



Framework for the Successful Inclusion Of Social Media in Organizational Training

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The adoption of Social Media applications for the purpose of engaging adult learners is growing more and more rapidly in our society. Schools, churches, and families engaged in teaching at or beyond the higher education level are becoming increasingly more aware of the impact that utilizing these applications can have on the development of their educational programs and methodologies. Some of the earliest iterations of these applications, such as blogs, wikis, and discussion forums, have become so mainstream across instructional programs that some teachers and trainers believe it impossible to imagine modern education without social media's influence [1]. Despite this technological insurgence however, few companies have adopted the same philosophy of social media's inclusion in their organizational training programs and some report an attempt that was largely unsuccessful. Although the amount of research about the use of social media in organizational training is significantly limited, this researcher feels that a lack of understanding and a phenomenon he calls "developmental displacement" (DD) are the leading reasons for the underdevelopment of social media in this environment. With the rapid deployment of newer, innovative technologies and an increasing acceptance of social media across the age spectrum [2], the need for a solution could not be more evident. This paper focuses on expanding the concept of interactive, socially-targeted learning into organizational training programs, transitions to discuss the problem of developmental displacement on existing implementations, and suggests a framework for the successful inclusion of social media in an organizational curriculum.