

The Relationship between Perceived WEB 2.0 Competences and Effective Business Communication

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Abstract— Employees who have low competencies in Web 2.0 technologies may not be able to communicate as effectively as other employees who have high Web 2.0 competencies. The purpose of this quantitative, cross-sectional survey research was to examine the relationship between Web 2.0 competence and effective business communication in a large corporate organization. Effective business communication requires effective communication between coworkers, partners, and customers. Knowledge workers communicate through electronic means and therefore can make use of many computer-mediated communication (CMC) tools in the workplace such as instant messaging, text messaging, and Web 2.0 capabilities such as wikis and web logs (blogs). Two models govern the theoretical framework of this study: (a) CMC Interactivity Model (CMCIM) (Lowry, Romano, Jenkins, & Guthrie, 2009) and (b) a model of computer-mediated communication competence (CMCC). The models are slightly modified for this study because Web 2.0 technologies have less focus on synchronous interactivity and more emphasis on asynchronous collaborative communication.

Keywords—Web 2.0, Computer-mediated, Collaboration, Business, Communication, Social network.

I. INTRODUCTION

Communication is shaped and influenced by an organization's culture and the characteristics of its leaders and managers [1]. According to a study by the Opinion Research Corporation of Princeton, NJ, the number one complaint by employees is the lack of communication from senior managers (Kinsman, 2008, para 2). Leaders who understand their communication style can maximize their strengths and minimize the potential impact of their weaknesses. An organization requires effective communication to optimally meet its objectives. Effective communication requires clear expression and effective listening. The ability to perceive nonverbal communication and verbal communication is an intangible of effective communication.

II. BACKGROUND OF THE PROBLEM

The globally integrated enterprise's use of new communication platforms and techniques influence the global economy and play a role in the collaboration and the sharing of information. Multinational corporations have shifted to globally integrated enterprises by changing where they produced things and who produced things. Trading partners communicate through electronic means and therefore can make use of many computer-mediated communication (CMC) tools in the workplace such as instant messaging, text messaging, and Web 2.0 capabilities such as wikis and web logs (blogs). Virtual communication technology facilitates a geographically disperse trading partners and thus validates the point that globally integrated enterprises can change where they produce things. Collaborative systems, also called groupware, facilitate getting employees and teams to work together on projects regardless of location (Hollis, 2004). Workgroup collaboration typically involves asynchronous communication as opposed to the synchronous communication used in real-time collaboration. The typical functions provided by workgroup collaboration include contact management, document management, e-mail, content management, and workflow services. Groupware tools can help workers and teams collaborate more efficiently and more effectively anywhere and anytime, by connecting through a network.

A. Problem & Purpose statement

The general problem studied was that virtual teams communicate through electronic means and therefore, can make use of many computer-mediated communication (CMC) tools in the workplace such as instant messaging, text messaging, and Web 2.0 capabilities such as wikis and web logs (blogs). The specific problems studied was that employees who have low competencies in Web 2.0 technologies may not be able to communicate as effectively as other employees who have high Web 2.0 competencies. Communication skill, followed by people management and team skill, was listed as the top competency in a survey for competencies and competency frameworks. The purpose of this

quantitative, cross-sectional survey research was to examine the relationship between Web 2.0 competence and effective business communication in organizations with more than 100 employees in the United States. The population of interviewees included sales and marketing knowledge workers who worked in organizations with 100 or more employees in the United States. The independent variable, Web 2.0 competence, was obtained through a survey instrument. The dependent variable, effective business communication, was measured through a survey instrument. A cross-sectional research design was used to study variables of interest between the employees and their co-workers, partners, and customers.

B. Theoretical Framework

The theoretical framework of this study focused on the communication participants who participate in effective business communication and the Web 2.0 tools the participants use to communicate. Organizational communication participants consist of employees, partners, and customers. Employees consist of co-workers, who share a horizontal communication pattern, supervisors or managers, and subordinates. Supervisors, managers, and subordinates have a hierarchical communication pattern where communication either comes down a path or goes up a path. Two models govern the theoretical framework of this study: (a) CMC Interactivity Model (CMCIM) [2] and (b) a model of computer-mediated communication competence (CMCC) [3]. The CMCIM model can be used to explain and predict how communication quality and interactivity improve communication effectiveness or satisfaction. The CMCIM uses *social presence theory* to increased social presence increases status that in turn leads to communication satisfaction. The CMCC model demonstrates a cyclical relationship or feedback loop that shows factors that lead to effective communication. The CMCC model suggests that motivation and knowledge factors influence communication skill factors, which influence media and message factors. Media and message factors are combined with interactions and contextual factors to provide competence outcomes. Both models are based on communication theories such as *social presence theory*, factor in interactivity, and focus on effective or satisfied communication. Organizational communication participants increasingly rely on computer-mediated communication tools. The theoretical framework is based on the idea that CMC is the superset of all electronic means of communication between organizational communication participants. Several theories govern CMC tools and the communication methods and interactions employed by the tools. This study is grounded on three communication theories *rich media theory*, *social presence theory*, and *social network theory*; although, additional communication theories are discussed for completeness.

III. DISCUSSIONS

The scope of the study included sales and marketing knowledge workers in United States- based organizations with 100 or more employees. The study confines the possible set of knowledge workers to sales and marketing personnel because the researcher theorizes that sales and marketing personnel have a greater chance of communicating with co-workers, clients, and partners; whereas, other knowledge workers may only communicate to a subset of potential business recipients. This quantitative research study will evaluate between 100 and 200 sales and marketing professions using a cross-sectional survey technique. The research was conducted over a one week period, but would have been extended until data from a minimum of 200 respondents has been captured. The participants were active members of Zoomerang's ZoomPanel, which is an actively managed online panel. Each participant will respond voluntarily to a survey.

A. Communication Genre Model

Managers are typically not very keen on discovering that their employees have adopted a new behavior that was not previously part of the organizational culture [4]. However, new communication technologies such as blogs and social networking sites are quickly being used in today's organization's mainstream. Management researchers developed the concept of "genre" to understand the impact that technology had on communication [5] For example, the study of genre included understanding the development of paper-based memos from original business letter, the development of e-mail from paper-based memos, and the evolution of e-mail capabilities such as cc'ing. The authors defines the following genre: Business Letter Genre, Memo Genre, Blog Genre, and Conference Call Genre. "The Genre Model identifies both the elements of media adoption and the consequent changes in patterns of user communication, was developed as a tool for evaluating new technology in the context of a specific organization, its goals and its existing media usage" [5] The Genre Model provides a structure through six key dimensions - 1) Why - purpose, 2) What - content, 3) Who - potential participants and their roles, 4) Where - location: physical vs. virtual, geographic dispersion and so on, 5) When - temporal parameters, norms and expectations, and 6) How - expectations about linguistic elements, formality of language and so on [5]

B. Leadership and Communication

Effective leadership requires an understanding of the role that meaning and semantics play in communications [6] This is probably more true for transformational leaders than transactional leaders since transformation leaders typically inspire more through their words than their actions. The author states that society is based on shared meanings and a

coherent shared meaning is required for the society to function properly. Conversations and debates are less likely to conclude positively when there is not shared meaning. It is important that business leaders establish shared meaning to effectively lead organizations. It can be challenging for business leaders in the information technology domain to ensure shared meaning when speaking with businesspeople and technical people. Terms such as “processes” and “quality assurance” have different meanings to these two groups of people. However, leaders such as CIOs understand the differences and create the shared meaning that will ultimately drive the business goals for both audiences. Several key leadership competencies is defined as the management of attention, the management of trust, the management of self, the empowerment of employees, and the management of meaning. In discussing the management of meaning, [7] The author states that leaders much successfully communicate their vision to make dreams apparent and align people to them. Bennis suggests that leaders present facts and information in an interesting way to which people easier relate.

C. Communication in sales and Marketing

Technology has had a profound effect on the field of sales and marketing. Technology innovations and the adoption of new technology by consumers and businesses have paved the way to integrated marketing communications (IMC) [8]. IMC refers to creating an effective marketing campaign from multiple sources of information such as advertising, direct response, sales promotions, and publicity, while creating a consistent face to customers [9]. The communication channel for sales and marketing professionals has evolved from one-way to bi-directional with the adoption of mobile technologies and Web 2.0 technologies; thereby, requiring more sophisticated strategies for communicating effectively to a larger, more attentive audience. In the area of sales and marketing, it has been established that creating relationships through broad reach communication devices is difficult without interpersonal experiences and individualized relationship building [10]. The authors suggested that the increased social presence afforded through recent Internet technology enables sales and marketers to build business-to-business (B2B) and business-to-customer (B2C) relationships with greater social satisfaction. They also created a B2C relationship framework that demonstrates how economic satisfaction and social satisfaction relates to buying intentions and participation intentions. Technology increases a salesperson’s efficiency, which makes them more successful. However, efficiency and success by a salesperson leads to less contribution to the improvement of automated systems. A primary goal of Sales force automation (SFA) is to “increase the efficiency and productivity of salespeople and improve the quality and quantity of

communication among salespeople” [11]. However, the lack of adoption by salespeople has contributed to SFA failure rates between 55-75% [12]. Research by the authors suggested that better communication and collaboration between coworkers and superiors could improve the success rates of SFA efforts. Multinational corporations, through the use of technology, have consolidated their global accounts and formed global virtual sales teams (GVSTs) (GVSTs, such as those from *Microsoft* with its 8000 geographically dispersed salespeople, rely on technology and software to bridge a gap caused by physical distance and cultural diversity [13]. Larger account teams across larger geographical areas seem like the perfect place to utilize automated sales and marketing tools; however, research suggests that salespeople are often resistant to automated tools and IMC [14].

D. Computer-Mediated Communication (CMC) Tools

CMC is “an umbrella term that refers to human communication via” computers and electronic devices ([15]. Communication using CMC tools can be conducted synchronously and asynchronously over networked devices locally or globally. CMC tools include: blogs, instant messaging, audio and video conferencing, and electronic mail. CMC tools lack media and social richness and typical visual communication clues such as 1) a shift of the head away from the speaker, 2) audible sound gestures, and 3) physical gestures (Riva, 2002). Increases in technology, software, and network bandwidth add additional capabilities and richness to CMC tools. Web 2.0 communication tools are a subset of CMC and they provide for: distributed authorship, multi-way communication, openness of content, lack of finality, and distributed ownership.

Web 2.0-- One method to stand out in the herd is to rely on social networking. Social networking is based on Web 2.0 technology. Web 2.0 technologies are web-based tools that enable users to easily provide content via the Internet. Common Web 2.0 tools include: blogs, wikis, and discussion lists. Website owners provide Web 2.0 tools to solicit “prosumers”, who are producers and consumers who provide user-generated content and purchase wares from the website [16]. Thus the term social networking refers to the participation of the prosumers on an online travel website who engage in discussions, critics, and question/answer sessions related to travel. The social networking aspect of an online travel website can provide would-be travelers with additional comfort in making an informed decision before a purchase. Web 2.0, complete with its arsenal of social web applications such as blogging and wikis, have swept through the typical Internet users and there is no turning back. Organizations who do not offer Web 2.0 services or social networking applications risk having their employees’ waste time aimlessly on the Internet when they could harness their efforts for the good of

their organization. Social networking applications can be used internally within an organization for different departments.

E. Social Networks

The development of the social network website is another innovation that has changed who uses the Internet and how they use it. *MySpace* and *Facebook*, the most popular social network websites, have been around fewer than four years, but have a combined user base of more than 120 million [17]. The demographics of current Internet users include about 43% of high school students who continue to use the sites as they move through college and beyond. The large media conglomerates such as News Corporation have purchased these sites to capitalize on advertising to target demographics. Social network properties such as Facebook and MySpace were created and designed primarily for the general consumer market. Many businesses may discount the effectiveness and business use of properties such as Facebook when an employee can get distracted by popular games such as FarmVille. LinkedIn is the world's largest professional network with over 100 million members. LinkedIn connects professional contacts and provides a forum for exchanging knowledge, ideas, and opportunities with other professionals. The following strategic uses of LinkedIn: 1) build relationships by staying in touch with contacts, 2) research prospective clients by reviewing their background and interests, 3) select prospective hires from a circle of known references, 4) project a strong image and brand for an organization, and 5) learn about client views [18].

F. Social News

One of the newer and more populist renditions of Web 2.0 comes in the form of social news. Social news websites feature user-posted stories that are ranked based on popularity. The first social news website was called *Slashdot* and it was started in 1997. The most popular social news websites in 2013 are *Digg*, *Newsvine*, and *Reddit*. Social news websites tend to have audiences instead of customers. Many Web 2.0 websites tend to attract attention quickly through a flock of easily bored viewers; thereby moving on to the next big thing after a short period of interest [19]. *Reddit* was among the 70 most visited websites in the U.S. in 2012, attracting 3.4 billion page views [20]. *Reddit* has a clunky user interface, but its audience enjoys posting, commenting, and ranking articles, pictures, videos, and news stories. *Reddit* enjoys the dual nature of being the name of a service as well as a verb – as in “have you *Reddit*,” very similar to the dual nature of *Google* [21]. *Digg* attracted as many as 18 million unique visitors in 2010 according to ComScore [19].

G. Methodology

The objective of the study was to examine the relationship between Web 2.0 competence and

effective business communication of sales and marketing professionals in organizations with 100 or more employees. The population of interviewees included non-managers, non-senior managers, and senior managers in a corporation. The independent variable, effective business communication, was measured through a survey instrument. The dependent variable, Web 2.0 competence, was measured by a survey instrument. The study used two instruments to collect data: 1) The Web 2.0 Communication Competence (W2CC) Instrument) and 2) the Self-Perceived Business Communication Scale (SPBCS). The W2CC was used to measure the variable Web 2.0 competence and the SPBCS was used to measure effective business communication. Both of the instruments are based on instruments that have been used or developed in other studies for which they were validated. The Web 2.0 Communication Competence (W2CC) Measure scale is grounded in Spitzberg's proposed CMC Competence Measure (CMCCM) version 5 (2006). The original model consists of 77 items which represent the following 15 constructs: 1) motivation, 2) knowledge, 3) efficacy, 4) coordination, 5) attentiveness, 6) expressiveness, 7) composure, 8) selectivity, 9) appropriateness, 10) effectiveness, 11) clarity, 12) satisfaction, 13) attractiveness, 14) efficiency/productivity, and 15) general usage/experience. The W2CC consists of 48 items representing 10 constructs. Each item has a 5-point Likert-type response ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Several changes were made to the original CMC Competence Measure to tailor the measure for Web 2.0 instead of generic CMC. Web 2.0 is a subset of CMC. Web 2.0 tools and technology allow users to communicate and collaborate with the following characteristics: 1) messages are archived, 2) communication is asynchronous, 3) the users provide content, and 4) the communication model is one-to-many. The word “CMC” was replaced with the phrase “Web 2.0 technology,” which caused meaning of several questions to change. CMC involves one-to-one communication in many scenarios; whereas, Web 2.0 involves one-to-many communication. Consequently, some survey items were modified to reflect the change in participant size. For example, the question “I ask questions of the other person in my CMC” was changed to “I ask questions of the other person(s) using a Web 2.0 technology.” The CMC Competence Measure has been used in several studies and previous dissertations. The measure has been modified to meet the specific needs of similar research. For example, the CMC Competence Measure was used as the basis for the Mobile Phone Communication Competence (MPCC) Instrument, which is designed to measure communication competence with mobile phones (Bakke, 2009). The Self-Perceived Communication Competence (SPCC) scale is an instrument [22] that assesses SPCC in four contexts: 1) communication in dyads, 2) communication in a large group, 3)

communication in a small group, and 4) public speaking. The SPCC instrument also focuses on three types of receivers: 1) strangers, 2) acquaintances, and 3) friends. The SPCC instrument has 12 items that assess respondent perceptions of their communication. Each item is scored on a 0-100 scale where 0 means completely incompetent and 100 means competent. The three types of receivers were modified for this study to reflect the recipients in business communication. The recipient “stranger” was changed to “customer” to reflect the anonymous or more distant communication relationship to business. The recipient “acquaintance” was changed to “partner” to reflect a closer, but not as trusted communication relationship to a business communicator. The recipient “friend” was changed to “coworker” to reflect a stronger trust relationship. The SPCC was developed to collect information about how people feel in various communication contexts and with various types of receivers [22].

H. Data Analysis

The data for this study was captured using a Zoomerang survey. The survey data was exported from the Zoomerang tool as comma separated values (*.csv) file. The CSV file was uploaded into a *statistical package for the social sciences* (SPSS) spreadsheet. SPSS version 20 provided data analysis, data visualization capabilities, and descriptive analysis. The following formula was used to calculate the sample size:

$$ss = \frac{Z^2(p)(1-p)}{c^2}, \text{ where}$$

z is the Z value (e.g. 1.96 for 95% confidence level). p is the accuracy percentage which is set to .5 for determining the sample size. c is the confidence interval, expressed as a decimal (e.g., .05). The research relied on a finite population of 2000 panel members; consequently, the following sample size correction formula was required:

$$\text{Updated } ss = \frac{ss}{1 + \frac{ss-1}{pop}}, \text{ where}$$

ss is the sample size from the sample size calculation and pop is the population size.

With a panel size of 2,000 potential respondents, it was determined that 322 completed surveys were required to provide a confidence level of 95% and a confidence interval of 5%. Only 201 responses were accepted which dropped the confidence interval to 6.5% with a confidence level of 95%. A possible reason for the lower than expected number of acceptable survey responses could be the threshold of organizations with more than 100 employees was set too high for the Zoomerang panel population. Similar response rates were attained for other research projects done in the same time frame. The ZoomPanel has grown significantly since the survey was distributed. Newer research projects show return rates that provide the desired confidence level and confidence interval, which indicates a significant increase in the panel

population. The research proceeded with the reduced quantity of acceptable responses with the understanding that the confidence interval would be increased to 6.5% from the goal of 5%.

I. Survey Demographics

The population consisted of a panel of approximately 2,000 participants who met the research study criteria: (a) was a professional in the sales and/or marketing field, (b) worked at an organization with more than 100 employees, (c) used a computer to communicate or collaborate with coworkers, customers, or partners, and (d) their job consisted of less than 50% physical labor. Of the participants invited to participate in the study, 901 screened out of the survey which could have been because they did not meet the criteria. 201 responses were completed and deemed useable in the study and 60 additional responses were incomplete and therefore discarded.

J. Statistical Data

Research question one, what is the relationship between Web 2.0 competence and effective business communication for sales and marketing employees in the corporation? Using ANOVA, the null hypothesis for research question one resulted in a p-value of 0.001 and an F-statistic of 4.699. The result was statistically significant and the null hypothesis failed to be rejected. The Tukey statistic was used to determine that the Business Communication variable were significantly different. The current research positively established the relationship between Web 2.0 competence and effective business communication for sales and marketing employees in corporations with more than 100 employees. Research question two, what is the relationship between Web 2.0 competence and the age of sales and marketing employees in the corporation? Using ANOVA, the null hypothesis for research question two resulted in a p-value of 0.026 and an F-statistic of 3.718. The result was statistically significant and the null hypothesis failed to be rejected. The Tukey statistic was used to determine that the age groups were significantly different. The current research positively established the relationship between Web 2.0 competence and Age. Research question three, what is the relationship between Web 2.0 competence and management level of sales and marketing employees in the corporation? Using a t-test, the null hypothesis for research question three resulted in a p-value of 0.004 and test statistic of 2.903. The result was statistically significant and the null hypothesis failed to be rejected. The current research positively established the relationship between Web 2.0 competence and Managerial Level. The results of the survey were supported by some of the sources in the literature. The findings of the data analysis were complimentary to the outcomes of previous studies done on effective communication and CMC competence.

K. Variables

The variables defined in the SPSS 20 tool were defined as follows:

1) Effective Business Communication (Perceived)

Customer = $(Q27a+Q27d+Q27g+Q27j)/4$.
Partner = $(Q27b+Q27f+Q27i+Q27l)/4$.
CoWorker = $(Q27c+Q27e+Q27h+Q27k)/4$.
Bus_Comm = Customer+Partner+CoWorker.
Business_Communication = round (Bus_Comm/3).

2) Web 2.0 competence

Knowledge = $(Q17a+Q17b+Q17c+Q17d+Q17e)/5$.
Efficacy = $(Q18a+Q18b+Q18c+Q18d+Q18e+Q18f+Q18g+Q18h)/8$.
Effective = $(Q23a+Q23b+Q23c+Q23d)/4$.
Efficient = $(Q25a+Q25b+Q25c+Q25d)/4$.
Tool_Use = $(Q26a+Q26b+Q26c+Q26d)/4$.
Web_Comp = Knowledge+Efficacy+Effective+Efficient+Tool_Use.
Web_Compentence = Web_Comp/5

3) Age

Age = 1 if Q7 in 1-4, else Age = 2 if Q7 = 5-6 else
Age = 3 if Q7 = 7

Age Labels:

Age = 1; Label is < 36
Age = 2; Label is 36-47
Age = 3; Label is > 47

4) Management Level

Career_Level = Q8

Career_Level Labels:

Career_Level = 1; Label is Manager
Career_Level = 2; Label is Individual Contributor.

L. Statistical Summary

Forty-eight percent (n=96) of the research study participants were men and 52% (n=105) were women. The majority of the respondents, 51% (n=103) were aged 48 or older. A total of 29% (n=59) of the respondents were between the ages 36 and 47, while the remaining 20% (n=39) of the respondents were between the ages of 18 and 35. Most of the respondents were individual contributors, 69% (n=138) opposed to managers who were 31% (n=63) of the sample. Many of the respondents indicated that they had more than 20 years' experience 48% (n=96), with 27% (n=55) indicating up to 10 years' experience, and 25% (n=50) of the respondents indicating between 11 and 20 years of experience. A total of 39% (n=78) spent up to 10 years in the sales and marketing domain, 23% (n=48) spent between 11 and 20 years in the sales and marketing domain, and 38% (n=96) spent 20 or more years in the sales and marketing domain. A total of 50% (n=100) of the respondents worked in organizations that had 1,000 or less employees, 23%

(n=47) worked in an organization that had between 1,001 and 10,000 employees, and the remaining 27% (n=54) respondents worked in an organization that had more than 10,000 employees.

M. Findings and Results

The findings of the study suggested a positive correlation between Web 2.0 competence and effective business communication. Research has shown that effective communication produces greater financial organizational results and greater organizational stability. Consequently, improving employees Web 2.0 competency could produce greater financial organizational results and greater organizational stability. Increasing employee's competency in Web 2.0 technology may increase efficiency, increase awareness, lead to new innovations through discovery, and increase business communication effectiveness.

The term *Enterprise 2.0* was coined in 2006 to describe how Web 2.0 technologies would be used in business intranets and extranets, opposed to the Internet where Web 2.0 technologies flourish [23]. Enterprise 2.0 technologies represent business hardened instantiations of their public counterparts. For example, *Facebook* is a well-known Web 2.0 social website that has *LinkedIn* as its business-friendly counterpart. The authors defines linked data as a set of open, publicly available data that can be accessed and related to other data. *LinkedIn* provides linked people-related information. Both Facebook and LinkedIn feature user-controlled content which is a major ingredient of Web 2.0; however, *LinkedIn* is more useful to knowledge workers such as sales and marketing personnel. Web 2.0 technologies, such as blogs, forums, micro-blogs, and chat rooms, leave a trail of data that can be connected to create blueprint of consumer thoughts and experiences [24]. Various business intelligence methods can be utilized to extract knowledge or meaning from Web 2.0 data. Web 2.0 data can be text mined to generate market structures and competitive landscape insights [24]. The current dearth of easy to use analytical tools hamper the ability to efficiently mine the abundantly available Web 2.0 data today; however, tools are improving and the riches from data mining will be able to be reaped in the near future [25]. Less than 20% of the survey respondents were under 36 years old, which spurred the questions: (a) are young people less likely to fill out surveys, or (b) are there fewer young people in sales and marketing in general? According to Sales, marketing, and advertising managers less than 1% of sales and marketers are between ages 20 and 24; whereas, the same age group makes up 10% of other occupations. The low percentage of young workers in sales and marketing can be attributed to the greater need of experience and years of training.

Younger salespeople have the advantage of understanding new technology and using agile

techniques to make sales; whereas, older salespeople use the advantage of experience to reduce sales cycles. Research by [26] suggests that sales managers create teams with strong computer self-efficacy to accelerate adoption of technology by those who are less inclined to adopt. The findings from this study seem to indicate that the older sales and marketing responders of the study are very comfortable with new technology.

IV. CONCLUSIONS

This study combined the concepts and tools of previous studies and applied them to communication in business. The consumerization of information technology, where the consumer market drives IT adoption in business and organizations, is spreading rapidly to every organization. Competitive forces such as globalization and an increasingly mobile workforce are compelling organizations to find innovative solutions aimed at differentiating themselves from their competitors. Having an organization with employees who communicate effectively has been identified as a competitive differentiator. The results of the present study indicate a positive correlation between Web 2.0 competence and effective business communication. For a business, this could mean that effective business communication can be increased through improving Web 2.0 competence or hiring employees with higher Web 2.0 competence as they may be more effective business communicators.

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