

# **The Impact of Social Motives on Digital Ambidexterity among White-Collared Workers in Indonesia**

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## **Abstract**

Indonesia has seen an increase in social media usage over the past years. It increases even more during the COVID-19 pandemic, which includes white-collared workers seeking to learn practical skills to be implemented in the workplace. This study aims to examine the relationship between social motives and digital ambidexterity, in which social motives become the precedent of digital ambidexterity. This research uses the quantitative method of study in which we gather questionnaire answers from 238 white-collared workers in Indonesia. This questionnaire is employed with a five-point Likert scale ranging from 1 (very unimportant) to 5 (very important) for questions regarding social motives and social media learning. Our research predicted a significant relationship between social motives and digital ambidexterity. It is not the only variable that influences digital ambidexterity the most. The research provides a framework for the use of managers to promote social media learning by identifying employees' social motives. We argue that this would promote efficiency and effectiveness in the workplace. There have been studies that link social motives to social media learning. However, most studies focused on individual motivations outside of the workplace, which intrigued the authors to examine the relationship between social motives and social media learning as a path towards digital ambidexterity.

## **Keywords**

Social Motives, Digital Ambidexterity, White-collared Workers, McClelland

## **1. Introduction**

Indonesia has seen increased social media usage for the past years, which increased even more during the COVID-19 pandemic. As a result, there have been 191.4 million active social media users in Indonesia, with a penetration of 68.9% (Nurhayati-Wolff 2021). It indicates that more than half of the nation uses social media (Nurhayati-Wolff 2021). Despite being primarily linked to communicating and connecting with family and friends (Nurhayati-Wolff 2021), the continuous jump in active users and penetration have become the gateway to a myriad of possibilities in social media usage in Indonesia. It also relates to learning the content other people post on social media.

Not only are social media used by students from elementary schools to college-level undergraduates, but social media is also used by employees. More than 50 million content creators have been aggregating in social media from all over the world, amassing over \$20 billion of value projected to grow to a \$104.2 billion market by 2022 (Jansen 2021). Among them, myriad internet micro-entrepreneurs focus on value-driven content, or content specifically made for educational purposes, no matter how entertaining they are packaged. The topics vary, from theories on specific issues

happening right now to personal experiences that serve as how-tos and tutorials. Employees utilize these to gain more knowledge that may leverage their skills and can be applied to their real-life workplace settings.

Many brands are aware that their customers prefer contents that are of value to them, which leads to increased social media learning by internet users, especially those in the workforce. For example, young people who have just entered the workforce would appreciate various tips on how to deal with interviews and tests, with customers, or even how to deal with their co-workers. As the demand for value-driven content increases, so does social media learning.

Social media learning involves communication and connectivity, the autonomy of participants, and diversity of point of view accompanied by openness for additional perspectives (Goldie 2016). These aspects of social media learning help improve employee performance through social support and exchange that accompanied team reflexivity, monitoring, and effort (Song et al. 2019). With social media learning tied to performance and innovative behaviour (Herlina & Iskandar 2020), learning how to foster social media learning in the workplace is inevitable. The findings indicate a positive link between social media learning in workplace settings. It supports self-regulated education and remote connectivity that would most likely increase performance.

As with many social exchanges between one another, patterns of social media usage, be it for communication or learning, are found to be rooted in social motives (Ansari & Khan 2020; Stone et al. 2022). The economic principle states that people are driven to respond by incentives. Thus, it can be derived that one's innate social motive motivates them to commit to a set of actions (Scott & Cohen 2019). In other words, social motives are the ones that encourage someone to do something in a social setting, in this case, social media learning.

### **1.1 Objectives**

Our study aims to study digital ambidexterity through social media learning in the workplace and its relationship with social motives. The study will contribute to the involvement of social media learning in the workplace and provide suggestions on how to do so based on our findings. Furthermore, while there have been studies linking social motives to social media learning, most studies focused on individual motivations outside the workplace setting. Therefore, it intrigues the authors to examine the relationship between social motives as a path toward digital ambidexterity.

## **2. Literature Review**

This literature review discusses the classification of social motives, social media learning as a media, and an aspect of achieving digital ambidexterity.

### **2.1 Classification of Social Motives**

In a study, McClelland & Pilon (1983) elaborated that motivation comes in three parts: achievement, power, and affiliation. These needs do not discriminate by gender, culture, age, or race—it is said that these acquired needs exist within everyone, and everyone is driven by them. This study also shows that these needs are shaped over time based on the experiences one reaches throughout their lifetime.

The need for achievement stands for the importance one imposes on themselves to achieve something in what they do and to be recognized through it. Someone with high achievement needs would be more likely to go to great lengths to do high-risk work in high-risk situations. Especially when they know that the reward they go after is dangling. Subsequently, they try their best to avoid low-risk situations or challenges. They believe in their best interest that achievements from low-risk situations are driven more by "luck" than their own efforts. When a person with high achievement needs achieves more in their life, their motivation will increase, increasing their likelihood of performing even better. This results in a result-oriented individual who would thrive in result-oriented workplaces best.

On the other hand, the need for power refers to the motivation to acquire control, authority, and influence over other people, be it in one's league or way beyond it. Those who are driven by power are born leaders. Their self-esteem is enhanced whenever there is a chance to lead others. They lead by implementing their views, ideas, and ideals are implemented by and to those under their influence. They aspire to win in situations for the status, reputation, prestige, and revered recognition they would possess through winning said situations. Self-discipline is the motor of their motivation, and they do not mind collaborating with others so long as they win.

The people who are driven by the need for affiliation, they seek interpersonal and social connection with one another. They understand fully that human beings are social beings and therefore see the need to fulfil their social needs. As a result, they collaborate with others, form lasting relationships, and strive to be liked by others even more than those who are driven by achievement and power do. As such, high-risk and uncertain situations are not something they pursue. Instead, they tend to adhere to the status quo to fit in with others, believing that doing so will give them the love and acceptance they need to survive. Combined, these aspects result in a risk-averse person who is more cautious and wishes to always find common ground between people.

## **2.2 Digital Ambidexterity**

The study of ambidexterity stated that it is a situation in which exploitation and exploration activities, especially in the workplace, are contrasting forces that must be balanced continuously (Magnusson et al. 2021). Some digital ambidexterity characteristics are reflected in social media learning. Moreover, it includes agility and stability, alignment and adaptability, teamwork, and focus on individuals (Zhang et al. 2019). Ambidexterity is divided into two acts—the act of exploitation and the act of exploration. The act of exploitation pertains to continuous improvement through incremental product and service innovation (Clauss et al. 2021). These exploitative actions are encouraged and enforced so an organization can respond to market needs with the most minor changes possible, emphasizing productivity and efficiency.

On the other hand, the act of exploration pertains to finding new ventures and market opportunities that are disruptive in nature (O'Cass et al. 2014). While exploitation focuses on striving for stability and adaptability, exploration emphasizes taking risks (Herlina & Iskandar 2020). These seemingly conflicting forces are parallel to one another in organizations to minimize the diminishing values of favoring one at the expense of another (Heracleous et al. 2018).

Digital ambidexterity is the act of ambidexterity affected by digitalization (Magnusson et al. 2021). In this context, ambidexterity is needed to handle conflicting business activities simultaneously in the rapidly changing digital activities. Concerning the digitalization of business activities, social media learning becomes a possible way to promote exploitation and exploration in organizations. It will encourage ambidexterity. Previous research found that ambidexterity is related to the success of leveraging knowledge generation and accumulation that lead to efficiency and effectiveness (Papachroni & Heracleous 2020).

## **2.3 Hypothesis**

With, we formulated a hypothesis that there is a significant relationship between social motives and digital ambidexterity in white-collared workers in Indonesia. The result of this hypothesis would be achieved from conducting a hypothesis test based on simple regression analysis.

**H1:** There is a significant relationship between social motives and digital ambidexterity in white-collared workers in Indonesia.

## **3. Methods**

This research uses the quantitative method of study, with its type of research being causal or associative. Its unit of analysis comprises white-collared workers in Indonesia in their productive ages, with a sample of 238 people and a purposive sampling technique employed. The time horizon used in this research is cross-sectional. It is analysed through the path data analysis method with IBM SPSS Statistics version 26 to run validity and reliability tests of the variables and the regression model of the research.

## **4. Data Collection**

The data used in this study is quantitative, with the data coming from primary sources collected through an online questionnaire (Google Form). This questionnaire is employed with a five-point Likert scale ranging from 1 (very unimportant) to 5 (very important) for questions regarding social motives and social media learning. The variable social motives (X) are employed with three dimensions and ten indicators for each one, amassing 30 indicators. In contrast, the social media learning (Y) variable is employed with three dimensions, with six indicators for each one, totalling 18 indicators for the variable. The definition of social motives is taken from the elaboration of McClelland & Pilon (1983), which consists of three separate dimensions: the need for achievement, the need for affiliation, and the need for power.

## 5. Results and Discussion

### 5.1 Profile of Participants

Before elaborating on the results of this study, the demographic profile of the study participants can be seen in Table 1. This demographic profile consists of sex, age range, latest educational degree, major that is being pursued/had been pursued, length of employment, level of employment, and the industry they work at. The total of 238 participants was dominated by female participants (56.3%), with a 12.6% margin over male participants. The participants of this study were mainly in the age range of 21 to 30 years old (68.5%), with the age range of 31 to 40 years old following suit (26.5%). Most participants held at least a bachelor's degree in their arsenal (74.4%), with most of them pursuing/have pursued degrees in law (16.8%) as well as economy and management (10.5%). Business & entrepreneurship, social studies, and literature & humanities sat at the third most frequent majors pursued/have been followed by participants of this study (9.7%). Most participants in this study have been working for 2 years to 5 years (61.3%). They are mostly seated at their workplaces' staff-officer level (56.6%). Accounting & Finance (17.6%), Consulting (17.2%), E-Commerce (9.7%), and Travel & Tourism (9.7%) are four of the highest count of industries in which the participants in this study were working.

Table 1. Profile of Participants

Characteristics	Items	Number	Percentage
Sex	Male	104	43.7%
	Female	134	56.3%
Age range	16-20 years old	9	3.8%
	21-30 years old	163	68.5%
	31-40 years old	63	26.5%
	41-50 years old	1	0.4%
	More than 50 years old	2	0.8%
Latest Educational Degree	Under High School Diploma	1	0.4%
	High School Diploma	14	5.9%
	Diploma 1-4	42	17.6%
	Bachelor's Degree	177	74.4%
	Master's degree and higher	4	1.7%
Major Pursued	Business & Entrepreneurship	23	9.7%
	Economy & Management	25	10.5%
	Social Studies	23	9.7%
	IT	22	9.2%
	Law	40	16.8%
	Science & Technology	20	8.4%
	Literature & Humanities	23	9.7%
	Art & Design	4	1.7%
	Travel & Hospitality	21	8.8%
	Others	37	15.5%
Length of Employment	Less than 6 months	14	5.9%
	6 months to 2 years	12	5.0%
	2 years to 5 years	146	61.3%
	5 years to 10 years	41	17.2%
	More than 10 years	25	10.5%
Level of Employment	Freelance/Contract/Internship	17	7.1%
	Staff - Officer	135	56.6%
	Supervisor	62	26.1%
	Associate Manager - Manager	22	9.2%

Characteristics	Items	Number	Percentage
Industry	Senior Manager – General Manager	1	0.4%
	Managing Director	1	0.4%
	Accounting & Finance	42	17.6%
	Construction	20	8.4%
	Consulting	41	17.2%
	E-Commerce	23	9.7%
	Education	6	2.5%
	Government	20	8.4%
	Healthcare	3	1.3%
	Travel & Tourism	23	9.7%
	Legal Services	20	8.4%
	Manufacturing	21	8.8%
	Software & Application	5	2.1%
	Transportation	2	0.8%
	Others	12	5.0%

## 5.2 Descriptive Statistics and Measurement Model

Table 2 below is the descriptive statistics of the variable items that were answered by the participants in the questionnaire. The need for affiliation dimension of the social motive's variable shows that item AFF3 (Doing activities with other people is important to me) has the highest mean value, sitting at 4.672. For the need for achievement dimension from the same variable, it is found that the item ACH6 (Finishing my work is crucial to me perfectly) holds the highest mean value of 4.677. In need of power dimension, the highest mean value of 4.765 is owned by the item POW7 (Reprimanding others who cut the queue is essential to me). For the sharing dimension in the digital ambidexterity variable, the highest mean value (3.538) is possessed by item S4 (I build relationships through social media to exchange information). In contrast, the highest mean value for the item utilization of social media (3.538) is held by item U6 (I ask experts/mentors through social media to enrich my knowledge).

Validity and reliability tests were then conducted to determine the stability of the items and dimensions included in the study. In this model, the validity test used a corrected item-total correlation value against the r-value of 0.11. In contrast, the reliability test used Cronbach's Alpha value which was compared to the constant weight of 0.7. Based on the validity and reliability test results, 5 items were taken away from the variable Social Motives, leaving 25 out of 30 questionnaire items confirmed for their validity and reliability. Based on the same test results, two dimensions and an additional one item were also removed, leaving two dimensions and 9 items out of 20 confirmed to be both valid and reliable.

Table 2. Descriptive Statistics, Validity, and Reliability Results

Variable	Dimension	Item	Descriptive Statistics		Corrected Item-Total Correlation	Cronbach's Alpha
			Mean	Standard Deviation		
Social Motives	Need for Affiliation	AFF1	4.471	0.673	0.171	0.790
		AFF2	4.492	0.667	0.438	
		AFF3	4.672	0.618	0.566	
		AFF4	4.332	0.748	0.557	
		AFF5	4.387	0.719	0.187	
		AFF6	4.219	0.719	0.405	
		AFF7	4.517	0.750	0.652	
		AFF8	4.475	0.756	0.688	
		AFF9	4.185	0.609	0.322	
		AFF10	4.437	0.833	0.630	
	Need for Achievement	ACH4	4.458	0.672	0.561	0.702
		ACH6	4.677	0.574	0.528	

Variable	Dimension	Item	Descriptive Statistics		Corrected Item-Total Correlation	Cronbach's Alpha
			Mean	Standard Deviation		
		ACH7	4.395	0.652	0.499	0.878
		ACH8	4.416	0.655	0.372	
		ACH9	4.248	0.828	0.265	
		ACH10	4.147	0.705	0.449	
	Need for Power	POW1	4.550	0.814	0.676	
		POW2	4.563	0.618	0.412	
		POW3	4.445	0.714	0.673	
		POW4	4.331	0.760	0.643	
		POW6	4.387	0.957	0.887	
		POW7	4.765	0.605	0.302	
Digital Ambidexterity	Sharing	S1	3.534	0.641	0.664	0.752
		S2	3.332	0.808	0.644	
		S3	3.374	0.751	0.511	
		S4	3.538	0.761	0.226	
		S5	3.332	0.577	0.428	
		S6	3.332	0.819	0.535	
	Utilization of social media	U2	3.466	0.620	0.451	0.748
		U3	3.424	0.832	0.670	
		U4	3.504	0.704	0.524	
		U5	3.332	0.515	0.206	
		U6	3.538	0.788	0.722	

Further tests were conducted to ensure that the data used were the right fit for the hypothesis testing. These tests determine the data's normality and an assortment of classical assumption tests. The normality test (Schmidt & Finan 2018) estimates standard errors, confidence intervals, and p-values. The values of 0.583 and 0.672 were found for social motives and digital ambidexterity variables, respectively. It signifies that the data employed in this research is normally distributed when the significance level is at 95%. Classical assumption tests consisted of linearity test, normality of residual value, and heteroscedasticity tests. This composition of classical assumption test is used for simple linear regression tests. The linearity test result showed no deviation in linearity for both variables presented in this study, with a value of 0.431, that is greater than the alpha value of 0.05. The normality of the residual value test then showed that the residual values of both the social motives variable and the digital ambidexterity variable are 0.159, indicating that the residual values of both variables combined have normal distributions. Lastly, the heteroscedasticity values, or the Spearman rho values of the correlation between the residual value with both variables, showed 0.491 for social motives and 0.971 for digital ambidexterity, which shows that there is no heteroscedasticity problem in both variables. With the data passing both the normality test and the assortment of classical assumption tests, the data were fit for the hypothesis testing with regression analysis. (Table 3)

Table 3. Normality and Classical Assumption Test Results

Variable	Test	Value
Social Motives	Normality	0.583
	Linearity	0.431
	Normality of Residual Value	0.159
	Heteroscedasticity	0.491
Digital Ambidexterity	Normality	0.672
	Linearity	0.431
	Normality of Residual Value	0.159
	Heteroscedasticity	0.971

### 5.3 Hypothesis Testing

Based on the coefficient determination results in Table 4, it was discovered that the R-Square value that explains the relationship between social motives and digital ambidexterity has a value of 0.336. This indicates that 33.6% of digital ambidexterity can be explained through social motives, while the rest 66.4% can be elaborated through other variables that are not mentioned in this research. This gives room for further speculation and studies on what affects and fosters digital ambidexterity through social media learning in the future.

Afterward, hypothesis testing was conducted to determine the influence of social motives toward digital ambidexterity. This test resulted in a p-value of 0.000 while employing a 95% confidence level and a t-statistics value of 4.712. In this model, the hypothesis is significant when the significance value is less than the error value of 0.05 and when the t-statistics is greater than the t-value of 1.65. With these parameters and the testing results, we found a significant relationship between social motives and digital ambidexterity.

Table 4. Coefficient of Determination and Hypothesis Testing Results

	Hypothesis	R-Square	p-value	T-Statistics	Remarks
H1	Social Motives → Digital Ambidexterity	0.336	0.000	4.712	Significant

After discovering the nature of relationship between social motives and digital ambidexterity, we constructed a regression equation that further Table 5 shows the relationship between the two variables. Through our test, we found a constant of 21.132 and an X-Coefficient of 0.646 for the variable social motives. The regression equation for the relationship between social motives and digital ambidexterity is  $Y = 21.132 + 0.646X$ .

Table 5. Constant & Coefficient for Regression Equation

Constant	X-Coefficient
21.132	0.646

### 5.4 Discussion

Our findings attempt to elaborate on the relationship between social motives and digital ambidexterity through social media learning. Through hypothesis testing with simple regression analysis, we found that the relationship between the two variables in this study is significant, in which social motives positively influence digital ambidexterity. As social motives increase, so too will digital ambidexterity. According to the results above, the regression equation between social motives and digital ambidexterity is  $Y = 21.132 + 0.646X$ . It indicates that there would be an increase of as much as 0.646 in digital ambidexterity by the time social motives increase by 1 point.

The findings show that to capture social motives' role in fostering digital ambidexterity among white-collared workers. They mainly consist of people within two generational cohorts, Generation Z (born in 1995 onwards) and Millennials (born in 1981 to 1994) (Thach et al. 2020). This finding is in line with the number of social media users in Indonesia. They are included in these generational cohorts, which can be approximated to 64.6% (Kemp 2022), further indicating that social media usage is dominated by these two generations in Indonesia. Further findings found that learning through social media reached a massive 82.7% (Kemp 2022). It implies that social media users, dominated by people on the age spectrum of 21 to 30 years old, utilize social media to learn new information.

Our findings showed a positive influence of social motives on digital ambidexterity. It is in line with the results by Herlina & Iskandar (2020). They successfully demonstrated that the stronger the digital ambidexterity in an employee, the more they use social media for exploration and exploitation activities to further enrich their knowledge. This phenomenon, we argue, is because digital ambidexterity through social media requires an employee to communicate with people to learn. This is especially applicable to those who follow the same content creators, learning from them and learning together with the community in the process. This type of social media learning is evident on various social media. For example, YouTube is the most frequently used video-sharing social media platform. It includes content creators may post their video-based content to the public, creating a community that aggregates through the comment sections. The comment section is where social media users can share their insights following the topic brought up by the content creator through their video. This is not only unique to YouTube—this phenomenon is found throughout most social media platforms that promote the exchange of information and knowledge.

Our findings also echoed the results of the study conducted by Odei (2017), which showed that academic learning is driven by social motives. Odei (2017) also stated that when academical pursuits supported by social motives, firms would demand innovation. They remain competitive from the knowledge aggregated by the people they work with. It implies that managers who can determine the social motives of their employees will be able to decide what their employees deem. It is necessary enough to get themselves motivated to learn through social media. Another thing to be considered is how social media learning experience has been focused primarily on informal learning without a structured format (Bedford 2019). It indicates a need for a structured format of social media learning experiences for the sake of digital ambidexterity driven by employees' social motives.

Social motives become the driver of digital ambidexterity among white-collared workers. Therefore, it is essential to revisit the three main motives or needs explained by McClelland & Pilon (1983). Those are the need for achievement, affiliation, and power. Awareness of workers' social motives will allow managers to motivate digital ambidexterity by creating a structured social media learning curriculum that rewards employees based on their social motives. Reward-based systems can be used for those primarily driven by the need for achievement. It is a sign that they have accomplished the courses with high scores that can be showcased to others. For those primarily driven by the need for affiliation, managers may emphasize finding a community that learns of the same thing. It may encourage employees to share knowledge to further promote exploration and exploitation measures. Lastly, for those primarily driven by the need for power, managers may emphasize how the social media learning experience brings the opportunity to lead a discussion or a team. It will make them the one in charge of the information exchanged by other workers. Additionally, they can be motivated through the possibility of job promotions based on their performance during the social media learning process.

## **6. Conclusion**

This study examines the role of social motives in influencing digital ambidexterity in white-collared workers in Indonesia. The respondents were dominated by workers aged 21 to 30, making them a part of two generational cohorts with the most social media users in Indonesia. The continuous jump in social media usage in Indonesia opens the possibility of learning through social media, resulting in digital ambidexterity. Studies show the link between ambidexterity to innovation and performance. However, it seldom found what actually pushes digital ambidexterity. Thus, we gathered data from 238 samples of white-collared workers in Indonesia across all productive ages. The research findings prove a significantly positive relationship between social motives and digital ambidexterity. It means indicating that when workers are motivated through their primary social motives, they would be able to participate in a program that fosters their digital ambidexterity. However, akin to many other studies before this, this study contains its own limitations. First, there was only a total of 238 samples taken from all over Indonesia due to the time constraints that limited the act of finding participants. This may incite concerns about whether these findings can represent the entire population. Second, this study's results indicated that more than only social motives influence digital ambidexterity in white-collared workers. Therefore, it is highly suggested that future studies observe the factors determining digital ambidexterity in white-collared workers. Third, we also employed simple regression analysis to achieve results. We encourage future studies to examine the relationship between each social motive and digital ambidexterity.

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## **Biographies**

**Dr. Maria Grace Herlina, S.Sos., MM** is a Senior Faculty Member in the Management Department of Bina Nusantara Business School. She also works as the Deputy Head of the Management Program. Her love of teaching has encouraged her to devote her expertise and experiences to improving the next generation for many years by teaching, studying, and producing scientific publications. She has done various local and international studies, and she has published multiple scientific articles in international journals that are Scopus indexed. Human resource management, organizational behavior, entrepreneurial behavior, and knowledge management behavior are among her knowledge areas.

**Nyiyau Olivia Miranda Bakrie** is currently pursuing both bachelor's and master's degrees in Bina Nusantara University, expecting to graduate with both titles by winter of 2023. Bakrie is also working as an academia in the same institution under Management Laboratory as the Junior Laboratory Assistant in Research. Bakrie currently holds 3.97 cumulative GPA and had been granted scholarships three times in a row from the institution they learn in and work for. Ever since 2021, Bakrie teaches laboratory classes in Business Statistics, Managing Business Information, as well as Office for Professionals, focusing on the usage of SPSS and various software for Microsoft intended to enrich pedagogical research writing. In 2022, Bakrie represents their university in Program Kreativitas Mahasiswa (PKM) 8 Bidang, awarded the first winner of Students CEOs 11<sup>th</sup> Grand Summit Business Case Competition, and awarded the best mentor of Bina Nusantara University's mentoring program.