PM: Okay. Øhm, ja, så har I os', øh, valgt at I helst træner individuelt. Hvorfor har I valgt kun at træne individuelt, og ikke I grupper, for eksempel?
27. CG: Øh, det fordi, jeg tror det, altså, det skal nok siges på, det, vi laver i virksomheden sådan rent, eh, kompetencemæssigt, ligger meget forskelligt fra hinanden, og os' de forskellige arbejdsopgaver vi har-
28. PM: Okay.
29. CG: Det, eh… Jeg vil heller ikke sige, at vi kun træner, eh, individuelt, det gør vi ik', men-
30. PM: Nej.
31. CG: Men i langt de største, langt de største tilfælde, der, der sker træningen individuelt kan man… Fordi, at, eh, at, ja, de forskellige ting der skal laves, de ligger så langt, langt fra hinanden, eh, altså, giver det mening **forstyrrelse i signalet**
32. PM: Okay.
33. CG: Jeg er udenfor.
34. PM: Ja.
35. CG: Ja.
36. PM: Okay, så til næste spørgsmål, øhm, I har skrevet, at I bruger Facebook som den eneste platform lige p.t.-
37. CG: Jaeh, ja.

38. PM: Dog er I sådan, dog er I sådan, det har du os' lige snakket, dog er I sådan delvist utilfredse med den erfaring, jeres medarbejdere har, til at bruge Facebook. Øhm, havde I stadigvæk de der personer, som var gode til Facebook, eller havde I kun dem kort?
39. CG: Øh, nej, vi har, altså, vi har Astrid, som skrev til dig, dengang du skrev til os-
40. PM: Ja.
41. CG: Øh, og hun, man kan, hun er god til det, ja det syns' jeg i hvert fald.
42. PM: Ja.
43. CG: Eh, men det' det der, hun har måske os' lidt mere erfaring i forhold til, hva', de arbejds-, eller det arbejde hun har haft før.
44. PM: Okay.
45. CG: Øh, hun har været ved os, fordi der er ikke nogen af os af de faste medarbejdere vi har, der har nogen erfaring med at bruge Facebook, andet end til personlig brug, kan man sige.
46. PM: Nej.
47. CG: Øeh, så, eh, ja, det, det, det ligger nok sådan mest deri, at eh, vi har ikke rigtig den, altså, vi prøver! Men-
48. PM: Ja.
49. CG: Det ved jeg ikke, og det er måske os' fordi lige nu der føles det måske ikke, Facebook er ikke vores, så'n, den største sådan rent forretningsmæssige-
50. PM: Nej.
51. CG: Der hvor vi går ind, og skal finde, eh, finde penge, og sådan noget fra-
52. PM: Ja, hvad for, eh, bruger I en anden platform, eller, til det?
53. CG: Nej, det er, det er personlig kontakt.
54. PM: Okay.
55. CG: Eh, så det er sådan vi gør det i stedet for-
56. PM: Ja.
57. CG: Men så bruger vi LinkedIn, til sådan, altså, man kan sige, med lidt mere pro- professionel plan i forhold til, ja, både os som virksomhed og i forhold til medarbejderne.
58. PM: Ja.
59. CG: Men ikke så meget i forhold til virksomheden.
60. PM: Okay. Øh, er det jer alle sammen, der har adgang til Facebook-profilen?

61. CG: Øehh, ja, det tror jeg. Mere eller mindre, i hvert fald.
62. PM: Okay.
63. CG: Jeg tror faktisk, at det er os alle sammen.
64. PM: Ja, øhm, er det så, har I så aftalt, at I alle sammen svarer på folk, eller, hvordan? Det er jo lidt-
65. CG: Øøh, ja, det er, det er dem, der lige, der lige ser det først.
66. PM: Okay. Yes.
67. CG: Som så… Eh, nej, jeg vil sige, der er faktisk nogen, hvoraf man tænker, det, de får i hvert fald ik', de stiller ik' for firmaet.
68. PM: Nej.
69. CG: Så der, sån', der er en prioritering, eh, men den er mere sådan løs i det.
70. PM: Ja. Og så har vi måske næsten svaret på den næste, her. Altså, I skriver også, at I er mere usikre i at bruge marketing på jeres sociale medier, en-end I er på at kommunikere med jeres kunder, på de sociale medier. Men som du nok har sagt, det er jo fordi I ik' har, føler I har erfaring nok til at bruge marketing på Facebook.
71. CG: Øh, ja, og så os' fordi de produkter I har, de henvender sig, det er mere B2B, I forhold til-
72. PM: Det er hvad, siger du?
73. CG: Øh, business to business.
74. PM: Ja, ja.
75. CG: Øh, i stedet for, eh, vi vil sige at Facebook, det eneste man kan gøre rigtig godt, det er at man kan tage ud til rigtig mange af de forbrugere, som du har, eh-
76. PM: Ja.
77. CG: Og det er os' noget i hvert fald vi har planlagt, øh, og skal bruge til her når vi kommer lidt længere hen i år.
78. PM: Ja. Okay-
79. CG: Så det er mere oplysning, mere end det er til, eh, sådan valg, på den måde.
80. PM: Ja. Okay, så har I også svaret, at I ehm, altså I bruger både kommunikationsteori og selvlært viden, til at bruge de sociale medier. Øh, hvorfor er I tilfreds' med det? Er det- er det kun hende den ene, der har kommunikationsteori, eller?

81. CG: Eeh, nej, vi har os', altså vi har en, eh, der os' har, men han, han, han er fra, ham vi har, han er fra Bosnien-
82. PM: Okay.
83. CG: Så der er det lidt anderledes, i forhold til, eh, til hans kultur er lidt anderledes, i forhold til vores.
84. PM: Ja.
85. CG: I forhold til de dansk' kunder vi har, i dag, så han bruger det- ham bruger vi egentlig ik' så meget, det er mere til når vi snakker med de kunder vi har internationalt.
86. PM: Okay.
87. CG: Øh, at vi har ham på, men, øh, jeg tror det' nok, det nok primært derfor, ellers så er der Astrid der, hun har noget kommunikation, eh-
88. PM: Ja.
89. CG: Eh, og ellers så os andre, det, det er mere hvad erfaring vi har fra, ja, hvad ser vi andre gøre, og hvad har vi selv gjort bedst tidligere.
90. PM: Okay. Ja, altså du sagde at, eh, ham fra Bosnien, at det, det er en anden kultur, at han har lært det på, eller-
91. CG: Øøh, ja, man kan sige, altså, de har en, de har en anden måde til at snak' hinanden på, i hvert fald.
92. PM: Okay. Og hvad er-
93. CG: Øøh, altså, det er, der er en kulturel forskel der gør, eh, jamen det er mere direkte, på en måde, end vi gør her i Danmark, i hvert fald.
94. PM: Okay, ja.
95. CG: Øøh, så derfor, der faldt vi ikke godt, der kunne måske godt blive lidt, eh, vi tænkte, lige aggressiv nok.
96. PM: Ja, okay. Øhm, ja, det var så alle, sådan lige de generelle spørgsmål. Nu kommer vi til, ehm, eh, nogle spørgsmål, som ik' har stået i spørgeskemaet. Ehm, hvordan er det fysiske miljø, øh, på jeres arbejdsplads, øh, når I skal tillære jer ny viden, eller gør I det måske mere derhjemme, eller? Tillære jer ny viden-
97. CG: Øøh, nej, det gør vi jo, det gør vi på arbejdspladsen, sådan set, primært. Øh, der er selvfølgelig også nogen, der gør det i deres fritid, men det, det har ik' så meget, det har jeg ik' lige så meget styr på. Øh, men de gør det i hvert fald i arbejdstiden-

98. PM: Okay.
99. CG: Når det er, der er allokeret tid til det. Øh, og det sker, ja, enten primært individuelt, vi har nogle workstations, man sidder ved.
100. PM: Ja.
101. CG: Og så, så' det ellers der, man kigger på det man nu skal kigge på. Det er meget, man kan sige, tit, så er det noget, der er, altså, research-baseret, øh-
102. PM: Ja.
103. CG: Det ik' så meget håndværk, det kan folk. Øh, så det' mere, hvis der er noget ny viden, som de, men vi lige skal være opmærksomme på, eller de skal have fundet ud af, hvordan ligger det lige. Øh, så det, så det på den måde det er. Og det er meget mere at læse-
104. PM: Ja.
105. CG: Og så har de selvfølgelig- det passer heller ikke helt, at jeg ved heller ik', altså helt individuelt, fordi vi har også videns *mumlen*
106. PM: Videns- hvad siger du?
107. CG: Vidensdeling, hvor vi alle sammen samles, og så snakker om hva', hva' er det nu lige, vi har fundet ud af, i forhold til det. Såeh, der er noget gruppe i det, men, det er mest, altså, hvis man kigger på det timemæssigt, i hvert fald, så er det bare, så er det meget mere individuel læring.
108. PM: Okay.
109. CG: Eller træning i en gruppe.
110. PM: Ja, og såeh, jeg kunne se, sådan i forhold til jeres adresse, I er, I er ude i nærheden af Aalborg Universitet-
111. CG: Ja.
112. PM: Øhm, har I kun jeres eget lokale, eller har- er der nogle lokaler I må dele med andre, eller?
113. CG: Øh, vi har vores eget, vi har vores eget kontor-
114. PM: Ja.
115. CG: Og så har vi nogle, altså, mødelokaler rundt omkring-
116. PM: Okay.
117. CG: Vi deler med andre.

118. PM: Så der er mulighed for at komme lidt væk fra de andre, hvis man skal have mere-

119. CG: Ja, ja det er der.

120. PM: Ja, okay. Eh, så det næste spørgsmål, ehm, nu er I jo nok et teknologisk firma, men hvad for nogle teknologiske redskaber har jeres firma, som I kan tilbyde jeres medarbejdere, hvis I skal, for eksempel, deltage i et online læringsforløb. Eller har I egne redskaber med?

121. CG: Øeh, mhm, bum, ja, ja, det ville det nok være, altså, jeg ved ikke lige, altså vi har jo nogle programmer, i hvert fald, øh, hvis der skal- hvis det skal bruges. Øh, hvor, altså det er virksomhedens, og det, det må de gerne bruge. Så længe det er arbejdsrelateret-

122. PM: Okay. Så de skal selv tage deres egen computer med?

123. CG: Eh, vi har, jamen vi har computere på kontoret, men vi har ikke bærbare, så hvis de, hvis- hvis de kan sidde oppe på kontoret og gøre det, så ja, så har vi, altså, redskaber til dem. Vi har også, hvis det er tegne- eller nogle ting, så har vi også.

124. PM: Ja.

125. CG: Drawpad, og sådan nogle ting, der bruges.

126. PM: Okay, ja, og så er der lige til sidst, her… Hvad er det så for nogle platforme og programmer I bruger I jeres fir- firma, udover de sociale medier, selvfølgelig?

127. CG: Øeh, jam, jeg tror, det vi primært bruger, eh, er en, ja, build-motor, der hedder Unity. Det er, det er der vi laver de fleste af vores programmer i.

128. PM: Ja.

129. CG: Øh, Unity 3D, og så bruger vi til grafisk materiale, der bruger vi erh… Blender, hedder det, som er-

130. PM: Hvad siger du?

131. CG: Blender.

132. PM: Blender, ja.

133. CG: Ja, eh, som er en sådan 3D-modeleringsværktøj, det her program her, og så bruger vi, eh, Photoshop, Illustrator og de der Adobe, og så har vi, eh, noget lydredigering- jeg kan ikke lige huske, hvad hedder, det’ ik’ lige mig, der står for det-

134. PM: Nej.

135. CG: Eh, men der er en sådan helt suite i, i det.

136. PM: Ja, så I laver jeres ting helt fra bunden, selv, eller?

137. CG: Ja, ja vi laver, vi laver tingene fra bunden af. Vi har, altså, det' lyd, grafik og programmering og det hele, det, det laver vi.

138. PM: Ja. Yes, men det var faktisk de spørgsmål.

Telephone interview with Unique Humans Capital A/S at 12:30 am, the 3rd of January

Interviewer: PM (Pernille Madsen); Interviewee: JA (Jørn Andersen)

Duration of interview: 6 minutes, 54 seconds

1. JA: Ja, det Jørn.
2. PM: Hej Jørgen, du snakker med Pernille ude fra Aalborg Universitet.
3. JA: Ja, davs, Pernille.
4. PM: Hej. Det var, øh, vi har aftalt i dag om, at du, eh, et lille interview. Øh-
5. JA: Det er rigtigt. Det er rigtigt, ja.
6. PM: Ja, og jeg vil høre om du- vi aftalte nu, at du har tid nu, ik' os'?
7. JA: Ja, jeg sidder i bilen, så det er helt perfekt.
8. PM: Okay. Eh, ja, men, eh, som at der stod i mailen, så, eh, bliver det her interview optaget, og det skal bare bruges til min opgave. Men for lige at være sikker igen, så spørger jeg igen om jeg stadig godt må optage det?
9. JA: Ja, det må du gerne, Pernille.
10. PM: Okay. Ja, det, interviewet simpelthen handler om, det er bare, hvor jeg spørger lidt ind til nogle af de svar, I har givet mig på jeres spørgeskema, og så nogle lidt flere spørgsmål. Og det første, det starter med: Hvorfor har I, som firma, valgt kun at bruge traditionel læring til jeres medarbejdere? Og som jeg kan se, så ser I ud til at være meget tilfredse med det valg.
11. JA: Jamen jeg tror, det har meget at gøre med det job, vi har, så… Vi arbejder- altså vi lærer jo hele tiden, når vi er ude at løse opgaver for vores kunder.
12. PM: Ja.
13. JA: Og de er altid flere kollegaer med, og derfor, jamen så er der, så er der typisk, hvis for eksempel vi er ude i en, en, en bestemt branche, jamen så er der en kollega med, som

ikke har været ret meget med i den branche. Eller vi er ude at løse en bestemt opgavetype, for eksempel en økonomichef, jamen så er der typisk en med, som måske ik' har arbejdet så meget med at finde økonomichefer. Så der ligger i vores job, i dagligdagen, rigtig meget læring.

14. PM: Okay.
15. JA: Eh, og så deltager vi jo rigtig meget på, for at holde os ajour, i hvad der sker i forskellige virksomheder og brancher, så deltager vi i masse. Eh, seminarer, workshop på, det kan være handelshøjskoler eller, eller brancheforeninger og så videre, ikk', så, så vi får meget viden hele tiden.
16. PM: Ja, er det, eh, altså, så er det næste spørgsmål også: I bruger både individuel og gruppelæring. Er det så i nogle seminarer, at det sådan er alle, der kommer af sted, eller er det udvalgte personer, man sender af sted?
17. JA: Det vil være, nej, det vil være uddannelsesfærd, nej, det egentlig folk selv, der meget har approachen til hvad det er, de vil søge mere viden om.
18. PM: Okay. Så de har mon- jeres medarbejdere har, eh, et, et valg, til hvad de gerne vil lære?
19. JA: Ja, det har de.
20. PM: Okay.
21. JA: Og det er egentlig meget selv dem, der styrer, hvad det er, de bliver dygtige indenfor.
22. PM: Okay. Yes. Øhm, og så har I også svaret, at I bruger LinkedIn som den eneste sociale medieplatform lige nu. Øh, og jeg kan se, at I virker hverken sådan tilfreds eller utilfreds med, eh, den læring, som I så bruger, øh, til den platform. Altså den læring, som jeres medarbejdere bruger til læringsplatformen. Hvordan hænger det sammen?
23. JA: Mhm, jamen jeg tror igen, at LinkedIn det er så naturlig en del af vores arbejdsværktøjer.
24. PM: Ja.
25. JA: Vi bruger det hele tiden, alle sammen. Både i, i forskellige funktioner. Men vi bruger det også, når vi for eksempel laver vores jobopslag. Nu arbejder vi jo med rekruttering, ikk'?
26. PM: Ja.

27. JA: Jamen så smider vi det op på LinkedIn, og laver en artikel, så smider den på LinkedIn. Og det eneste, det lige kan sammenlignes med, det er kontaktforummet for erhvervslivet.
28. PM: Ja. Okay. Øhm, ja, så vi går videre med social medie, øh, I virker hverken- der var lidt forstyrrel-
29. JA: Vi bruger Facebook en lille smule, men det er passivt. Der, der, der smider vi lige vores annonceopslag på dem, men det er helt passivt. Ellers bruger vi det ikke.
30. PM: Ja. Okay. Ja, og såeh, sådan generelt, I virker til at være lidt mere usikre i at bruge social media marketing, end i at kommunikere med jeres kunder på LinkedIn. Øh, men så kan jeg næsten gæt’ på, at det måske er fordi I rekrutterer folk, at I føler jer mere, ja, selvsikre i at kommunikere?
31. JA: Ehm, har jeg skrevet, vi er usikre på det?
32. PM: Altså, I har ikke skrevet helt usikre, I har skrevet hverken usikre eller sat jer sådan midt i mellem. Men jeg kan se, at I er lidt mere sikre i at bare at snakke med folk på Link- på LinkedIn.
33. JA: Yes. Men, men eh, men det er også rigtigt, ja. Vi bruger jo, vi bruger jo professionelle bureauer hele tiden, også på vores mediestrategi.
34. PM: Ja.
35. JA: Og så derfor har vi været inde og snakke med dem. På et tidspunkt var vi lidt i tvivl, om vi skulle bruge nogle flere nogle sociale, vi skulle bruger Twitter, vi skulle bruge Facebook, og så videre.
36. PM: Ja.
37. JA: Ja, men nu har vi været igennem to forskellige rådgivningsforløb med en pause imellem, og begge gange, ikk’, der er den professionelle rådgivning til os, at vi kun skal fokusere på LinkedIn, og ikke de andre, mere sociale medier.
38. PM: Ja. Yes.
39. JA: I forhold til det, vi arbejder med fast.
40. PM: Ja. Yes. Eh, og så har vi lige nogle sidste spørgsmål her: Hvordan er det fysiske miljø for jeres medarbejdere, når de skal tillære sig ny viden? Nu siger du jo, at I kommer ud på opgaver, men hvordan er det sådan generelt, hos jer selv?

41. JA: Jamen eh, de kan sidde på et fælleskontor, de kan sidde i et eget kontor, de kan lave det derhjemme – det er helt frit.
42. PM: Okay. Så det, så det er almindeligt-
43. JA: Ja, lige med at der er meget on-the-job learning, ik' os', hos os, jamen så er vi jo tit sammen, det tiere er, vi lærer sammen. Et par kollegaer eller tre kollegaer sammen. Eller hele banden, ik' os', det, det, det ik så tit, der er enkeltpersoner.
44. PM: Okay. Ja, øh, så skal jeg også spørge, hvad for nogle, eh, eh, teknologiske redskaber, altså IT-redskaber har jeres firma, som I så kan tilbyde jeres medarbejdere, hvis de nu, for eksempel, skal deltage i et online læringsforløb? Altså får de computere stillet til rådighed, eller?
45. JA: Ja, det, jamen det gør de jo, jeg vil sige der, der er det hele. Bærbare, stationære, mobil og *støj. Hele standarden.
46. PM: Okay. Ja, og så til sidst, så ehm, bare af ren nysgerrighed… Hvad for nogle platforme og programmer bruger jeres firma, altså udover LinkedIn, selvfølgelig, hvad er det så I bruger, til at få jeres arbejde igennem?
47. JA: Jamen vi bruger Office, Microsoft Office, det er M, Microsoft i Anden. Øh, og vi bruger et eget udviklet system, også, til at håndtere vores, eh, kandidater.
48. PM: Okay.
49. JA: Og så har vi, eh, LinkedIn udvidet også, noget til vores industri, eh, som i en, en rekrutterings… Eh, løsning, projektstyring.
50. PM: Ja.
51. JA: Og så bruger vi nogle forskellige databaser, jobdatabaser, de fylder også til.
52. PM: Er det de danske jobdatabaser, eller?
53. JA: Ja, også udenlandske.
54. PM: Okay. Så I er ikke kun, eh, i Danmark, nej.
55. JA: Nej.
56. PM: Okay. Eh, ja, det var faktisk de spørgsmål.