UNIVERSITY OF LJUBLJANA
FACULTY OF ECONOMICS

MASTER'S THESIS

SOCIAL MEDIA IN THE WORKPLACE AND EMPLOYEE WORK ENGAGEMENT

Ljubljana, March 2017 NASTJA BREG

AUTHORSHIP STATEMENT

The undersigned Nastja Breg, a student at the University of Ljubljana, Faculty of Economics, (hereafter: FELU), author of this written final work of studies with the title Social Media In the Workplace and Employee Work Engagement, prepared under supervision of Miha Škerlavaj, PhD.

DECLARE

1. this written final work of studies to be based on the results of my own research;

2. the printed form of this written final work of studies to be identical to its electronic form;

3. the text of this written final work of studies to be language-edited and technically in adherence with the FELU's Technical Guidelines for Written Works, which means that I cited and / or quoted works and opinions of other authors in this written final work of studies in accordance with the FELU's Technical Guidelines for Written Works;

4. to be aware of the fact that plagiarism (in written or graphical form) is a criminal offence and can be prosecuted in accordance with the Criminal Code of the Republic of Slovenia;

5. to be aware of the consequences a proven plagiarism charge based on the this written final work could have for my status at the FELU in accordance with the relevant FELU Rules;

6. to have obtained all the necessary permits to use the data and works of other authors which are (in written or graphical form) referred to in this written final work of studies and to have clearly marked them;

7. to have acted in accordance with ethical principles during the preparation of this written final work of studies and to have, where necessary, obtained permission of the Ethics Committee;

8. my consent to use the electronic form of this written final work of studies for the detection of content similarity with other written works, using similarity detection software that is connected with the FELU Study Information System;

9. to transfer to the University of Ljubljana free of charge, non-exclusively, geographically and time-wise unlimited the right of saving this written final work of studies in the electronic form, the right of its reproduction, as well as the right of making this written final work of studies available to the public on the World Wide Web via the Repository of the University of Ljubljana;

10. my consent to publication of my personal data that are included in this written final work of studies and in this declaration, when this written final work of studies is published.

Ljubljana, March 24th, 2017 Author's signature: 

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

INTRODUCTION

Practically overnight, social networks seem indispensable to our lives and the secret of successful online media is in the fulfilment of our daily needs. According to Piskorski (Piskorski, 2014) these needs cannot be accomplishment offline or they would be much more expensive. Also, companies can much more easily leverage social media as a sustainable competitive advantage. It is advisable to use social media as a bridge between employees and their families outside the company, before promoting or selling a specific product or offer a service. If it is done correctly, a company's social media can benefit customers and the organization (Piskorski, 2014). My curiosity drove me to investigate further and I wanted to provide a data-driven explanation for today's trends and the explosion of social networks between employed people. An insightful analysis was done, and it should command the attention of sociologists, psychologists and every business facing online trends, and furthermore, offer new insights into the reasons for the explosion of social media.

Social Network is an extremely broad area with many interactivities and engagements, where people participate in constructive or less constructive debates, post life-stories, photos, nowadays even more "selfies", they share their opinion, think aloud and generate content. Also, different brands have found new ways of promotion with the carefully targeted audience to raise awareness, expose themselves, and present their business in a modern and sophisticated trendy way (Kaplan & Haenlein, 2010). In spite of the fact that companies are now able to use all kinds of social media to obtain potential consumers, so they decided to research how social media can help to better connect their employees. As recent as 2010, only 29% of companies had articulated a social media policy to their employees (McCollum, 2010). Social media are digital platforms that improve sharing of facts, figures, details and user-created content. It helps people to collaborate all over the world in an easy and efficient way (Elefant, 2011). Social media sites are progressively used by employees during their work, but not much is known about what precisely employees are doing on social media or why (McCollum, 2010).

In the last decade, the work of social networks and social media has come of age, particularly in the fields of communications and organizations. Due to the fast-changing working environment and constant learning, this century should be the most challenging to work with social media as a beneficial and helpful source of information and as a relationship builder. Since both, employee engagement and the usage of social networks are currently very popular, since many businesses have joined in with social networks (Piskorski, 2014), since most companies nowadays use social media as a tool for building and keeping an awareness, since almost every marketing strategy consists of more online advertising channels; I decided to investigate the beneficial and harmful social-media related work behaviours.

By noticing the potential in employees' network positions before and after the introduction of a social networking tool, the information-rich networks (low in cohesion and rich in structural holes), enabled by social media, have a beneficial impact on different kind of work outcomes. Contrary to the notion that network positions are difficult to alter, social media can induce a change in network structure, one from which individuals can derive economic benefits. In addition, we can consider two intermediate mechanisms by which an information-rich network is theorized to improve work performance—information diversity and social communication—and quantify their effects on productivity and job security. Analysis shows that productivity, as measured by billable revenue, is more associated with information diversity than with social communication. However, the opposite is true for job security. Social communication is more correlated with reduced layoff risks than with information diversity. This, in turn, suggests that information-rich networks enabled through the use of social media can drive both work performance and job security, but that there is a trade-off between engaging in social communication and gathering diverse information (McFarland & Ployhart, 2015).

Social media are a broad collection of digital platforms that have radically changed the way people interact and communicate. However, we argue that social media are not simply a technology but represent a context that differs in important ways from traditional (e.g., face-to-face) and other digital (e.g., email) ways of interacting and communicating. As a result, social media is a relatively unexamined type of context that may affect the cognition, affect, and behaviour of individuals within organizations. We propose a contextual framework that identifies the discrete and ambient stimuli that distinguish social media contexts from digital communication media (e.g., email) and physical (e.g., face-to-face) contexts. We then use this contextual framework to demonstrate how it changes more person-cantered theories of organizational behaviour (e.g., social exchange, social contagion, and social network theories). These theoretical insights are also used to identify a number of practical implications for individuals and organizations. This study's major contribution is creating a theoretical understanding of social media features so that future research may proceed in a theory-based, rather than platform-based, manner. Overall, we intend for this article to stimulate and broadly shape the direction of research on this ubiquitous, but poorly understood, phenomenon (McFarland & Ployhart, 2015).

The beneficial social-media related work behaviours in my master's thesis consist of positive incidents collected in the study by Landers and Callan (2014), which were rated as beneficial to their work performance ($M = 7.98$; $SD = 1.17$). The positive incidents collected consist of information gathering from online media to solve work-related issues, communication with existing clients in order to strengthen the relationship, a new client outreach due to identify potential customers, crowdsourcing and posting requests for help among the specific social media audience. Furthermore, the recognized positive incidents are also relaxation and leisure while taking a break at work, participation in an online work

community, reputation management and technical solutions to more easily accomplish the tasks (Landers & Callan, 2014).

The harmful social-media related work behaviours in my master's thesis consist of negative incidents collected in the study by Landers and Callan (2014), which were rated as harmful to their work performance (M = 2.93; SD = 1.47). The negative incidents collected consisted of creating offensive content (text, videos, pictures that were found offensive), time theft during the working hours, disparaging others in a negative sense, multitasking, poorly representing an organization, diminishing one's personal reputation, plagiarism and relationship refusal (friending denial by a co-worker) (Landers & Callan, 2014). However, at this point the benefits of social media are clearly possible, and there is more speculation than evidence. There are countless anecdotal declarations discussing the benefits (and risks) of social media in the wide business circles, but not many scientific experimentations that validate such assertions (McFarland & Ployhart, 2015).

The framework I used in my master's thesis is a quantitative study to develop open questions of social media behaviours that are beneficial or harmful to work performance (Landers & Callan, 2014). In my master's thesis, I discuss the impact of the usage of social networks at the employee's working environment. I investigate whether social media can be used to connect individuals within an organization with needed expertise and improve employee engagement. The current theory in the field of information technology suggests that social media and similar technologies enable employees to share collaborative knowledge (Coff, Coff, & Eastvold, 2006; Kumaraswamy & Chitale, 2012; Ramesh & Tiwana, 1999). In my work, I built on Landers and Callan (2014) research and re-tested their findings. In an extremely beneficial issue called "Social Science Computer Review" by Landers and Callan (2014), they provided an exceptional model to recognize how employees are using social media at their work and what kind of consequences it has had on their work performance.

Further on, following the Utrecht Work Engagement Scale by Schaufeli and Bakker (2001), I stress the importance of engagement, the role of engagement in an employees' well-being. Work engagement is positively associated with work characteristics – motivators, energizers and resources (Demerouti, Bakker, Jansen, & Schaufeli, 2001) and positively correlated with self-efficacy (Salanova, Grau, Llorens, & Schauli, 2001). The work engagement's consequences pertain to a beneficial behaviour towards the job for instance, satisfaction, commitment, initiative and learning motivation (Sonnentag, 2003). Therefore, I discuss the beneficial and harmful impacts of the usage of social networks at the workplace on the employee's work engagement.

I followed Landers and Callan (2014) call for research about what employees are actually doing on social media and why. In order to remedy this gap, I addressed those work-related

behaviours, which affect an employee's work environment the most. These behaviours and my independent variables, with my further research are employee's information gathering with the help of social media, the usage of social media as a technical solution, creating offensive content on social networks that harmfully affect the company or the employee's work environment, time theft spent on social media and the main challenge nowadays,– multitasking at the workplace. In my master's thesis, I build on previous research and set the question "How are beneficial and harmful applications of social media at work associated with employee engagement?"

The purpose of this master's thesis was to determine whether there was

- a positive correlation between Information Gathering and employee work engagement;
- a positive correlation between social media as a technical solution and employee work engagement;
- a negative correlation between offensive content and employee work engagement;
- a negative correlation between time theft and employee work engagement;
- a positive correlation between multitasking and employee work engagement.

Information Gathering from networking websites can serve as first impressions for employees, investors etc., where social media is important for collecting information to solve a work-related problem (Landers & Callan, 2014). Effective information gathering can deploy an employee's time even more efficiently and effectively. Employees can easily spread critical thinking with more diverse sources (Barlex & Wright, 1998). Social media as a technical solution includes behaviours where participants more easily accomplish a technical task than they could have done previously with the social media usage for file transfer, scheduling meetings, and organizing a work team (Landers & Callan, 2014). Using LinkedIn, a professional social network, helped us to target and focus our search on top candidates with specific skills, experience and knowledge.

Creating Offensive Content includes behaviours where participants post, for example, text, videos, or pictures that their co-workers, supervisors, and subordinates would find offensive to them or to the company (Landers & Callan, 2014). Time theft includes behaviours, where participants either stop working or use company time to pay attention to social media for activities that are not connected to their current work (Landers & Callan, 2014). Obviously, we have to address time theft within each company, since the usage of social media is also accessible via smartphones. Unfocused employees are usually performing below expectations, but not necessarily intentionally. Multitasking includes behaviours, where participants access social media simultaneously with their work, typically leading to a decreased quality of work output. This is distinguished from time theft in that the work does not halt; instead, the worker splits his or her attention between work and social media (Landers & Callan, 2014).

As the digital world became a daily routine and multitasking is taken as something normal at our work, researchers have tried to find out how employees are coping with the effective work done. Is media multitasking associated with symptoms of social anxiety? Researchers sum up that heavy social media "multitaskers" are more open to disturbance from inappropriate stimuli and from irrelevant representations in their memory. Consequently, "multitaskers" performed sub-standardly on a test of task-switching capability, because of diminished competences to filter out interference from the irrelevant assignments (Ophir, Nass, & Wagner, 2009).

The goal of the master thesis is to test all five hypotheses explained and in order to reach the goal, I used two methodological approaches; namely a systematic review of the literature on the beneficial and harmful usage of social networks at an employee's workplace and an empirical test of the hypotheses. In the empirical part I used a questionnaire (see Appendixes A and B), which includes a Work-Related Social Media Questionnaire (Landers & Callan, 2014) and Utrecht Work Engagement Scale (Schaufeli & Bakker, 2003). In order to be able to analyse the results, I used the statistical software Statistical Package for the Social Sciences, from 2015 officially named IBM SPSS Statistics (SPSS) (regressions analysis) which helps find relations between a dependent variable (employee work engagement) and independent variables (information gathering, social media as a technical solution, creating offensive content, time theft and multitasking).

We faced some limitations in the questionnaire and its self-report measurement, where the validity of the expected response is questionable. Also, the instruments which measure the specific psychometric taxonomy cannot be guaranteed regarding their validity (Razavi, 2001). The respondents are not familiar with the topic and might had some doubts while responding to the questionnaire which took approximately ten minutes to be solved. Secondly, in our sample there was an elderly population in the most represented group (between 41 and 60 years old) and this was indicated in the low social media usage in general, let alone at the workplace.

In the study 350 respondents were involved but only 139 respondents finished the questionnaire completely. Fifth of the 139 respondents (20.8%) worked in Finance, Accounting and Auditing. A little fewer worked in the Commercial Department and Sales (18.7%). Between all the employees, only 26.6% of the respondents had access to the use of social networks. 73.4% of respondents had limited access to social networks in the company and 47.2% of them used their mobile phones to access social networks. Nevertheless, this sample is specifically compelling when looking at the business related online networking use, as more youthful workers take part much more of their time in web-based social networking than older representatives (Verhoeven, 2012).

My research only measures information sharing due to a lack of theoretical contributions in the field of employee engagement at the workplace. It is unavoidable to further develop the relationship between psychological empowerment, job insecurity and employee engagement due to a lack of research into self-efficacy among company members (Conger & Kanungo, 1988). Future research may clarify the contrasts between the media channels and the impact of these distinctions on inspirations in business related utilization. With the ascent of big business online networking, for example, Yammer; it is fascinating to see whether the outcomes hold for big business web-based social networking, which are not freely accessible, but rather whose utilization is confined (i.e. to hierarchical individuals). All things considered, undertaking online networking may give a more advanced intention to oversee impressions inside particular gatherings (Dubrin, 2011).

The master's thesis is divided into four main parts, where firstly, I introduced all the important concepts, ideas, employee work engagement and other contextual variables. Secondly, I explain the conceptual model and the hypotheses. Thirdly, I present the methodology (sample, measures and results) and finally, discuss the research findings, limitations, provide suggestions for future research and conclude with a summary of the theoretical and practical part of the master's thesis. All the data collected is anonymously presented in my master's thesis with the respondents' allowance. Participants reported a wide range of work experience, and we were confident that this sample represents a wide variety of typical works.

1 SOCIAL MEDIA AND EMPLOYEE WORK ENGAGEMENT

1.1 Increasing application of social media at the workplace

Society do spend their time on social media, mostly on the popular Facebook, more and more on Twitter, where people are limited with 140 characters. Many of them search for new job opportunities or simply do networking on the most professional platform called LinkedIn. There are also many more platforms, but they have few things in common. Community is associated anytime, anywhere and with anyone they want to connect. Teenagers can easily follow the lifestyle of many superstars; we can stay connected with our relatives or friends even though they live on the other side of a country or abroad. But how does technology effect a business-to-business and business-to-consumer communication today? The relationships are even more complicated to understand, since we do not share opinions face to face and observe a person's reaction. Instead of live meetings, we have webinars, Skype calls, conference calls, so our customers cannot even feel our real energy and passion about our product or service, since they directly face the technology (Edvardsson, Gustafsson, Kristensson, & Witell, 2011).

Therefore, it is even more complicated for employees to satisfy the client and make an impact via social media. However, social media might have beneficial consequences on an organizational culture, its communication flow between employees and customers, for creativity, when searching for new information and in general, in the social structure. To sum up, social media surely have a positive impact on the interactions between people, on their engagement and activity level, but the question is, if corporations and small business enterprises can identify and use this knowledge gathered with the help of the latest technologies (Burt, 2004).

1.2 Definition of employee work engagement

Employees who are engaged in their work are fully connected with their work roles. They are bursting with energy, dedicated to their work, and immersed in their work activities. Engaged workers are more open to new information, more productive, and more willing to go the extra mile. Moreover, engaged workers proactively change their work environment in order to stay engaged. The findings of previous studies are integrated in an overall model that can be used to develop work engagement and advance job performance in today's workplace (Bakker, Albrecht, & Leiter, 2011b).

In this area, I might characterize the idea of workers' work engagement from various viewpoints. There is no universal explanation, yet there are some common components that are incorporated in all definitions. Secondly, I might examine the beneficial and harmful

social media-related work behaviours, which affect the representative work engagement. In the third part, I might talk about the outcome of each representative work engagement. A hypothetical reason for clarifying each representative engagement can be found in the "Social exchange theory" by Blau (Blau, 1964). It states that individuals collaborate among each other because of each other's requirements or needs. Blau's thoughts are based on individuals taking part in collaborations (guidance and learning systems) with each other since they comprehend their connections as a "moneysaving advantage examination" (time, exertion versus social bolster, acknowledgment) (Blau, 1964).

Moreover, the connections between people after some time develop into shared, trusting, and steadfast duties. Keeping in mind the goal to achieve these duties, the gatherings need to maintain certain standards of exchange in a way that each representative's activity leads to another's activity (Cropanzano & Mitchell, 2005). A case in point, representatives would rather participate or collaborate because of the assets that they get from their association. At the end of the day, representatives more often exchange their level of engagement for assets and advantages given by the association they work for (Saks, 2006). Each representative's commitment can evidently be predicted as a "positive and high arousal affective state characterized by energy and involvement" (Bakker, Albrecht, & Leiter, 2011b).

There are at least four reasons why engaged workers perform better than nonengaged workers. First, engaged employees often experience positive emotions, including gratitude, joy, and enthusiasm. These positive emotions seem to broaden people's thought–action repertoire, implying that they constantly work on their personal resources. Second, engaged workers experience better health. This means that they can focus and dedicate all their skills and energy resources to their work. Third, as will be illustrated later, engaged employees create their own job and personal resources. Finally, engaged workers transfer their engagement to others in their immediate environment. Since in most organizations performance is the result of collaborative effort, the engagement of one person may transfer to others and indirectly improve team performance (Bakker, Albrecht, & Leiter, 2011b).

Work engagement is not the same as occupation fulfilment, since it joins high work satisfaction (devotion) with high initiation (life, ingestion). Work fulfilment is commonly a much more uninvolved type of representative prosperity. In addition, work engagement varies from the work-related stream. While the stream normally alludes to a pinnacle experience that may last, work engagement alludes to a more drawn out execution scene. At long last, work engagement is unique in relation to inspiration. While inspiration includes devotion, engagement alludes additionally to insight (retention) and influence (life). Along these lines, work engagement is a superior indicator of employment execution than anything else (Bakker, 2011). Engagement is comprehended as a motivational build

by Schaufeli, Salanova, Gonzales-Roma, and Bakker (2002), who characterize it as a "positive, fulfilling, work-related state of mind that is characterized by vigour, dedication, and absorption."

According to Schaufeli, Martinez, Marques Pinto, Salanova, and Bakker (2002b) and Salanova, Agut, and Peiro (2005), vigour alludes to high levels of vitality and mental flexibility while working, the readiness to put exertion in one's work, and perseverance even despite challenges. While devotion is portrayed by a feeling of importance, energy, motivation, pride, and test at work, assimilation comprises being completely focused, upbeat, and profoundly delighted in one's work where time passes rapidly, and one experiences issues confining oneself from work. Based on Saks' theory (2006), willingness to participate is not an attitude, but the degree to which an individual is attentive and absorbed in the performance of their role. It explains how individuals employ themselves in the performance of their job and includes the active use of cognition, behaviours and emotions (Saks, 2006). Engagement is "a state of mind that is relatively enduring but may fluctuate over time" (Christian, Garza, & Slaughter, 2011).

Harter, Schmidt, and Hayes (2002) outline each worker's engagement in a different way. The willingness to participate is in line with the representatives' involvement, satisfaction and enthusiasm for work. Employee engagement is seen as an excessive inner motivational state. Harter, Schmidt, and Keyes (in Simpson, 2009) argued that all four antecedent factors are indispensable for engagement to arise within the job. These are the "clarity of expectations and the basic materials and equipment being provided, feelings of contribution to the organization, feeling a sense of belonging to something beyond oneself, and feeling as though there are opportunities to discuss progress and grow."

An employee or each representative work engagement could be a comparatively new idea in authoritative science (Macey & Schneider, 2008). It has turned out to be clearer within the last ten years, especially in the mainstream press and among consulting companies (Gruman & Saks, 2011; Saks 2006). There are numerous explanations of the main idea, however, they all concur that representative engagement is an "alluring condition, has a hierarchical reason, implies association, duty, energy, excitement and vitality, consequently having both, attitudinal and behavioural segments" (Macey & Schneider, 2008).

Employee engagement, imperative for associations, is a driver of expanded profitability and work execution. It has frequently been recognizable as a standout among the most vital components of an association's prosperity and intensity (Gruman & Saks, 2011). Since brought in specialists are capable and willing to 'go the additional mile' (Bakker & Demerouti, 2007) it is imperative for the association to comprehend what drives the worker's engagement. The most important drivers of work engagement are mental

meaningfulness, mental safety, mental accessibility (Kahn, 1990), work qualities, perceived organizational backing, structure support, rewards and acknowledgement, procedural equity, and distributive equity (Saks, 2006).

Engaged employees are physically, cognitively, and emotionally connected with their work roles. They feel full of energy, are dedicated to reach their work-related goals, and are often fully immersed in their work. Work engagement is predicted by job resources and personal resources and leads to higher job performance. Thus, work engagement is an important indicator of occupational well-being for both employees and organizations. Human resource managers can do several things to facilitate work engagement among their employees. An important starting point for any active policy is the baseline measurement of engagement and its drivers among all employees. On the basis of the authors' assessment, it can be determined whether individual employees, teams, job positions, or departments score low, average, or high on work engagement and its antecedents, and thereby we may learn where to most usefully focus interventions. Generally, interventions aimed at harnessing the positive power of work engagement should focus on individuals and teams and the organization at large (Bakker, Albrecht, & Leiter, 2011b).

In my research, I concentrate on the meanings situated eventually by Schaufeli et al. (2002b), who determined engagement as a "positive, fulfilling, work-related state of mind that is characterized by vigour, dedication and absorption". In order to further explore beneficial and harmful social media-related work behaviours and their effects on employee work engagement, it is very essential to observe all the aspects of each individual while working. I use Dvir's (Dvir, Eden, Avolio, & Shamir, 2002) theory about active engagement as "the energy invested in the follower role as expressed by a high level of activity, initiative, and responsibility."

1.3 Beneficial and harmful social media-related work behaviours

In an extremely beneficial issue called "Social Science Computer Review" by Landers and Callan, they provided an exceptional model to recognize how employees are using social media at their work and what kind of consequences have on their work performance. They picked employees from more than seventeen industries and established eight different options based on how people use social media and believe it positively correlates with their successfulness at work. Secondly, they identified nine ways of negative correlation with job performance and social media usage. It was interesting that beneficial social media behaviours were not related to job performance. Finally, time theft on different social platforms does hurt, but wasting time in order to improve your work performance would not help or have any beneficial consequences to improve or accomplish your task (Landers, 2014).

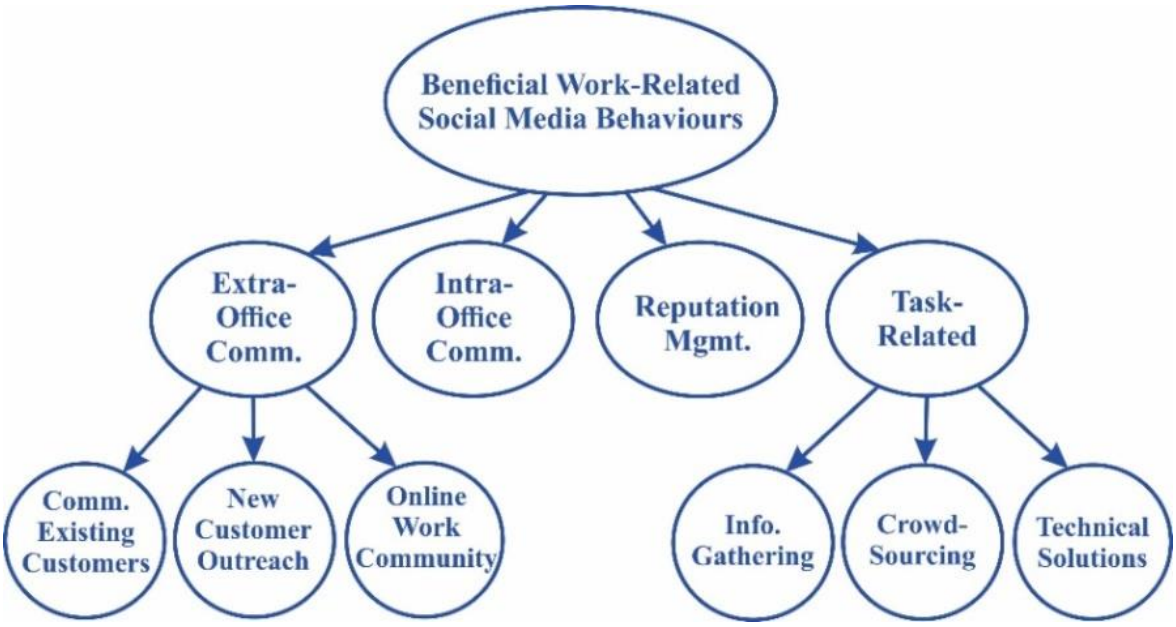
Landers and Callan managed and maintained three studies. Firstly, in a Study 1, 203 employees across seventeen industries accomplished 2 vital incidents whether their social media usage beneficially or harmfully affected their job performance. The content analysis of the positive and negative behaviours was conducted (Landers, 2014). In a second study, 204 additional employees were invited to collaborate in the research. They had accomplished an eighteen questions long questionnaire from Study 1. Some additional explanatory factors were used to improve the quality of the questionnaire, but one of the beneficial characteristics called "Relaxation and Leisure" has been removed from this scale (Landers, 2014). In the Study 3, there were 100 new employees asked to participate and the research got the cross-validation evidence for the scale (Landers, 2014).

The eight taxonomies of beneficial social media behaviours according to Landers and Callan are communicating with existing customers, new customer outreach, participating in an online work community, intra-office communication, reputation management, information gathering, crowdsourcing a problem and as the technical solution to a problem (e.g., for file transfer). With the usage of factor analysis, the research discovered these nine dimensions fit well into four higher-level dimensions named communicating with people outside the office, communicating with people inside the office, managing the employee's or the organization's online reputation and trying to solve work problems using social media.

The next nine harmful dimensions of social media behaviours according to Landers and Callan are poorly representing the organization, plagiarism or otherwise stealing ideas and representing them as their own, reputation-harming behaviours, saying something that offends someone, multitasking (doing too many things at once), time theft (using social media recreationally on the clock), establishing inappropriate relationships with customers and co-workers, making comments that disparage others, receiving a friend's request, refusing it, and then experienced subsequent awkwardness.

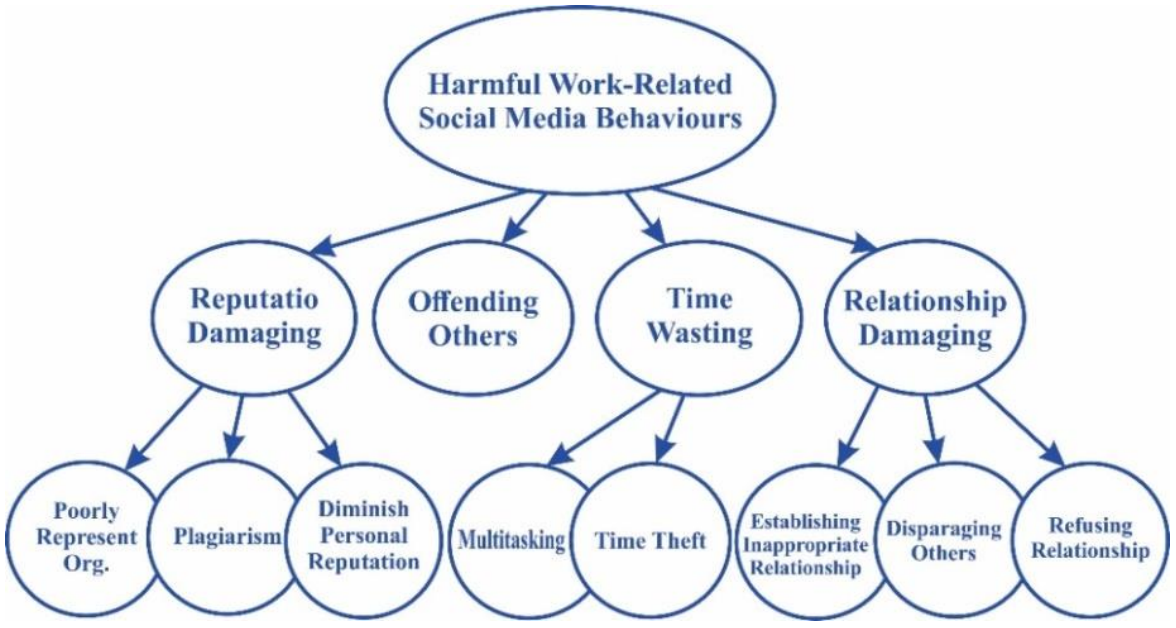
With the usage of factor analysis, the researchers discovered these nine taxonomies fit well into four higher-level dimensions - reputation damaging, offending others, wasting time and harming interpersonal relationships. Later on, in Study 3 the correlation between the social media behaviours and job performance was really defined. The harmful social media behaviours were positively correlated with lower job performance dimensions, but beneficial social media behaviours were not generally correlated with the job performance at all (Landers, 2014).

Figure 1. Theoretical structure of beneficial work-related social media behaviours



Source: R. N. Landers & R. C. Callan, *Validation of the Beneficial and Harmful Work-Related Social Media Behavioral Taxonomies*, 2014, p. 638.

Figure 2. Theoretical structure of harmful work-related social media behaviours



Source: R. N. Landers & R. C. Callan, *Validation of the Beneficial and Harmful Work-Related Social Media Behavioral Taxonomies*, 2014, p. 638.

To sum up, it means that providing workers with access to any social media will not positive affect their job performance, just in cases when it is pre-defined how to take

advantage of the capabilities it provides. Finally, allowing your employees access to social media in general, might negatively affect their job performance (Landers, 2014). The research fills the gap in the field of literature of social media behaviours. The questionnaire can help workers to recognize the potential negative behaviour to their job performance. These results are exceptional for informing about the consequences of social media in any company (Landers, 2014).

2 CONCEPTUAL MODEL AND HYPOTHESES

2.1 The employees' social media usage effects on their work engagement

Despite the potential of social media to rectify work, there are many potential costs and risks to its implementation. Unfortunately, these costs and risks are not well clarified. In the many-years' tradition of mixing both approaches (qualitative and quantitative) in the social media to understand better the phenomenon of interest (Jick, 1979), I wanted to further research the beneficial and harmful consequences of the social media usage at the workplace. Important for organizations, employee engagement is perceived as the driver of increased productivity and job performance (Gruman & Saks, 2011). Since "engaged workers are able and willing to 'go the extra mile" (Bakker & Demerouti, 2007) it is very important for the organization to understand how social media affect the employee engagement.

Social media can be used to connect individuals within an organization with needed expertise, advance employee engagement, and connect to clients or other stakeholders (Barker, 2008; Kaplan & Haenlein, 2010; Landers & Goldberg, 2013). The current theory in the field of information technology suggests that social media and similar automation empower employees to share synergic knowledge (Coff, Coff, & Eastvold, 2006; Kumaraswamy & Chitale, 2012; Ramesh & Tiwana, 1999). An employees' social network use has been highly connected to an increased workers' performance and conversation in a company. However, it has additionally postured challenges as a troublesome route between various life areas, and expanded stress levels. Besides, web-based social networking during working hours is regularly perceived as time theft or even as dangerous conduct (Landers & Callan, 2014).

On the other hand, other authors recommend that workers can prove to be trustworthy even though they use social media during their working hours (e.g., Dreher, 2014; van Zoonen & van der Meer, 2015). The research conducted by Landers and Callan (2014) suggests that beneficial behaviours were unrelated to job performance and the harmful behaviours were negatively related to job performance. Another condition of the examination

recommends the use of social media to support consultation and collaboration among employees, e.g. in health care (Solomon, Duce, Harrison, & Boness, 2012) or software engineering (Storey, Singer, Cleary, Figueira Filho, & Zagalsky, 2014).

Online social media provide something different and valuable to their users (Piskorski, 2014). It is not as efficient in practice as it is in theory. It is prone to failure, such as when a potentially beneficial social interaction does not take place. Some social failures happen because of distance, lack of time, and social norms according to Piskorski (2014). Many of the successful social strategies expanded a brand's loyalty and visibility, the willingness to buy a product, and these are the strategies with a measurable impact, not just "blind efforts". And many companies still struggling to measure the return on investment from social media and how to put the right value to the specific "like", "comment", "tweet", "share". For them, Piskorski suggests his three tests in order to provide each project's value (Piskorski, 2014).

The approach of online networking has enabled workers with an extensive share of voice and the capacity to impact recognitions (Kietzmann, Hermkens, & McCarthy, 2011) as they take part in what Castells (2007) called as mass self-correspondence. In the interim, associations are attempting to comprehend the part of web-based social networking in the association (Macnamara & Zerfass, 2012). Representatives may utilize online networking to show others the work and association that they take pride in, while in the meantime, episodic confirmation gives various cases of baseless or confused web-based social networking articulations of representatives, bringing about decreasing professional prospects or even employment misfortune (Fournier & Avery, 2011).

Furthermore, the substantial number of work-based fellowships and in light of the fact that work is a critical life space, web-based social networking is quickly incorporated into the working environment (Treem & Leonardi, 2012). Studies on social media use predominantly focused on personal motivations for using social media (Cheung, Chiu, & Lee, 2011; Hollenbeck & Kaikati, 2012; Shao, 2009) and the associations' utilization of web-based social networking (Fournier & Avery, 2011; Lovejoy, Waters, & Saxton, 2012), disregarding the part of representatives and business-related web-based social networking use. All things considered, we add to the writing by propelling our comprehension of why representatives convey about work on individual web-based social networking.

Notwithstanding distributed online networking content themselves, associations progressively execute web-based social networking approaches that give rules to workers (a) an entrance into web-based social networking stages, (b) data scattering via web-based networking media, and (c) a favoured manner of speaking (Jaeger, Bertot, & Shilton, 2012; Macnamara & Zerfass, 2012). Associations expanded consideration for representatives'

online conduct and the potential results of such conduct warrant a generous elaboration of workers before participating in business-related web-based social networking use.

In this manner, representatives' business-related web-based social networking use is viewed as purposeful and subject to extensive elaboration. Consequently, the theory of planned behaviour (TPB) (Ajzen, 1991) is a proper model in clarifying business related online networking. Online networking is a method by which people can develop, pass on and examine individual personalities through expression and discourse (Kaplan & Haenlein, 2010). Additionally, online networking is worked around characters, as clients are required to create profiles that at any rate halfway mirror their personality (Kietzmann, et al., 2011; Kietzmann, Silvestre, Bruno, McCarthy, & Pitt, 2012).

2.2 The research question and the hypotheses

To address the mentioned situation, I have used the Work-Related Social Media Questionnaire (WSMQ) (Landers & Callan, 2014), where both, beneficial and harmful social media-related work behaviours are present. According to the following hypothesis I addressed those work-related behaviours, which affect an employee's work environment the most. These behaviours are the employee's information gathering with the help of social media, the usage of social media as a technical solution, creating offensive content on social networks that harmfully affect the company or the employee's work environment, time theft spent on social media and the main challenge today – multitasking at the workplace.

Therefore, in order to address the problem, I suggested the following research question:

How are beneficial and harmful applications of social media at work associated with employee engagement?

From the research question, the following hypotheses arose.

Information gathering from networking websites can serve as first impressions for employees, investors etc., where social media is important to collect information to solve a work-related problem (Landers & Callan, 2014). Effective information gathering can deploy an employee's time even more efficiently and effectively. Employees can easily spread critical thinking through the use of more diverse sources (Barlex & Wright, 1998). This is one of the most common uses of social media, especially websites like Facebook, Twitter and YouTube to find tutorials or recommendations on how to solve a particular work problem (Landers & Callan, 2014).
According to Chalofsky and Krishna (Chalofsky & Krishna, 2009), it is obviously committed and engaged employees' need for further investigation and research to

understand in more depth the phenomena and contribute to a company's vision. Based on Steger, Oishi, & Kashdan (Steger, Oishi & Kashdan, 2012), investigation while working is needed to resolve when a job result made a company attractive or whether the relevant job results as a payoff of an organization providing a working environment fostering the relevant work. Based on Kompier (Kompier, 2005), companies should seize the opportunity to meet the double sized benefits, for an individual and for an organization. In general employees tend to accept or deny specific techniques for their work improvements or their work environment (Chalofsky, 2003).

Hypothesis 1: Information gathering positively correlates with an employee's work engagement.

Social media as a technical solution includes behaviours where participants more easily accomplish a technical task than they could previously with the social media usage for file transfer, scheduling meetings, and organizing a work team (Landers & Callan, 2014). Technological challenges have made use of social networks and social media omnipresent, even at the employee's workplace (Reid, Pendleton & Tremaine, 2010). Social media can serve every organization with recruiting processes in order to avoid reading thousands of resumes submitted by unqualified candidates. Using LinkedIn, a professional social network, helps us to target and focus our search on top candidates with specific skills, experience and knowledge.

Furthermore, the usage of social networks as a marketing tool, especially while advertising, is the most inexpensive way to promote the company and grow brand awareness (Techranch, 2013). Organizations need tools and methods for measuring and capturing their employees' opinions. The feedback is important to be in real-time and adjusted towards current management practices at a local level. These systems and measurements can collect data from social media and help identify issues occurring such as low employee engagement and retention rates (Schwartz, Bersin, & Pelster, 2014).

Hypothesis 2*:* Social media as a technical solution positively correlates with employee work engagement.

Creating offensive content includes behaviours where participants post, for example text, videos, or pictures that their co-workers, supervisors, and subordinates find offensive to them or to the company (Landers & Callan, 2014). At that stage, the employer can legally dismiss workers whose behaviour was found as offensive to potential clients or reflect badly on the company (Workplace Fairness, 2015). Counterproductive work behaviour describes very well an employee's behaviour against the legitimate interest of an organization and can harm not only internal people, but also the end customers (Sackett, Berry, Wiemann, & Laczo, 2006).

Some authors use the counterproductive work behaviour phrase to classify complementary constructs that are distinct. Job deviance is behaviour at job that violates patterns for applicable or relevant behaviour (Robinson & Bennett, 1995). Robinson and Bennett designed a five-dimension class typology of counterproductive work behaviours which consisted of abuse against others, production deviance, sabotage, theft and withdrawal. The scarcity of correct measures for counterproductive work behaviours threaten the ability of authors to find the link between counterproductive work behaviour and other aspects they are evaluating and the effects of employee work engagement (Marcus, Wagner, Poole, Powell, & Carswell, 2009).

Hypothesis 3: Creative offensive content negatively correlates with employee work engagement.

Time theft includes behaviours where participants either stop working or use company time to pay attention to social media for activities that are not connected to their current work (Landers & Callan, 2014). In a recent global survey, "Social Networks in the Workplace" it was found that 85.5% of organizations in Canada think that the usage of social media sites at work beneficially affected their workers, however, 45.3% of those companies believed that the usage of social media can be beneficial for business usage and harmful to non-business usage. 45.9% of companies surveyed said, the misuse of social media is a problem they are facing and 35.9% of organizations confirmed that they had to take disciplinary action against employee misbehaviour with the usage of social networks (HRInsider, 2014).

Now, only 33.3% of Canadian organizations assure workshops for the beneficial usage of social media. Obviously, we have to address time theft within each company, since the usage of social media is also accessible via smartphones. Unfocused employees are usually performing below expectations, but not necessarily intentionally. Most people do not want to spend time reading the news or checking activities on social networks during their work, but they are not motivated enough and start losing work-related focus. Their brains take this kind of activity as comfortable (HRInsider, 2014).

Hypothesis 4: Time theft negatively correlates with employee work engagement.

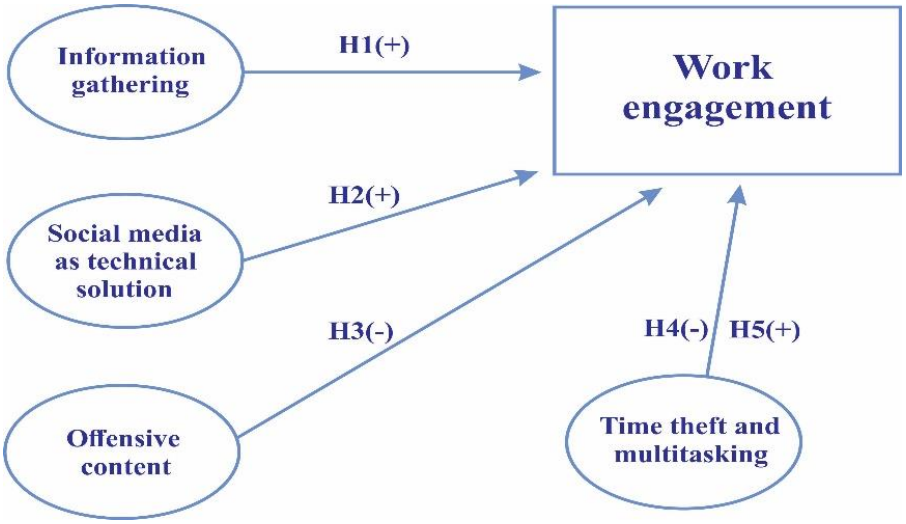
Multitasking includes behaviours where participants access social media simultaneously with their work, typically leading to a decreased quality of their work output. This is distinguished from Time theft in that work does not halt; instead, the worker splits his or her attention between work and social media (Landers & Callan, 2014). As the digital world has become a daily routine and multitasking is taken as something normal at our work, researchers have tried to find how employees are coping with the effective work

done. Is media multitasking associated with symptoms of social anxiety? Researchers sum up intense social media "multitaskers" are more open to disturbance from inappropriate stimuli and from irrelevant representations in memory. Consequently, multitaskers performed sub-standardly on a test of their task-switching capability, because of diminished competences to filter out interference from the irrelevant assignments (Ophir, Nass, & Wagner, 2009).

Ophir (Ophir et. al., 2009) found that employees who often multitask exhibited higher switching costs while performing duple assignments than occasional multitaskers. What is more, multitaskers were more easily disturbed by different stimuli. The authors recommend employees who frequently multitask might be the ones who are the least cognitively equipped to effectively carry out multiple assignments synchronously.

Hypothesis 5: Multitasking positively correlates with employee work engagement.

Figure 3. Relationships between our focal constructs



I have tested the dimensions presented above and they are defined subsequently, since we can assume, these dimensions are the most critical ones in every modern organization, where employees have complete access to social media even through their smartphones.

3 RESEARCH METHODOLOGY

3.1 Research Design: Quantitative analysis

The research was developed through the theoretical model of beneficial and harmful social media-related work behaviours based upon qualitative evidence provided by the employees in different Slovenian companies. The theoretical model and the Lander's and Callan's study were modelled on the process suggested by Brannick, Levine, and Morgeson (Brannick, Levine & Morgeson, 2007) for a work analysis to measure the behavioural components of job performance.

Firstly, qualitative data on behaviours that lead to especially ineffective or effective job performances are collected from an expert on subject matter. Secondly, through a content analysis of the qualitative data collected, researchers develop parsimonious sets of taxa that can be used to describe most of the behaviours in those data. Thus, taxa are developed to minimize overlap between those taxa. Finally, it their independently developed sets of taxa and resolved discrepancies were compared - the first consisting of social media-related work behaviours perceived by employees as beneficial to work performance and the second of behaviours perceived as harmful.

3.1.1 Structure of a Questionnaire

The questionnaire was written in the Slovene language, since all the respondents spoke Slovenian. The original can be found in the appendixes. The questionnaire took between seven to ten minutes to be solved and consisted of three main parts, starting with the Work-Related Social Media Questionnaire, divided into beneficial and harmful work behaviours. Finally, the third part of the questionnaire consisted of the Utrecht Work Engagement Scale (UWES), where I have focused on both, beneficial and harmful work behaviours and explored how they affect the employee's work engagement.

I used the scale below as a 5-point Likert-type agreement scale, ranging from Strongly Disagree to Strongly Agree. The respondents had to read each statement carefully and decide how they felt about it. If they had never had this feeling, they should cross the '1' (one) in the space after the statement, which meant that they "Strongly Disagree" with the statement and vice versa. If they had had this feeling before, they were asked to indicate how much they could agree by crossing the number (from 2 to 5) that best described how strong they felt that way.

In practice, it is common that harmful work behaviours and work engagements are substantively negatively correlated (Schaufeli & Bakker, 2001). This means that, at least

theoretically, an employee who has beneficial work behaviours may score high or low on engagement, whereas an engaged employee may score high or low on work behaviour (Schaufeli & Bakker, 2001). To confirm the measurements of engagement I used a scientifically derived measure of work engagement – the Utrecht Work Engagement Scale (Schaufeli et al., 2002a), validated in several countries in Europe, North America, Africa, Asia and Australia (Schaufeli et al., 2002b). As a short version of a questionnaire I have used a positive work-related state by Schaufeli, Bakker, and Salanova (2006) called UWES-9. It is properly prepared for short researches with valid indicators of work engagements and that is also why I decided to use it in my master's thesis as the final construct (Schaufeli & Bakker, 2001).

I used the following nine statements about how employees felt at work. I asked them to decide if they had ever felt this way about their job. If they had never had this feeling, then they should cross the '0' (zero) in the space after the statement. If they had had this feeling before, they should indicate how often they felt it by crossing the number (from 1 to 6) that best described how frequently they felt that way.

At the end of the questionnaire I asked the research respondents for basic demographic data – about the gender, age, their education level, department they were working in, work experience in a current company and in general, if they had limited access to social media at the workplace. I used an "IF" question based on their response, so in case of answering "YES", I was wondering to which exactly and, despite the limitation of access to social media, did they use them through their smartphone anyway?

3.1.2 The Development of the Utrecht Work Engagement Scale

The UWES originally consists of 24 items, but after a psychometric evaluation in two samples, the final version includes 17 items. Six of them appear to be vigour items, five dedication and six absorption items (Schaufeli, Gonzalez-Roma, Salanova, & Bakker, 2002a). The results from the psychometric analyses with the UWES are summarized through factorial validity, inter-correlations, cross-national invariance, internal consistency and stability. These results confirm the validity of the UWES. The Engagement is a construct which consists of three closely related aspects measured by three internally consistent scales (Schaufeli & Bakker, 2001). The validity of the UWES has been reviewed through burnout, "workaholism", the causes and consequences of engagement, the role of engagement in employees' well-being. All three burnout aspects negatively correlate with the work engagement, vigour and exhaustion; the patterns of relationship are less strongly correlated to engagement aspects. The competent efficacy was the most comprehended to all three engagement conditions (Schaufeli, Taris, & Van Rhenen, 2003).

Work engagement is positively associated with work characteristics – motivators, energizers and resources (Demerouti, Bakker, Jansen, & Schaufeli, 2001) and positively correlated with self-efficacy (Salanova et al., 2001). The work engagement's consequences pertain to beneficial behaviour towards the job for instance, satisfaction, commitment, initiative and learning motivation (Sonnentag, 2003). It seems that work engagement is positively correlated with the job performance. In this study, work performance was measured independently from the employees (Schaufeli & Bakker, 2001).

The findings about the possible causes and consequences present a mediating role, but in the next studies Schaufeli and Bakker's model included job stressors, burnout and health complaints (Schaufeli & Bakker, 2001). Work engagement also occurs in groups, teams of employees, depending on the organization. It appeared that the engaged teams acquired more job resources compared to the less engaged teams. It turned out that this also had a positive impact on the individuals of the team and it is now called "Collective Engagement" (Salanova, Llorens, Cifre, Martínez, & Schaufeli, 2003).

The short questionnaire version with the UWES-9 score has acceptable psychometric elements. To shorten the scales, each sample was analysed separately and the most characteristic item of each scale was selected on face value. Secondly, the item was regressed on the remaining items of the specific scale. The item with the highest β-value was then included in the initial item. What's next, the sum of these two items was regressed and the process repeated itself (Schaufeli & Bakker, 2001).

3.2 Sample

In the study, 350 respondents were involved and 139 respondents completely finished the questionnaire. The response rate was 39.71%. Among the 139 respondents there were 42.4% (59) women and 57.6% (80) men. Most respondents were aged between 41 and 60 years (42.40%), 18.70% of the total were aged between 21 and 26 years old, 18.00% between 27 and 32 years old, 16.50% between 33 and 40 years old, 42.40% between 41 and 60 years old and 4.30% were aged over 61 years. Regarding the sampling methods, we know two of them – convenience sampling and purposive sampling. Convenience sampling is a non-probabilistic sampling method, also used in my case, since it is applicable to qualitative and quantitative study. The opportunity to participate in quantitative research was not equal for all the qualified participants in the targeted audience. Also the research results were not always generalizable to the whole population. We used this method of sampling because of carefully selected subjects based on purpose of the research with the intention that each representative would provide unique and a lot of information of value to the study. The representatives were not compatible and the sample size was determined by information saturation not by a statistical power analysis (Tabachnick & Fidell, 2012).

4 RESULTS AND DATA ANALYSIS

4.1 Descriptive Statistics

Among the 139 respondents there were 42.4% (59) of women and 57.6% (80) of men. Most respondents were aged between 41 and 60 years (42.40%), 18.70% of the total were aged between 21 and 26 years old, 18.00% between 27 and 32 years old, 16.50% between 33 and 40 years old, 42.40% between 41 and 60 years old and 4.30% were aged over 61 years.

Table 1. Participants by Age

Age	**N**	**Percent (%)**
21 - 26	26	18.7
27 - 32	25	18.0
33 - 40	23	16.5
41 - 60	59	42.4
61 +	6	4.3
Total	**139**	**100.0**

Most respondents had completed the second stage of the Bologna process and the academic studies under the old programme (27.3%). They were followed by respondents with a completed four-year Secondary school education (25.9%) and respondents with first degree Bologna studies or High school under the old programme (24.5%).

Table 2. Participants by Work Experience

Work experience in their current company	**N**	**Percent (%)**
1 - 10 years	83	59.7
11 - 20 years	23	16.5
21 - 30 years	22	15.8
31 + years	11	7.9
Total	**139**	**100.0**

Most of the respondents (38.1%) had 10 years of working experience; 25.2% of respondents had had 21 to 30 years of work experience. The most of the respondents (59.70%) had less than 10 years of work experience in their current company.

More than 1/5 of all 139 respondents (20.8%) work in the field of Finance, Accounting and Auditing. A little less work in Commercial Departments and Sales (18.7%), they are followed by those working in Marketing, Advertising, PR, Design and Media (13.7%). Under the open section, "Other," the respondents (16.5%) wrote their main occupations – ex. Electrician, Photographer, Cosmetics etc.

Table 3. Participants by Occupation

Working Departments	**N**	**Percent (%)**
Marketing, Advertising, PR, Design, Media	19	13.7
Finance, Accounting, Auditing	28	20.1
Human Resources	3	2.2
Administration	9	6.5
Architecture, Surveying, Construction	4	2.9
Pharmacy, Medicine, Science, Health Care	8	5.8
Computing, Programming	4	2.9
Commercial Department, Sales	26	18.7
Teaching, Translation, Culture, Sports	7	5.0
Technology, Research and Development	8	5.8
Other	23	16.5
Total	**139**	**100.0**

Between all employees, only 26.6% of the respondents had access to the use of social networks. 73.4% of respondents had limited access to social networks in the company and 47.2% of them used their mobile phones to access social networks. The restrictions in the companies were mainly meant for the usage of social networks, like Facebook, Twitter, LinkedIn, YouTube etc.

4.2 Data analysis

I used two questionnaires and both were provided to the employees who were working in non-social networking industries. The inclusion criteria included those who were currently using social networks at their workplace for several reasons.

Table 4. Beneficial Work-Related Social Media Questionnaire

Beneficial Work-Related Social Media Questionnaire	**N**	**Mean**	**Std. Deviation**
Q1a: I've found tutorials and lessons on social media to help me learn how to perform my job better.	139	3.4	1.004
Q1b: I have used social media to learn how to perform better at my job.	139	3.3	0.981
Q1c: I communicate with existing customers or clients via social media.	139	3.1	1.179
Q1d: I maintain contact with existing customers or clients using social media.	139	3.0	1.158
Q1e: I reach out to potential new customers and clients using social media.	139	3.0	1.132
Q1f: I've identified potential customers and clients by searching social media.	139	3.1	1.209
Q1g: I request help from people on social media when I am having trouble solving a problem at work.	139	2.8	1.116
Q1h: When I can't solve a problem at work, I ask for help on social media.	139	3.0	1.135
Q1i: I use social media to contact my co-workers when I am unable to reach them by other means.	139	3.4	1.204
Q1j: Through social media, I maintain contact with other people in my organization.	139	3.0	1.080
Q1k: I post on my organization's social media site or group page.	139	2.7	1.305
Q1l: I use my organization's official social media presence to network.	139	3.1	1.246
Q1m: I have found pictures, videos, or other content on social media of a co-worker that may harm his or her reputation and warned him or her about them.	139	2.7	1.369
Q1n: I have told my co-worker about slander others have posted on social media about him or her.	139	2.5	1.241
Q1o: When someone posts something negative about our organization or its employees on social media, I try to do something about it.	139	3.2	1.244
Q1p: If I find something on social media that will harm the reputation of my co-workers or our organization, I let people know.	139	3.6	1.197
Q1q: I have taken advantage of the technical features of social media (like file sharing or scheduling functions) to accomplish work tasks.	139	3.4	1.150
Q1r: I have used software features of social media to accomplish a work task faster or more easily.	139	3.4	1.112

The perception of the positive or negative impacts of the usage of social networks at the workplace was assessed through the questionnaire. This questionnaire identified 42 taxonomies for social media related work behaviour in the Work-Related Social Media Questionnaire (WSMQ).

The WSMQ (+) consists of maximum parsimony, along with estimates of coefficient α, given each possible set of items, included in each scale. It consists of a 20-item scale, with 2 items representing each of the taxa (Beneficial and Harmful Work-Related Social Media Questionnaire), except Organizational Reputation Management, which presented with 4 items.

The scale above is a 5-point Likert-type agreement scale, ranging from Strongly Disagree (1) to Strongly Agree (5). All respondents had to decide was how they felt about it, if they agreed or disagreed with the given sentence. The average scores in the WSMQ (+) were around 3, which is the consequence of the different companies the employees were working in, since they are still unsure about the beneficial usage of social networks during their job.

With the harmful social media behaviour at work, the respondents could not agree, since the results shows the mean around 2. We can only assume that the respondents did not share harmful or negative information on their social networks while working. They also did not “steal” other’s information and the content, and they did not perceive the usage of social media as a relaxation on their job. This is probably due to the older population of my sample, since most respondents (42.40%) were aged between 41 and 60 years old.

Secondly, 20.10% of all respondents work in Finance, Accounting and Audit departments, where the restrictions around the usage of social media are usually even stricter or even limited in total. Interestingly, the respondents were highly educated and knew about the beneficial usage of social media, but they had not recognized how they could use it for working tasks on a daily basis yet. An Employee Work Engagement Questionnaire was used as a second construct as a shortened version of the Utrecht Work Engagement Scale by Schaufeli and Bakker (2003).

The following nine statements are about how you felt at work. The respondents were asked to read each statement carefully and decide if they had ever felt this way about their job. If they have never had this feeling before, they should cross the ‘0’ (zero) in the space after the statement. If they had had this feeling, they should indicate how often they felt it by crossing the number (from 1 to 6) that best describes how frequently they felt that way.

Table 5. Harmful Work-Related Social Media Questionnaire

Harmful Work-Related Social Media Questionnaire	N	Mean	Std. Deviation
Q2a: I have shared my personal opinions on social media that others in my workplace found inappropriate or offensive.	139	1.8	0.965
Q2b: Other people at work have been offended by something I posted on social media.	139	1.9	1.025
Q2c: I've spent time on social media while at work when I should not have.	139	2.3	1.101
Q2d: I've used social media when I should have been working.	139	2.2	1.139
Q2e: I have posted negative opinions about my co-workers or customers on social media.	139	1.4	0.609
Q2f: I have discussed negative feelings towards clients, customers, or co-workers on social media.	139	1.4	0.588
Q2g: When I want to use social media, I don't take a break from working - I just do both.	139	2.3	1.240
Q2h: I access social media while I am doing other work.	139	2.4	1.208
Q2i: I have done poor quality work using my organization's social media accounts.	139	1.6	0.843
Q2j: When doing work for my organization on social media, I have done a poor job.	139	1.6	0.844
Q2k: My friends have posted photos, videos, or content about me on social media that harmed my professional reputation.	139	1.7	0.919
Q2l: Clients or customers have posted information about me on social media that harmed my reputation at work.	139	1.6	0.818
Q2m: I have invited a personal relationship with a client or co-worker that I shouldn't have.	139	1.6	0.909
Q2n: I've become close to someone I shouldn't have at work because of social media.	139	1.6	0.917
Q2o: I've stolen information or other content from social media and used it as if it was my own work.	139	1.5	0.792
Q2p: I've submitted work that wasn't my own because it came from social media.	139	1.6	0.827
Q2q: I've created an uncomfortable situation by refusing connections with co-workers, supervisors, or customers via social media.	139	1.6	0.85
Q2r: It felt awkward at work after I refused a connection on social media with someone at work.	139	1.9	1.118
Q2s: When I don't have other pressing tasks at work, I use social media to relax.	139	2.6	1.290
Q2t: I use social media in my free time at work.	139	2.7	1.269

Table 6. Employee Work Engagement Scale

Employee Work Engagement Scale	N	Mean	Std. Deviation
Q3a: At my work, I feel bursting with energy.	139	4.1	1.323
Q3b: At my job, I feel strong and vigorous.	139	4.1	1.350
Q3c: I am enthusiastic about my job.	139	4.5	1.058
Q3d: My job inspires me.	138	4.1	1.343
Q3e: When I get up in the morning, I feel like going to work.	139	4.1	1.435
Q3f: I feel happy when I am working intensely.	139	4.4	1.290
Q3g: I am proud of the work that I do.	139	5.0	1.045
Q3h: I am immersed in my work.	139	5.1	0.951
Q3i: I get carried away when I am working.	139	5.0	0.985

The scale above shows the respondents answered on the questions (Q3a, Q3b and Q3e) about their vigour pretty similarly. They were at least 1x per week full of energy at their job. They felt bursting with energy, they felt strong and vigorous, and they liked going to work ($\mu = 4.1$).

The statements about the dedication to work (Q3c, Q3d, Q3g) had on average higher means (from 4.1 until 5.0). The respondents were very often enthusiastic about their job, their job inspired them, and they were proud of the work they did.

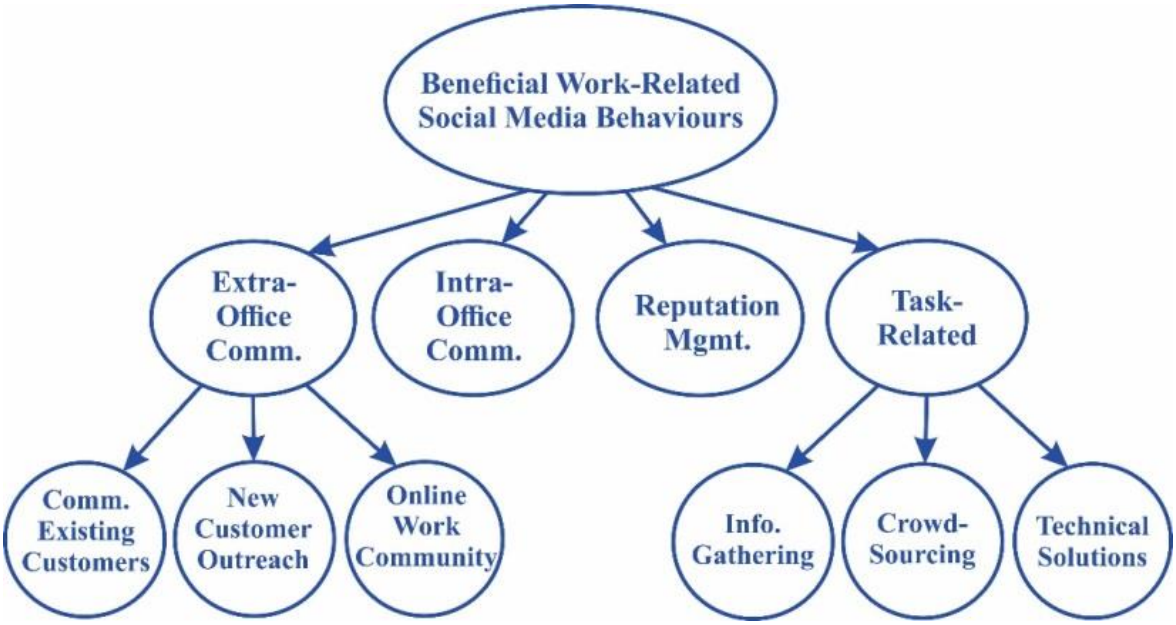
The most representative and higher means had statements about their absorption in their work (Q3f, Q3h, Q3i), since they ranked from 4.4 until 5.1. We can assume the respondents were happy while working intensively a few times a week; they were immersed in their work and were carried away while they were working.

4.2.1 Principal components' analysis

The original WSMQ consisted of positive and negative statements and measured more components about the usage of social media in the workplace. The beneficial and harmful work-related social media behaviours correlate in a three-level decision-making process.

The component "information gathering" for example, is measured by Q1a (I've found tutorials and lessons on social media to help me learn how to perform my job better) and Q2b (I have used social media to learn how to perform better at my job) questions. Also, the component called "communicating with existing customers" consists of two questions: Q1c (I communicate with existing customers or clients via social media) and Q1d (I maintain contact with existing customers or clients using social media).

Figure 4. Beneficial Work-Related Social Media Scale



Source: R. N. Landers & R. C. Callan, *Validation of the Beneficial and Harmful Work-Related Social Media Behavioral Taxonomies*, 2014, p. 638.

In the diagram above of the "Beneficial Work-Related Social Media Scale" there are three-levels presented of the correlation process of the components according to Landers and Callan (2014).

We conducted two analyses of the main components of positive and negative statements about the social media in conjunction with the work engagement. We reduced the number of claims, because we wanted to see if we could get the same beneficial and harmful statements as Landers and Callan (2014) got in their research (in the diagram "Beneficial Work-Related Social Media Scale" above). Therefore, I used the principal components analysis as a method of data reduction.

The principal components analysis is a technique that requires a large sample of the respondents and it is based on the correlation matrix of the variables involved. The principal components analysis, like factor analysis, can be used on raw data or on a correlation or a covariance matrix.

The results of the first principal component analysis shows there is no multi-correlation between the arguments/statements. The vast majority of the correlations are between 0.1 and 0.9, so we continued with the analysis of all arguments. Kaiser-Meyer-Olkin rate (KMO) measure the suitability of the sample, which was 0.868. With the Bartlett test we measured the statistical significance (p = 0.000) which indicates that the data are relevant for the analysis of the main components. The principal component analysis has eliminated four components, where the initial values of their own were above 1. The results of the analysis of the main components with positive statements indicated the first component explained with 21.1% of the variance, with the second 17.7% of the variance was explained, with the third, 17.7% was explained and with the fourth component about 13% of the variance was explained. The total explained variance of all four components was 69.5%.

When we used the rotated component matrix, the arguments were evenly distributed between the components and had higher values in only one component. The first component, named "communication with a customer/client" is composed of five claims (Q1e, Q1d, Q1c, Q1f, Q1k). The second component "social media as a technical solution" consisted of six claims (Q1i, Q1j, Q1l, Qlq, Q1g, Q1r,) and the third component, named "organization reputation management" consisted of four claims (Q1n, Q1o, Q1m, Q1p). The fourth component is called "information gathering" and consisted of three arguments (Q1b, Q1a and Q1h).

We can see we have got the same number of components as Landers and Callan (2014) in their research. All four components consist of the same statements as in their research so we could name it the same.

4.2.2 The rotated component matrix of Beneficial Work-Related Social Media Questionnaire

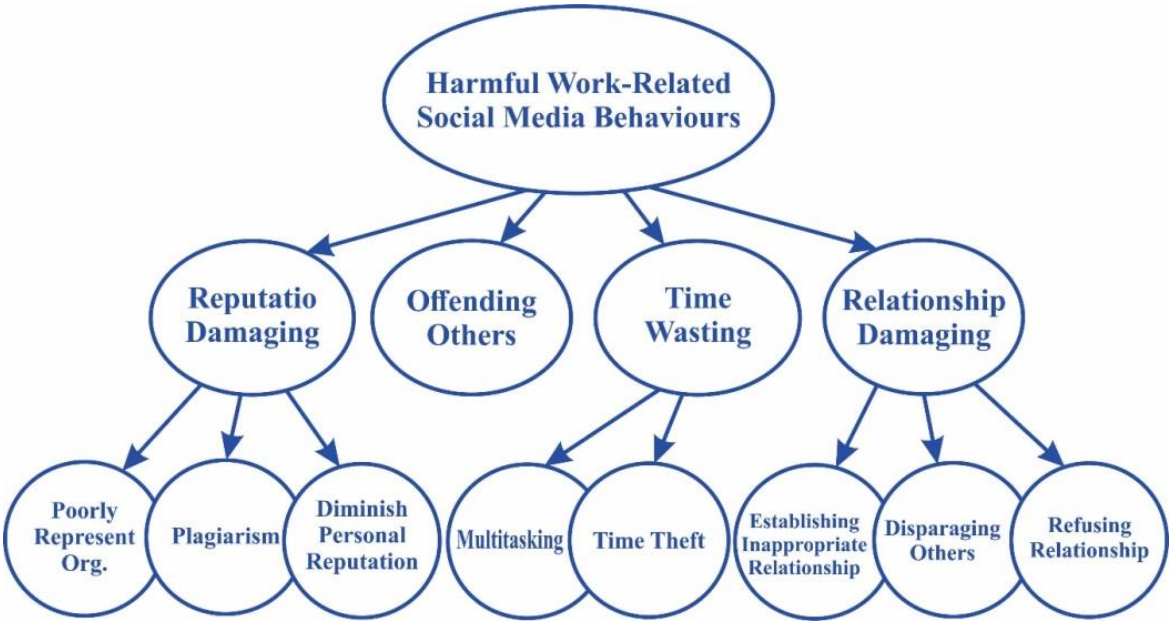
The results of the second principal component analysis (WSMQ (-)) shows that between the arguments there is not the multicollinearity as well, which means that the vast majority of correlations are between 0.1 and 0.9, so we continued with the analysis of all arguments/statements. The Kaiser-Meyer-Olkin (KMO) rate of the suitability of the sample was 0.850 and the Bartlett test of statistical significance (p = 0.000) indicates that the data are relevant for the analysis of the main components. Principal component analysis has eliminated the four components, where the initial value of their own was above 1. The results of the analysis of the main components in the WSMQ (-) after the rotation method indicates that the first component explained 19.8% of the variance, second 17.4% of the variance, the third 16% and the fourth component is explained 15.1% of the variance. The total explained variance of all four components is 68.3%.

Table 7. Component analysis

The rotated component matrix of Beneficial Work-Related Social Media Questionnaire	**Component**			
	1	**2**	**3**	**4**
Q1e: I reach out to potential new customers and clients using social media.	0.876			
Q1d: I maintain contact with existing customers or clients using social media.	0.874			
Q1c: I communicate with existing customers or clients via social media.	0.863			
Q1f: I've identified potential customers and clients by searching social media.	0.654			
Q1k: I post on my organization's social media site or group page.	0.596			
Q1i: I use social media to contact my co-workers when I am unable to reach them by other means.		0.815		
Q1j: Through social media, I maintain contact with other people in my organization.		0.778		
Q1l: I use my organization's official social media presence to network.		0.586		
Q1q: I have taken advantage of the technical features of social media (like file sharing or scheduling functions) to accomplish work tasks.		0.573		
Q1g: I request help from people on social media when I am having trouble solving a problem at work.		0.571		
Q1r: I have used software features of social media to accomplish a work task faster or more easily.		0.484		
Q1n: I have told my co-worker about slander others have posted on social media about him or her.			0.828	
Q1o: When someone posts something negative about our organization or its employees on social media, I try to do something about it.			0.804	
Q1m: I have found pictures, videos, or other content on social media of a co-worker that may harm his or her reputation and warned him or her about them.			0.748	
Q1p: If I find something on social media that will harm the reputation of my co-workers or our organization, I let people know.			0.677	
Q1b: I have used social media to learn how to perform better at my job.				0.860
Q1a: I've found tutorials and lessons on social media to help me learn how to perform my job better.				0.832
Q1h: When I can't solve a problem at work, I ask for help on social media.				0.671

Extraction Method: Principal component analysis.

Figure 5. Harmful Work-Related Social Media Behaviours Scale



Source: R. N. Landers & R. C. Callan, *Validation of the Beneficial and Harmful Work-Related Social Media Behavioral Taxonomies*, 2014, p. 638.

The first component called "Time theft and multitasking" consists of six statements (Q2s, Q2h, Q2t, Q2g, Q2c, Q2d), the second component consists of six statements (Q2l, Q2k, Q2f, Q2e, Q2i, Q2m) and is called "Relationship and reputation damaging". The third component called "Offensive Content" consists of four statements (Q2b, Q2a, Q2r, Q2n) and the fourth component consists of Q2p, Q2o, Q2q and Q2j statements and it's called "Plagiarism and doing work poorly". The results were the same as in the research by Landers and Callan (2014).

4.2.3 The rotated component matrix of Harmful Work-Related Social Media Questionnaire

A principal component analysis was executed for the UWES questionnaire as well. According to Schaufeli and Bakker (2001) the arguments measure three constituting aspects of work engagement - vigour, dedication and absorption. The results of the second principal component analysis show no multicollinearity between the arguments. The vast majority of correlations between claims are between 0.1 and 0.9, so we continued with the analysis of all the arguments. Kaiser-Meyer-Olkin (KMO) measured the suitability of the sample which was 0.864. The Bartlett test of statistical significance ($p = 0.000$) indicates that the data are relevant for the analysis of the main components.

Table 8. The rotated component matrix of Harmful Work-Related Social Media Questionnaire

The rotated component matrix of Harmful Work-Related Social Media Questionnaire	**Component**			
	1	**2**	**3**	**4**
Q2s: When I don't have other pressing tasks at work, I use social media to relax.	0.811			
Q2h: I access social media while I am doing other work.	0.808			
Q2t: I use social media in my free time at work.	0.805			
Q2g: When I want to use social media, I don't take a break from working - I just do both.	0.782			
Q2c: I've spent time on social media while at work when I should not have.	0.718			
Q2d: I've used social media when I should have been working.	0.714			
Q2l: Clients or customers have posted information about me on social media that harmed my reputation at work.		0.809		
Q2k: My friends have posted photos, videos, or content about me on social media that harmed my professional reputation.		0.730		
Q2f: I have discussed negative feelings towards clients, customers, or co-workers on social media.		0.651		
Q2e: I have posted negative opinions about my co-workers or customers on social media.		0.642		
Q2i: I have done poor quality work using my organization's social media accounts.		0.582		
Q2m: I have invited a personal relationship with a client or co-worker that I shouldn't have.		0.558		
Q2b: Other people at work have been offended by something I posted on social media.			0.805	
Q2a: I have shared my personal opinions on social media that others in my workplace found inappropriate or offensive.			0.767	
Q2r: It has felt awkward at work after I refused a connection on social media with someone at work.			0.673	
Q2n: I've become close to someone I shouldn't have at work because of social media.			0.663	
Q2p: I've submitted work that wasn't my own because it came from social media.				0.800
Q2o: I've stolen information or other content from social media and used it as if it was my own work.				0.749
Q2q: I've created an uncomfortable situation by refusing connections with co-workers, supervisors, or customers via social media.				0.629
Q2j: When doing work for my organization on social media, I have done a poor job.				0.628

Extraction Method: Principal component analysis.

The principal component analysis eliminated two components, where their starting values were above 1. The first component we named “Positive feelings about my work” and consists of six claims (Q3d, Q3e, Q3a, Q3b, Q3c and Q3f). The second component represents the enthusiasm and satisfaction at people’s workplace and therefore we named it “Enthusiasm about my work”. It consisted of three claims (Q3h, Q3g and Q3i).

4.2.4 The rotated component matrix of the Utrecht Work Engagement Scale

The results of the principal component analysis of the negative claims made by rotation analysis show that with the first component we can explain 56.8% of the variance and with the second component we can explain 15% of the variance. The total explained variance of the two components is 71.8%.

Table 9. The rotated component matrix of Utrecht Work Engagement Scale

The rotated component matrix of the Utrecht Work Engagement Scale	**Component**	
	1	**2**
Q3d: My job inspires me.	0.821	
Q3e: When I get up in the morning, I feel like going to work.	0.818	
Q3a: At my work, I feel bursting with energy.	0.817	
Q3b: At my job, I feel strong and vigorous.	0.787	
Q3c: I am enthusiastic about my job.	0.725	
Q3f: I feel happy when I am working intensely.	0.629	
Q3h: I am immersed in my work.		0.879
Q3g: I am proud of the work that I do.		0.861
Q3i: I get carried away when I am working.		0.816

Extraction Method: Principal component analysis.

After the significant tests made, we can summarize the results. They show that all our variables (which constitute our components) also measure the same constructs according to Landers and Callan (2014). All the coefficients according to Cronbach α are always higher than 0.8 (Table 11: “Means, Standard Deviations and Correlations”). We can also conclude - each component reliably measures exactly the core problem. The respondents believe they are highly engaged in work ($\mu = 4.5$). The respondents are on average very divided on the allegations of social media as a technical solution and for information gathering ($\mu = 3.2$). Also, the respondents on average do not agree with the arguments relating to time theft and multitasking and offensive content ($\mu = 1.8$ and 2.4).

The Pearson correlation coefficient can range from -1 to 1 and indicates that there is no statistically significant relationship between the dependent variable work engagement and the other four independent variables/components ($p > 0.05$). This is also related to the construct/discriminant validity of our components according to Landers and Callan (2014).

Table 10. Means, standard deviations, and correlations

Variable	Mean	s.d.	1	2	3	4	5
1. Work engagement	4.5	0.90	(0.90)				
2. Social media as a technical solution	3.2	0.86	**-0.038**	(0.87)			
3. Information gathering	3.2	0.89	**-0.001**	0.000	*(0.77)*		
4. Time theft and multitasking	1.8	0.83	**-0.063**	0.223**	*-0.119*	(0.89)	
5. Offensive content	2.4	0.98	**0.080**	0.158	*0.146*	0.000	(0.85)

N = 139. Coefficient alphas are in italics in parentheses.
** $p < 0,05$

The table above represents the correlations between the computed variable (SPSS–Compute) Work Engagement and four main constructs gathered from principal component analysis.

4.3 Hypothesis testing

The results of the principal component analysis show that the component substantially matches the components of Landers and Callan (2014). Therefore we decided, while testing the hypotheses of dependent variables, that we will use the four components obtained - information gathering, social media as a technical solution, offensive content and time theft with multitasking. The hypothesis will be tested by hierarchical regression analysis.

4.4 Regression Model

In the implementation of hierarchical multiple regressions, the method ENTER was used in all steps, which included all independent variables simultaneously. In the first step, we included the control variables - gender, age and education to make sure that these variables did not explain away the entire association between the independent variables and employee work engagement.

With the control variables in the first step we explained only 2.7% of the variance (R^2 = 0.027) of the dependent variable. In the second step we added positive independent variables - social media as a technical solution and informational gathering, and further explained 0.3% of the variance (R^2 = 0.030). In the third step we used both control variables, negative and positive independent variables which explained 5.1% of the variance of the dependent variable – employee work engagement. We can obviously see that by adding additional variables step by step, we could not explain the greater variability of the dependent variable (only 2.4%).

The results showed that none of the three models was statistically significant ($p > 0.05$). In the first model, the control variables (gender, age and education) did not affect the dependent variable (employee work engagement) in the first step. Neither positive independent variables of social media as a technical solution and information gathering, nor negative independent variables - time theft and multitasking (as one component) nor offensive content ($p > 0.05$) resulted in the end.

Table 11. Hierarchical regression analyses with work engagement as a dependent variable

	Step 1				Step 2				Step 3			
	b	s.e.	β	t	b	s.e.	β	t	b	s.e.	β	T
Gender	-0.12	0.16	-0.07	-0.78	-0.12	0.16	-0.06	-0.74	-0.18	0.16	-0.10	-109
Age	-0.01	0.06	-0.01	-0.15	-0.03	0.07	-0.03	-0.36	-0.04	0.07	-0.06	-0.58
Education	0.10	0.06	0.15	1.74	0.11	0.06	0.15	1.74	0.12	0.06	0.17	1.93
Social media as a technical solution					-0.03	0.08	-0.04	-0.42	-0.03	0.08	-0.03	-0.36
Information gathering					0.04	0.08	0.04	0.46	0.02	0.08	0.02	0.26
Time theft and multitasking									-0.10	0.08	-0.11	-1.22
Offensive content									0.10	0.08	0.11	1.24
	R^2 = 0.027				R^2 = 0.030				R^2 = 0.051			
	F (df) = 1.256 (3)				F (df) = 0.184 (2)				F (df) = 1.013 (2)			
	ΔR^2 = 0.027				ΔR^2=0.003				ΔR^2=0.021			

N = 138.
** p < 0,05

5 DISCUSSION

5.1 Theoretical contributions

Until today, there is no universal accepted definition for employee work engagement. In any case, there are many doubts among the authors that the construct is discernible from similar ideas in management, for example – employee satisfaction, their engagement, every worker's duties and obligations, obligational fulfilments in such a way, that employee engagement definitely affects the two-way exchange among employees and employers. Studies on engagement are still in their earliest stage, endeavouring to concoct an even more obvious and adequate definition (Markos & Sridevi, 2010).

Most studies indicate that employee engagement is closely connected with the company performance outcomes. Companies with engaged workers have a much higher employee retention as an outcome of a reduced turnover and reduced productivity, profitability, growth and customer satisfaction. Then again, organizations with disengaged workers acquire less responsibility from the workers, face expanded non-attendance and have fewer clients, less profitability and diminished net revenues. Many authors merely emphasize the importance and positive effects of employee engagement on the company's outcomes, failing to provide a cost-benefit analysis of engagement decisions (Markos & Sridevi, 2010).

Researchers have found a beneficial relationship between employee engagement and their performance outcomes – workers' retention, productivity, profitability, customer loyalty and safety. Authors indicate the more engaged employees are, the more likely their employer is to exceed the industry average in its revenue growth. Employee engagement is higher in double-digit growth organizations. The employee's engagement is positively related to customer satisfaction (Towers Perrin Talent Report, 2003; Hewitt Associates, 2004; Heintzman & Marson, 2005; Coffman & Gonzalez-Molina, 2002).

According to Yokoyama and Sekiguchi (2014), social networks became the core channel of communication by which all workers can connect to each other, including decision makers. The usage of social media has a positive effect when it comes to hierarchical barriers and enables a flow communication channel among all levels of the corporation (Denyer, Parry, & Flowers, 2011). What is more, the usage of social media can increase humanization, since it enables getting even more personal information about someone else. This approach results in employee engagement, since they feel even more involved and can easily participate in everyday discussions about any news or issues (Yokoyama, 2015).

Internal social media sites may also provide a good source of information for human resources departments through profiles with up-to-date, relevant and dynamic data. The associated information relating to the connections, interests and activities of employees are suddenly available and archivable by the company, providing new sources of information and new possibilities for understanding the workforce (DiMicco, Millen, Geyer, Dugan, Brownholtz, & Muller, 2008). According to Noe, Hollenbeck, Gerhart, and Wright (2007) social media should be a beneficial source of information while conducting the surveys for assessing employee attitudes, since online surveys reduces the time waste between asking a question and receiving an answer compared to paper-based surveys (Noe et. al., 2007).

What is more, the use of social media increase social capital between employees but also reduces personal barriers. According to McAfee (2009), there is a risk included because the individuals with a professional affinity can have issues to deal with a colleague's privacy. In this case, there is a concern about people posting offensive content, irrelevant or provocative posts (McAfee, 2009). Each organization needs to develop a policy for a social network and create a structure, procedure and discipline. The prosperity of having a disclosure policy is the accuracy on how the organization predicts its employees to perform in divergent environments, considering all the factors of identity transparency, responsibility, and confidentiality (Li, 2010).

It is important to expose the international role of the social media usage, since location barriers no longer exist in a virtual environment, also multinational organizations should exploit the benefit in order to engage subsidiaries' workers and build an organizational identity. Thus, these organizations can investigate the diversity of background, stimulate the development of new technologies and manage the globalization of knowledge (Markos et al., 2010). According to Sanbonmatsu, Strayer, Ward, and Watson (2013) from the University of Utah's Department of Psychology, research resulted in a negative correlation between those who were the most skilful in multitasking adequately and the ones who were able to engage in numerous assignments synchronously.

In today's information-rich society, people frequently attempt to perform many tasks at once. This often requires them to juggle their limited resources in order to accomplish each of these tasks successfully. This juggling is not always easy, and in many cases, can lead to greater inefficiency in performing each individual task. For example, using a cellular telephone while driving can lead to both poor communication and poor driving. In the brain, juggling multiple tasks ("Multitasking") is performed by mental executive processes that manage the individual tasks and determine how, when, and with what priorities they get performed. These executive processes act like a choreographer who orchestrates many individual dancers so that they can perform as a single unit, or an air-traffic controller who schedules many airplanes that take off and land on the same runway. If the individual dancers or airplanes are not scheduled appropriately, the results can be catastrophic.

Multitasking can be difficult when a person must perform two tasks simultaneously, but problems can also occur when a person switches from performing one task to performing another. Performing two or more tasks in rapid succession requires an individual to reorient to each new task, which itself takes time and other attentional resources. In our research, we have studied this aspect of multitasking using a task-switching paradigm. In our task-switching experiments, participants either perform a single task throughout a trial block, or alternate between two tasks during the trial block. By comparing completion times of single-task and dual-task blocks, we can measure the cost (in time) for the task-switching processes. By conducting these experiments, we have been able to understand how aspects of the individual tasks (such as task difficulty and task familiarity) can affect these task-switching costs (Rubinstein, Meyer, & Evans, 2001).

The representation of a group of tasks may be conceptualized as a task space. Two factors can be used to define task space: the task sets that represent specific tasks, and the relations among these task sets. Firstly, a task set can generally be thought of as a group of component cognitive processes or operations involved in performance of a task, with each of these components requiring a particular type of input representation, operating on the representation in some particular way, and producing a particular type of output representation that is communicated to other components in the sequence of processes that constitutes the task's real-time performance. A task set includes three major classes of components: perception or encoding of the stimulus, manipulations of or judgments about the stimulus, and response selection, programming, and execution (Rubinstein, Meyer, & Evans, 2001).

The representations and processes of the components involved in performing the task being switched from determine what needs to be abandoned during a task switch; the representations and processes involved in performing the task being switched to determine what needs to be activated during a task switch. The second factor defining task space—the relations between task sets—can be described in terms of the placement of the task set in a multidimensional space in which these classes of components of task sets form the dimensions, and particular components within each class form the values along the dimensions. The specific cognitive operations involved in performing a particular task determine the task set's placement in task space (Rubinstein, Meyer, & Evans, 2001).

The relations among task sets in task space can be characterized in terms of the similarity between pairs of tasks. When task sets are described in terms of the cognitive operations that are necessary for achieving the task's goals, then task similarity can be defined as the extent to which task sets share the specific component operations within each class. For any given class of component operations, task sets are more similar when they share the operation, and less similar when they do not (Rubinstein, Meyer, & Evans, 2001).

The task similarity effect may arise from passive or automatic influences that act when tasks are performed closely in time. Several models of task switching evoke such automatic mechanisms, but differ in their details. Some propose interference arising from residual activation from the previous task or from stimulus-triggered retrieval of previous S–R mappings. Others propose repetition priming, in which aspects of a task are performed more rapidly on task repetitions because they are primed from the previous trial. Similar tasks with more shared task components may prove to be more or less susceptible to such automatic influences based on the overlapping task sets (Rubinstein, Meyer, & Evans, 2001).

When a given task-specific process is required by two tasks concurrently, the executive must nonetheless sequence them, causing interference; however, when that process is required by two tasks sequentially, the executive runs faster when that process is already activated from the previous trial. Further examination of the effects of task similarity in concurrent and sequential processing modes, and understanding how the effects map to everyday multitasking, will be important issues to address in future research (Rubinstein, Meyer, & Evans, 2001).

On the other hand, multitasking negatively correlates with "actual" multitasking competency. Multitasking positively correlates with members' perceived capability to multitask which is significantly inflated. The respondents with a desire to achieve a high level of performance, high levels of abrupt and passionate pursuing, expressed a better multitasking presence. Nevertheless, the results show what we usually employ in multitasking, since we are incapable of eliminating interruptions and being able to focus on a single assignment. The respondents with much less focus have an increased level of multitasking (Sanbonmatsu et al., 2013).

Based on the American Psychology Association (2013), jumping from one assignment to another assignment does not take a long time when we are in the moment, but tiny time-wasters add up quickly. Multitasking might seem to be efficient at first sight but in reality, can take even more time in the end to finish a specific task, and what is more, even more mistakes and errors can occur. Shifting between assignments and obligations incurs costs. Shifting costs are estimated to be around 40% of somebody's productive time (Rubinstein, Meyer, & Evans, 2001).

A beneficial employees' behaviour towards the company and its values, knowing the organizational business content and working with co-workers to improve performance as a result, are the wishes of many companies, but they should develop and nurture engagement, which requires a two-way relationship between the employee and an organization (Vance, 2006). Those who are successfully able to trustworthily disengage might have higher intentions to commit time theft (Bandura, 1990). Every organization can

mitigate time theft by primarily focusing on altering an employees' attitudes toward time theft, followed by counteracting social pressures to engage in it, and lastly, by implementing policies and practices that make it difficult to commit time theft (Henle, Reeve, & Pitts, 2009). In many of the biggest Slovenian companies, employees have a social media restriction policy, where they cannot reach Skype, WeTransfer, DropBox, Google Drive, let alone Facebook, Twitter, LinkedIn, and any other. Therefore, my research resulted in an unsupported negative correlation of time theft on work engagement. The elderly population of responders do not waste their working hours for the usage of social networks even on mobile phones, but the main reason still remains in the social media restriction policy in Slovenian organizations.

Employee engagement has been found to be positively related to organizational citizen's behaviour and negatively related to counterproductive work behaviour according to Ariani (2012). A relationship between employee engagement and counterproductive work behaviour, including time theft, is likely to exist. Workers are likely to establish deviant work behaviour in response to negative perceptions of the job status (Judge, Scott & Illes, 2006). Job boredom and consequently time theft seems to be a stressor or an aspect of the work environment (Bruursema et al., 2011). Given the sparse organizational references on time theft, it would be fruitful for researchers to further explore what kind of conditions lead to harmful behaviour. It is recommended to link numerous work conditions to time theft as an emotional state, since work conditions which may lead to time theft include both, qualitative underload (too routine and a boring job, but at the same time personal skills) and quantitative underload (not much to do at work to keep oneself busy).

The research brings a theoretical contribution to the literature due to the lack of previous studies about the utilization of social media usage in the organizational context; it especially reflects key human resource activities affected by the emergence of online harmful behaviour. Human resource professionals may use social media as a complement of their everyday activities while developing the policies of the usage and monitoring the workforce's behaviour online. Also, it would be fruitful for researchers to further investigate harmful behaviour conditions, and recognize qualitative and quantitative under-loads.

5.2 Summary of the Research Findings

Firstly, my primary goal of the master's thesis was to test the most important and exposed components related to Social Media behaviour with testing both, positive and negative impacts, since I was wondering how the usage of social media at the workplace affects the employee work engagement. I predicted a higher impact of beneficial / positive work-related dimensions and also, positive relationship between the dimensions and employee work engagement. In addition, I compared the impacts of social media usage at the

workplace and the size of the employee work engagement (vigour, dedication and absorption) (Schaufeli et al., 2002b).

The main purpose of this master's thesis was to determine whether there was a curvilinear relationship between the employee work engagement and the usage of social media at the workplace which both affected productivity and employee work performance. I used two methodological approaches; namely a systematic review of the literature on usage of social media at the workplace, employee work engagement (following Tranfield, Denyer, & Smart, 2003) and an empirical test of the hypotheses. In the empirical part of the research I used the Work-Related Social Media Questionnaire (WSMO) (Landers & Callan, 2014) and a questionnaire which included the Utrecht Work Engagement Scale (Schaufeli et al., 2002b) for measuring employee work engagement.

Of the 350 respondents, 139 participants completed the questionnaire in total. Among the 139 respondents were 42.4% (59) of women and 57.6% (80) of men. Most respondents were aged between 41 and 60 years (42.4%). Most respondents completed the second stage of the Bologna process and their academic studies under the old programme (27.3%). Most of the respondents (38.1%) had 10 years of work experience; 25.2% of respondents had from 21 to 30 years of work experience. Most of the respondents (59.70%) had less than 10 years of work experience in their current company. Fifth of the 139 respondents (20.8%) worked in Finance, Accounting and Auditing. A little fewer worked in the Commercial Department and Sales (18.7%). Between all the employees, only 26.6% of the respondents had access to the use of social networks. 73.4% of respondents had limited access to social networks in the company and 47.2% of them used their mobile phones to access social networks.

No sample can be guaranteed to be 100% representative of the entire active population, although the risk depends on the sample size. The larger the percent of the total active population which was considered in my case, the lower the risk of a non-representative sample is. I have used my general predictors for my sample. I eliminated the respondents who were not employed or worked directly for any kind of social network. I ensured the geographically (only Slovenian representatives) and demographically (well-educated and elderly) representative sample that consisted of active respondents with any kind of employment, but did not directly work with social media (for example working directly for LinkedIn). My outliers were eliminated from the base in an analytical phase, when I closed the questionnaire to the public. Due to the sample size of older employed respondents, where 73% of them had a restriction policy on the usage of social media at the workplace, my sample was not fully representative world-wide and cannot be comparable to Gallup's global findings about work engagement (Crabtree, 2013). The means, standard deviations, and correlations represent an above average mean (4.5). The results of the reliability test showed that each of the four components matched the same construct (Cronbach $\alpha > 0.8$)

and that there is no statistically significant relationship between the four components. Secondly, there is no statistically significant relationship between the components and the dependent variable - employee work engagement ($p > 0.05$).

A company's success and its growth are mostly dependent on the employees feeling emotionally attached to it. They are also more successful at their work than others who do not feel that way. Since the latter are more and more occurring in today's companies, they are becoming increasingly disengaged. They exhibit disconnection and disenchantment with their work obligations (Crabtree, 2013). Many organizations world-wide are facing a crisis of work engagement and are not aware of it. The level of employee engagement among Gallup's best participants is 21 times the rate of workforces taken globally (Crabtree, 2013). We cannot compare the results from our questionnaire with Gallup's research based on a different Likart scale used. Gallup's research is based on twelve questions that tie directly to performance outcomes. The scores are on a 1 to 5 scale which clearly highlights strengths and opportunities. In my research, we measured employee work engagement using the Utrecht Work Engagement Scale from 0 to 6. Each component reliably measures exactly the core problem.

The respondents believe they are highly engaged with their work ($\mu = 4.5$), the result could be different with a sample of the more disengaged employees at the workplace. Associations with engaged workers have more fulfilled clients, however, it's not just because workers that have great connections with clients. Brought in representatives will probably enhance other basic elements influencing consumer loyalty, for example, responsiveness, item quality, thought initiative, advancement, and so on. At last, higher engagement converts into higher and faster business development. Engaged representatives are more creative and put more accentuation on addressing client needs (Crabtree, 2013).

For comparison, Central and Eastern Europe have 11% engaged employees, 63% disengaged and 26% actively disengaged; the average ratio between the engaged and actively disengaged is 1.83:1. Slovenia has 15% of engaged, 70% of disengaged and 15% of actively disengaged employees. We can observe the data with the neighbouring countries (Croatia and Austria) as well. Austria has 14% of engaged, 74% of disengaged and 12% of actively disengaged employees. Croatia has 3% of engaged, 65% of disengaged and 32% of actively disengaged employees (Crabtree, 2013).

According to the Workforce Statistics (Statistical Office of the Republic of Slovenia, 2016) the total population at the end of 2015 was 2,063k in Slovenia. The labour force was 914k or 44.30% of the population. At the end of the year 2015 there were 830k persons in employment or 40.23% of the population. The structure of the workforce according to age at the end of 2015 represented 52.64% of all the people aged between 41 and 60 years old and also the highest percentage of the Slovenian active population in my sample (42.40%).

The next age group according to workforce is between 33-40-year-old representatives. In Slovenia, the amount of the percentage is 24.65% and in my sample - 16.50% of all respondents which depended on the sample size the most (Statistical Office of the Republic of Slovenia, 2016). The same pattern between my sample and the whole population is visible from the educational segmentation. The most respondents completed the second stage of the Bologna process and academic studies under the old programme (27.3%). They are followed by respondents with completed four-year Secondary school (25.9%) and respondents with first degree Bologna studies or High school under the old programme (24.5%). People in Slovenia are very well educated, since most of them (52.60%) have completed at least a four-year secondary school education (Statistical Office of the Republic of Slovenia, 2016).

On average, participants rated the positive incidents as beneficial to their work performance within the Beneficial Work-Related Social Media Questionnaire - WSMQ (+) (M=3.09; St.dev=1.17). The respondents were asked to rank their agreement with a specific statement on a Likert-type agreement scale. The ranging was from 1 - 5, from Strongly Disagree (1) to Strongly Agree (5). All respondents had to decide how they felt about it, if they agree or disagree with the given sentence. The average scores in the WSMQ (+) were around 3, which is the consequence of the different companies the employees were working in, since they are still unsure about the beneficial usage of social networks during their work. With the Harmful Social Media Behaviour at work the respondents could not agree, since the results showed the mean below 2 (M = 1.865; St. dev. = 0.963). We can only assume the respondents did not share harmful or negative information on their social networks while working, which is positive. They also did not "steal" other's information and content, and they did not perceive the usage of social media as a relaxation in their job. This is probably due to the population of my sample being older, since most respondents (42.40%) were aged between 41 and 60 years old.

Secondly, 20.10% of all respondents worked in Finance, Accounting and Audit departments, where the restrictions around the usage of social media are usually even stricter or even limited in total. Interestingly, the respondents were highly educated and knew about the beneficial usage of social media, but they had not recognized how they could use it for working tasks on a daily basis yet. A Employee Work Engagement Questionnaire was used as a second construct as a shortened version using the Utrecht Work Engagement Scale by Schaufeli & Bakker (2003). Within the Employee's Work Engagements Questionnaire, the respondents were asked how they felt at work and had to decide if they had ever felt this way about their job. If they had never had this feeling before, they should cross out the '0' (zero) in the space after the statement. If they had had this feeling, they should indicate how often they felt it by crossing the number (from 1 to 6) that best described how frequently they felt that way. In our research, we reduced the number of beneficial and harmful work behaviour claims about the usage of social media

with the usage of the principal component analysis based on descriptive statistics (shares and averages of the responses). We wanted to further explore the similarity of the effect of both, positive and negative aspects, according to Landers and Callan (2014). The main goal was to get the same four components as in the research validation of the beneficial and harmful work-related social media behavioural taxonomies: the development of the Work-Related Social Media Questionnaire (2014), with our sample.

For beneficial arguments, the results showed similar components as Landers and Callan (2014), named: communication with customer/client (extra and intra office communication) organization reputation management (extra and intra office communication), information gathering and social media as a technical solution (task related). With negative claims the result is similar: time theft and multitasking (time wasting), relationship and reputation damaging (the same, but the two components), offensive content (offending others) and plagiarism and poorly representing an organization (damaging the component reputation). With the principal component analysis, we got the main four components with which we examined the impact on the dependent variable - employee work engagement. The results of the reliability test showed that each of the four components measured the same construct well (Cronbach $\alpha > 0.8$) and that there was no statistically significant relationship between the four components. Secondly, there was no statistically significant relationship between the components and the dependent variable - employee work engagement ($p > 0.05$).

The results of the principal component analysis showed our components substantially matched the components of Landers and Callan (2014). Therefore we decided, while testing the hypotheses of dependent variables, to use the four components obtained - informational gathering, social media as a technical solution, offensive content and time theft with multitasking. The hypotheses were tested with the hierarchical multiple regression, a variant of the basic multiple regression procedure, that allowed us to specify a fixed order of entry for variables in order to control the effects of covariates and to test the effects of certain predictors independent of the influence of others. The results of the hierarchical multiple regressions showed no effect of the independent variables (components) on the dependent variable - employee work engagement. This is due to the non-statistically significant relationship between the components and the dependent variable.

Table 12. The results interpretation

	Result
Hypothesis 1: Information gathering positively correlates with the employee work engagement.	Not Supported
Hypothesis 2: Social media as a technical solution positively correlate with the employee work engagement.	Not Supported

Hypothesis 3: Creative offensive content negatively correlates with the employee work engagement.	Not Supported
Hypothesis 4: Time theft negatively correlates with the employee work engagement.	Not Supported
Hypothesis 5: Multitasking positively correlates with the employee work engagement.	Not Supported

To interpret the results, we should focus firstly on our sample. Due to the sample size of older employed respondents (42.40% of 139 respondents are between 41 and 60 years old), where 73% of them had a restriction policy on the usage of social media at the workplace, my sample and the results represent employees in the largest Slovenian companies. Most of the respondents (38.1%) had had 10 years of work experiences, so this was not a young population and what is more, most of them worked in Finance, Accounting and Auditing where the restriction policy of data was even higher. Therefore, my sample was not fully representative worldwide and cannot be compared with Gallup's global findings about work engagement in the United States of America (Crabtree, 2013).

According to Landers and Callan (2014) there could be a positive correlation between information gathering and work engagement, but based on my results, hypothesis 1 is not supported. In trying to interpret the results we shall elaborate on two important aspects that may contribute to such a result; the limited availability of social media during working hours: 1) due to the restricted policy of many Slovenian companies in terms of the usage of social media; 2) due to the negative information gathered, it affected the employee's engagement and motivation (for example knowing your co-worker's salary can destructively affect your work engagement).The usage of social media as a technical solution positively correlates with the employee work engagement based on Landers and Callan (2014) but not in my case. Hypothesis 2 is not supported due to the elderly population in my sample who did not necessarily recognize the beneficial technical solutions available via social media or they did not use them in general (data transferring or organizational features for example) through their smartphones. Thirdly, a negative correlation between social media as a technical solution and an employee work engagement occurred as a consequence of our sample of highly educated and elderly employees with a restriction policy on social media as well. The respondents could also focus on social networks specifically and too narrowly (only on Facebook, LinkedIn and Twitter for example) while replying to the questions where they did not take into consideration all the social media available.

The media presence in Slovenia, although it might be negative or offensive, still can lead to a better recognition and awareness of a specific organization. The results cannot be compared to Gallup's worldwide findings on employee engagement (Crabtree, 2013). In many of the biggest Slovenian company's employees have a social media restriction

policy, where they cannot reach Skype, WeTransfer, DropBox, Google Drive, let alone Facebook, Twitter, LinkedIn, and any other. The elderly population of responders who mostly worked in financial departments did not waste their working hours using social networks even on mobile phones according to the results of my research.

Finally, the shifting costs between many tasks are estimated to be around 40% of an employee's productive time (Crabtree, 2013). In my research the results presented as a positive correlation between multitasking and employee work engagement was not supported. Multitasking includes behaviours, where participants access social media simultaneously with their work, typically leading to a decreased quality of the work output. This is distinguished from time theft in that work does not halt; instead, the worker splits his or her attention between work and the social media (Landers & Callan, 2014).

5.3 Practical implications

The researches, organizations, employees and leaders should take advantage of the WSMQ, since it identified a zero relationship between social media behaviours and job engagement. The results show that while granting access to employees in their work environment it would not improve their job performance. Many researchers agreed that decision-makers have to take into consideration employees' stress and counterproductive work behaviour, while the results suggest that managers should try to eliminate employees' time theft which comes from workplace boredom. Eliminating workplace boredom can be solved with the reduction in monotonous and routine work, with longer or more frequent breaks during working hours, with team buildings that the employees can make personal connections (Bruursema et al., 2011).

What is more, employees should feel comfortable at their job, the workplace should be bright and clean, the technology has to be up to date, managers should provide the employees with some more space while working on the projects so that they feel the company's participation, and they can express their creativity and have the motivation to work extra hours or with a greater effort invested in the project. In the Hackman and Oldham (1976) characteristics' model it is proposed that the managers should provide a feeling of responsibility given to their employees to motivate them. Finally, human resource managers in the companies should recognize the right harmful behaviour conditions to motivate employees to be more engaged and productive at their workplace. There is a lack of previous studies about the utilization of social media at the employees' workplace and there is definitely room for improvement. Human resource professionals may use social media to complement their everyday activities, while developing policies of the usage and monitoring the online behaviour of the workforce (Bruursema et al., 2011).

Besides, the discoveries have vital ramifications for people in general. The internet and online networking are continuously critical wellsprings of data as people preferably take prompts from each other than from institutional sources like associations (Charron, Favier, & Li, 2006). This is to a limited extent in view of the recognition that a client produced substance is seen as being more valid and more believable than an association coordinated substance. The discoveries displayed here suggest that these assessments of validity and credibility apply to representatives and additionally they need to be the key goal in their business-related web-based social networking use.

5.4 Limitations and future research

There is actually no universal and generalized definition about employee engagement at the workplace (Masson, Royal, Agnew, & Fine, 2008). Secondly, there is no generalized measurement for all employees' work engagement drivers. For instance, more autonomy at work is not necessary to increase workers' engagement for those who already have some autonomy. What is more, if a company would like to encourage their employees to participate more it is necessary to establish an integrated scope of work with the development focus and measuring employee work engagement (Gruman & Saks, 2011).

The next limitations are in the questionnaire and its self-report measurement, where the validity of the expected response is questionable. Also, the instruments which measure the specific psychometric taxonomy cannot be guaranteed regarding their validity (Razavi, 2001). The respondents are not familiar with the topic and might had some doubts while responding to the questionnaire which took approximately ten minutes to be solved. The main restrictions were the average means while using the SPSS and to statistically review the answers of the first and second part of the questionnaire (WSMQ). Secondly, in our sample there was an elderly population in the most represented group (between 41 and 60 years old) and this was indicated in the low social media usage in general, let alone at the workplace. In the study 350 respondents were involved but only 139 respondents finished the questionnaire completely.

What is more, while preparing the questionnaire I could have included more filters to exclude the respondents with limited access to social media at the workplace. I would suggest concentrating on health organizations or medical institutes, since this would indicate a very different outcome and would affect the "external communication" and "communication with existing customers". We suggest further research on the WSMQ scale in particular to better tease apart its correlates, causes, and outcomes. If employees do not realize the potential harm to their job performance caused by such behaviour, this might be a good target for social media training interventions.

Further research should not be conducted treating social media use at work as a simple, universal dimensional behaviour. My research only measures information sharing due to a lack of theoretical contributions in the field of employee engagement at the workplace. It is unavoidable to further develop the relationship between psychological empowerment, job insecurity and employee engagement due to a lack of research into self-efficacy among company members (Conger & Kanungo, 1988). Future research may clarify the contrasts between the media channels and the impact of these distinctions on inspirations in business related utilization. With the ascent of big business online networking, for example, Yammer; it is fascinating to see whether the outcomes hold for big business web-based social networking, which are not freely accessible, but rather whose utilization is confined (i.e. to hierarchical individuals). All things considered, undertaking online networking may give a more advanced intention to oversee impressions inside particular gatherings (Dubrin, 2011).

Nevertheless, this sample is specifically compelling when looking at the business related online networking use, as more youthful workers take part much more of their time in web-based social networking than older representatives (Verhoeven, 2012). Future research could be spent duplicating the outcomes that utilize perception procedures or longitudinal outlines. On the whole, we recognize more inquiries anticipate future examination, for instance, can these outcomes be repeated with an example illustrative of the workforce? What is more, do these outcomes apply to other web-based social networking channels (e.g., endeavour online networking) too? In any case, this study gives a good foundation and strong establishment for comprehension of representatives' online networking use for work.

CONCLUSION

The purpose of the master's thesis was to further research the beneficial and harmful consequences of social media usage at the workplace. Despite the potential for social media to rectify work, there are many potential costs and risks to its implementation. Secondly, these costs and risks are not clearly explained. In the long tradition of mixing both approaches (qualitative and quantitative) in the social media to better understand the phenomenon of interest (Jick, 1979) I investigated the beneficial and harmful consequences of social media usage at the workplace according to Landers and Callan (2014).

In spite of the fact that companies can now willingly use all kinds of social media to obtain potential customers, they have initiated researching social media as a means to unify their employees. More recently in 2010, only 29% of companies had articulated a social media policy to their employees (McCollum, 2010, p. 628). Social media are digital platforms that improve the sharing of facts, figures, details and user-created content. It helps people to collaborate all over the world in a relaxed and efficient way (Elefant, 2011). Social media sites are progressively used by employees during work, but not much is known about what precisely employees are doing on social media or why (McCollum, 2010).

However, at this point, the benefits of social media are purely possible, and there is more speculation than evidence according to Landers and Callan (2014). There are countless anecdotal declarations discussing the benefits (and risks) of social media in the wider business environment, but not many scientific experimentations that validate such assertions (McFarland & Ployhart, 2015). The framework I developed in my master's thesis can serve as a quantitative study to develop opened questions of social media behaviours that are beneficial or harmful to work performance (Landers & Callan, 2014).

Employee engagement is important for organizations, as it is perceived as a driver of increased productivity and job performance (Gruman & Saks, 2011). Since "engaged workers are able and willing to 'go the extra mile' " (Bakker & Demerouti, 2007) it is very important for the organization to understand how social media affect the employee engagement. Social media can be used to connect individuals within an organization with the expertise they need, improve employee engagement, and reach out to customers or other stakeholders (Barker, 2008; Kaplan & Haenlein, 2009; Landers & Goldberg, 2013). The current theory in the field of information technology suggests that social media and similar technologies enable employees to share collaborative knowledge (Coff, Coff, & Eastvold, 2006; Kumaraswamy & Chitale, 2012; Ramesh & Tiwana, 1999).

To address the mentioned situation, I used the Work-Related Social Media Questionnaire (Landers & Callan, 2014), where both beneficial and harmful social media-related work behaviours are present. According to the set hypothesis I addressed these work-related behaviours which affect an employee's work environment the most. These behaviours are employee's information gathering with the help of social media, the usage of social media as a technical solution; creating offensive content on social networks that harmfully affect the company or employee's working environment, time theft spent on social media and the main challenge today– multitasking at the workplace. From the research question "How are beneficial and harmful applications of social media at work associated with employee engagement?" We can conclude that no sample is guaranteed to be 100% representative of the entire active population, although the risk depends on the sample size and its quality.

I used my general predictors for my sample, and the questionnaire base consisted of employed respondents. I ensured the geographically and demographically representative sample that consisted of active respondents with any kind of employment, but not directly with social media (for example, working directly for LinkedIn). My outliers were eliminated from the base in an analytic phase. Due to the sample size of the older employed respondents, where 73% of them had a restriction policy on the usage of social media at the workplace, my sample is not fully representative world-wide and cannot be comparable with Gallup's global findings about work engagement (Crabtree, 2013).

According to Barlex and Wright (1998), effective information gathering can deploy an employee's time even more efficiently and effectively. Employees can spread critical thinking across many social channels and networks to find tutorials, and guidelines to help solve their problems. As companies pay attention especially to competition and profits, employees are worried about losing their job, which causes a feeling of insecurity about their working life (Holm & Hovland, 1999). An article by Sparks, Faragher, and Cooper (2001) shows how the perception of job insecurity correlates negatively with a worker's comfort, satisfaction and motivation. In our research, information gathering negatively correlates with the employee's work engagement. The more information you gather from the "outside world" on social media, the more you are distracted by the potential opportunities that mislead your focus on what contributes to a low engagement rate at the workplace.

A workers' perception of being unsafe and the possibility of losing their jobs might affect any company having financial issues due to the associated costs of unsatisfied employees and their low feeling of well-being (Sparks et al., 2001). The authors found job insecurity leads to low work engagement (De Cuyper, Bernhard-Oetel, Berntson, de Witte, & Alarco, 2008); little is known regarding the relationship between job insecurity and psychological empowerment. The employees who were afraid of losing their job may have experienced a

loss of meaning, competence, or impact (Greasley, Bryman, Price, Soetanto, & King, 2005).

In conclusion, I would like to explain the main goal of the master's thesis was to contribute to the management literature by studying work engagement and the employee's work behaviour, to recognize beneficial and harmful taxonomies, how these costs and risks occur and consequently affect the organizational outcome. However, future research should further investigate the role of social networks for the employees' behaviour and organizational outcome.

SUMMARY IN SLOVENE LANGUAGE

Namen te magistrske naloge je bil podrobneje raziskati koristne in škodljive posledice uporabe družbenih medijev na delovnem mestu. Kljub potencialu družbenih medijev za izboljšanje delovnega procesa je z njihovo uvedbo povezanih veliko morebitnih stroškov in tveganj. Prav tako ti stroški in tveganja niso popolnoma pojasnjeni. Ob dolgi tradiciji združevanja obeh pristopov (kvalitativnega in kvantitativnega) pri raziskovanju družbenih medijev za boljše razumevanje pojava interesa (Jick, 1979) sem raziskovala koristne in škodljive posledice uporabe družbenih medijev na delovnem mestu, kot jih obravnavata Landers in Callan (2014).

Kljub temu, da podjetja zdaj lahko po želji uporabljajo različne vrste družbenih medijev za pridobivanje potencialnih strank, so začela raziskovati potencial družbenih medijev kot sredstva za povezovanje zaposlenih. Pred kratkim, leta 2010, je le 29 % podjetij predstavilo politiko o družbenih medijih svojim zaposlenim (McCollum, 2010). Družbeni mediji so digitalne platforme, ki izboljšajo izmenjavo podatkov, številk, informacij in uporabniških vsebin. Ljudem po vsem svetu omogočajo sproščeno in učinkovito sodelovanje (Elefant, 2011). Zaposleni spletne strani družbenih medijev vedno pogosteje uporabljajo med delom, a bolj malo je znanega o tem, kaj točno zaposleni počnejo na družbenih medijih in zakaj (McCollum, 2010).

Vendar pa so na tej točki koristi družbenih medijev zgolj morebitne in obstaja več domnev kot dokazov, pravita Landers in Callan (2014). Nešteto je nepreverjenih pričevanj o koristih (in tveganjih) družbenih medijev v širšem poslovnem okolju, ni pa veliko znanstvenih raziskav, ki potrjujejo takšne trditve (McFarland & Ployhart, 2015). Okvir, ki sem ga razvila v svoji magistrski nalogi, lahko služi kot kvantitativna raziskava za razvijanje odprtih vprašanj glede vedenj na družbenih medijih, ki bodisi koristno bodisi škodljivo vplivajo na delovno uspešnost (Landers & Callan, 2014).

Angažiranost zaposlenih je pomembna za organizacije, saj naj bi vodila do povečane produktivnosti in delovne uspešnosti (Gruman & Saks, 2011). Ker so »angažirani delavci sposobni in pripravljeni ‘iti korak dlje‘« (Bakker & Demerouti, 2007), je zelo pomembno, da organizacije razumejo, kako družbeni mediji vplivajo na angažiranost zaposlenih. S pomočjo družbenih medijev se znotraj organizacije lahko posameznike povezuje s strokovnim znanjem, ki ga potrebujejo, izboljšuje angažiranost zaposlenih in za vzpostavljanje stika s strankami ali drugimi deležniki (Barker, 2008; Kaplan & Haenlein, 2009; Landers & Goldberg, 2013). Po novejši teoriji na področju informacijske tehnologije družbeni mediji in podobne tehnologije zaposlenim omogočajo deljenje skupnega znanja (Coff, Coff, & Eastvold, 2006; Kumaraswamy & Chitale, 2012; Ramesh & Tiwana, 1999).

Pri obravnavanju navedene situacije sem uporabila Vprašalnik o družbenih medijih, povezanih z delom (Work-Related Social Media Questionnaire) (Landers & Callan, 2014), ki vključuje tako koristna kot škodljiva vedenja na družbenih medijih, povezanih z delom. Na podlagi postavljene hipoteze sem obravnavala tovrstna, z delom povezana vedenja, ki najbolj vplivajo na delovno okolje zaposlenega. Ta vedenja so zbiranje informacij zaposlenega s pomočjo družbenih medijev, uporaba družbenih medijev kot tehnične rešitve, ustvarjanje žaljivih vsebin na družbenih omrežjih, ki škodljivo vplivajo na podjetje ali na delovno okolje zaposlenega, kraja časa, preživetega na družbenih medijih, in glavni izziv dandanes – večopravilnost na delovnem mestu. Na podlagi raziskovalnega vprašanja »Kako so koristne in škodljive uporabe družbenih medijev na delu povezane z angažiranostjo zaposlenih?« lahko ugotovimo, da noben vzorec ne more zagotoviti 100 % reprezentativnosti celotne aktivne populacije, čeprav je tveganje odvisno od velikosti in kakovosti vzorca.

Vzorec moje raziskave temelji na osebnih predvidevanjih, temeljna skupina vprašalnika pa je zajemala zaposlene anketirance. Poskrbela sem za geografsko in demografsko reprezentativen vzorec, ki je zajemal aktivne anketirance s kakršnokoli obliko zaposlitve, vendar ne neposredno povezano z družbenimi mediji (na primer anketirancev, ki delajo neposredno za LinkedIn). Odstopajoče odgovore anketirancev sem izločila iz temeljne skupine v analitični fazi. Zaradi velikosti vzorca starejših zaposlenih anketirancev, kjer je bila v 73 % prisotna politika omejitev glede uporabe družbenih medijev na delovnem mestu, moj vzorec ni popolnoma reprezentativen za ves svet in ni primerljiv z globalnimi ugotovitvami družbe Gallup glede delovne angažiranosti (Crabtree, 2013).

Avtorja Barlex in Wright (1998) pravita, da lahko učinkovito zbiranje informacij omogoči še učinkovitejše in uspešnejše razporejanje časa zaposlenega. Zaposleni lahko širijo kritično razmišljanje prek številnih družbenih kanalov in omrežij za iskanje praktičnih vaj in smernic, ki jim pomagajo reševati probleme. Ker so podjetja osredotočena predvsem na konkurenčnost in dobiček, zaposlene skrbi, da bodo izgubili službo, kar sproža občutek negotovosti glede njihovega poklicnega življenja (Holm & Hovland, 1999). Sparks, Faragher in Cooper (2001) so v članku prikazali, kako je dojemanje negotovosti zaposlitve negativno povezano z občutkom udobnosti, zadovoljstvom in motivacijo zaposlenega. V moji raziskavi je zbiranje informacij negativno povezano z delovno angažiranostjo zaposlenega. Več informacij kot zberemo iz »zunanjega sveta« na družbenih medijih, bolj nas zamotijo potencialne priložnosti, ki odvračajo osredotočenost, kar prispeva k manjši stopnji angažiranosti na delovnem mestu. Delavčevo dojemanje negotovosti in možnosti izgube službe lahko vplivajo na podjetje v finančnih težavah zaradi stroškov, povezanih z nezadovoljstvom zaposlenih in nizko stopnjo njihovega blagostanja (Sparks et al., 2001). Avtorji ugotavljajo, da negotovost zaposlitve vodi do nizke delovne angažiranosti (De Cuyper et al., 2008). Malo je znanega o razmerju med negotovostjo zaposlitve in

psihološkim opolnomočenjem. Zaposleni, ki jih je bilo strah, da bodo izgubili službo, so morda izgubili smisel, sposobnosti ali vpliv (Greasley et al., 2005).

Za zaključek bi želela pojasniti, da je bil glavni cilj magistrske naloge prispevati k literaturi na področju managementa z raziskovanjem delovne angažiranosti in delovnega vedenja zaposlenih in prepoznati koristne in škodljive taksonomije, kako nastajajo stroški in tveganja ter posledično vplivajo na rezultate organizacije, potrebne pa bi bile nadaljnje raziskave za podrobnejšo obravnavo vloge družbenih medijev za vedenje zaposlenih in rezultate organizacije.

REFERENCE LIST

1. Abril, P. S., Levin, A., & Del Riego, A. (2012). Blurred boundaries: Social media privacy and the twenty-first-century employee. *American Business Law Journal, 49,* 63–124.
2. Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*(2), 179–211.
3. American Psychological Association. (2006). *Multitasking: Switching costs.* Retrieved June 15, 2016, from http://www.apa.org/research/action/multitask.aspx
4. Ariani, D. W. (2013). The Relationship between Employee Engagement, Organizational Citizenship Behavior, and Counterproductive *Work Behavior. International Journal of Business Administration, 4*(2), 46-56. Retrieved April 4, 2016, from http://www.sciedupress.com/journal/index.php/ijba/article/viewFile/2582/1448
5. Barker, P. (2008). How social media is transforming employee communications at Sun Microsystems. *Global Business and Organizational Excellence, 27,* 6–14.
6. Bakker, A. B., Albrecht, S. L., & Leiter, M. P. (2011). Work engagement: Further reflections on the state of play. *European Journal of Work & Organizational Psychology, 20*(1), 74–88.
7. Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology, 22,* 309–328.
8. Bakker, A. B., Demerouti, E., & Schaufeli, W.B. (2003). The socially induced burnout model. In S.P. Shohov (Ed.), *Advances in Psychology Research 25 (*pp. 13–30). New York, NY: Nova Science Publishers.
9. Bakker, A. B., Salanova, M., Schaufeli, W.B., & Llorens, S. (2003). *Job resources and engagement: A longitudinal study.* Manuscript in preparation.
10. Barlex, D., & Wright, R. (1998). Using the Internet as an information gathering tool for the design and technology curriculum. Retrieved August 15, 2016, from https://dspace.lboro.ac.uk/2134/1414
11. Bertot, J. C., Jaeger, P. T., & Grimes, J. M. (2010). Using ICTs to create a culture of transparency: E-government and social media as openness and anti-corruption tools for societies. *Government Information Quarterly, 27*(3), 264–271.
12. Blau, P. (1964). *Exchange and power in social life.* New York, NY: Wiley.
13. Brannick, M. T., Levine, E. L., & Morgeson, F. P. (2007). *Job and work analysis: Methods, research, and applications for human resource management* (2nd ed.). Thousand Oaks, CA: Sage.
14. Bruursema, K., Kessler, S. R., & Spector, P. E. (2011). Bored employees misbehaving: The relationship between boredom and counterproductive work behaviour. *Journal Work & Stress, 25,* 93–107. Retrieved June 10, 2016, from http://www.tandfonline.com/doi/abs/10.1080/02678373.2011.596670

15. Burt, R. S. (2004). Structural holes and good ideas. *American Journal of Sociology, 110*(2), 349–399.
16. Castells, M. (2007). Communication power and counter-power in the network society. *International Journal of Communication, 1,* 238–266.
17. Chalofsky, N. (2003). An emerging construct for meaningful work. *Human Resource Development International, 6*(1), 69–83. Retrieved September 5, 2016, from http://dx.doi.org/10.1080/1367886022000016785
18. Chalofsky, N., & Krishna, V. (2009). Meaningfulness, commitment and engagement: The intersection of a deeper level of intrinsic motivation. *Advances in Developing Human Resources*, 11, 189–204. Retrieved September 10, 2016, from http://dx.doi.org/10.1177/1523422309333147
19. Charron, C., Favier, J., & Li, C. (2006). *Social Computing: How networks erode institutional power, and what to do about it.* Cambridge, MA: Forrester Research, Inc.
20. Cheung, C. M. K., Chiu, P. Y., & Lee, M. K. O. (2014). Online social networks: Why do students use Facebook? *Computers in Human Behavior, 27*, 1337–1343.
21. Christian, M. S., Garza, A. S., & Slaughter, J. E. (2011). Work engagement: a quantitative review and test of its relations with task and contextual performance. *Personnel Psychology, 64*(1), 89–136.
22. Coff, R. W., Coff, D. C., & Eastvold, R. (2006). The knowledge-leveraging paradox: How to achieve scale without making knowledge imitable. *Academy of Management Review, 31,* 452–465.
23. Coffman, C. (2003). Is Your Company Bleeding Talent? *The Gallup Management Journal*. Princeton, NJ: The Gallup Organization. Retrieved November 3, 2016, from http://govleaders.org/gallup-article2.htm
24. Coffman, C., & Gonzalez-Molina, G. (2002). *Follow this Path: How the world's greatest organizations drive growth by unleashing human potential*. New York, NY: Warner Books, Inc.
25. Crabtree, S. (2013, October 8). *Worldwide, 13% of Employees Are Engaged at Work.* Gallup, Inc. Retrieved November 5, 2016, from http://www.gallup.com/poll/165269/worldwide-employees-engaged-work.aspx
26. Cropanzano, R., & Mitchell, M. S. (2005). Social Exchange Theory: An Interdisciplinary Review. *Journal of Management, 31*(6), 874–900.
27. De Cuyper, N., Bernhard-Oettel, C., Berntson, E., De Witte, H., & Alarco, B. (2008). Employability and employees' well-being: Mediation by job insecurity. *Applied Psychology: An International Journal, 57*, 488–509.
28. Demerouti, E., Bakker, A. B., Janssen, P. P. M., & Schaufeli, W.B. (2001). Burnout and engagement at work as a function of demands and control. *Scandinavian Journal of Work, Environment & Health, 27*, 279–286.
29. Denyer, D., Parry, E., & Flowers, P. (2011). "Social", "open" and "participative"? *Exploring personal experiences and organisational effects of enterprise 2.0 use Long Range Planning, 44*(5/6), 375–396.

30. DiMicco, J., Millen, D. R., Geyer, W., Dugan, C., Brownholtz., B., & Muller., M. (2008). Motivations for social networking at work. *Proceedings of the 2008 ACM conference on Computer supported cooperative work* (pp. 284–306). San Diego, CA: ACM Digital Library. Retrieved July 15, 2016, from http://dl.acm.org/citation.cfm?id=1460674
31. Douglas, S. C., & Martinko, M. J. (2001). Exploring the role of individual differences in the prediction of workplace aggression. *Journal of Applied Psychology, 86,* 547–559.
32. Dreher, S. (2014). Social media and the world of work. *Corporate communications: An International Journal, 19*(4), 344–356.
33. Dubrin, A. J. (2011). *Human relations for career and personal success: Concepts, applications and skills* (11th ed.). Rochester, NY: Prentice Hall.
34. Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: a field experiment. *Academy of Management Journal, 45*(4), 735–744.
35. Gallouj, F., & Djellal, F. (2011). *The Handbook of Innovation and Services: a Multi-disciplinary Perspective*. Cheltenham, UK: Edward Elgar Publishing.
36. Elefant, C. (2011). The "Power" of social media: Legal issues and best practices for utilities engaging social media. *Energy Law Journal, 32*, 1–56.
37. Fournier, S., & Avery, J. (2011). The uninvited brand, *Business Horizons*, *45*(3), 193–207.
38. Greasley, K., Bryman, A., Price, A., Soetanto, R., & King, N. (2005). Employee perceptions of empowerment. *Employee Relations, 27*, 354–368.
39. Gruman, J. A., & Saks, A. M. (2011). Performance management and employee engagement. *Human Resource Management Review, 21*(2), 123–136.
40. Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behaviour and Human Performance, 16*, 250–279.
41. Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-Unit-Level Relationship Between Employee Satisfaction, Employee Engagement, and Business Outcomes: A Meta-Analysis. *Journal of Applied Psychology*, *87*(2), 268–279.
42. Heintzman, R., & Marson, B. (2005). People, service and trust: Links in a public sector service value chain. *International Review of Administrative Studies, 7*(4), 549–575.
43. Henle, C. A., Reeve, C. L., & Pitts, V. E. (2009). Stealing Time at Work: Attitudes, Social Pressure, and Perceived Control as Predictors of Time Theft. *Journal of Business Ethics, 94*, 53–67.
44. Hewitt Associates. (2004). *Employee engagement higher at double digit growth companies.* Research Brief. Retrieved July 15, 2016, from http://www.connectthedotsconsulting.com/documents/Engagement/EE%20Engagement%20at%20DD%20Growth%20Companies%202012.pdf

45. Hinkin, T. R. *(1995).* A review of scale development practices in the study of organizations. *Journal of Management, 21*, 967–988.
46. Hollenbeck, C. R., & Kaikati, A. M. (2012). Consumers' use of Brands to Reflect their Actual and Ideal Selves on Facebook, *International Journal of Research in Marketing, 29*(4), 395-405.
47. Holm, S., & Hovland, J. (1999). Waiting for the other shoe to drop: Help for the job-insecure employee. *Journal of Employment Counseling, 36*(4), 156–166.
48. HRInsider. (2014). *Understanding HR Policies. Understanding time-theft in the workplace and what your organization can do about it.* Retrieved July 28, 2016, from http://hrinsider.ca/wp-content/uploads/2014/09/Time-Theft.pdf
49. Jick, T. D. (1979). Mixing qualitative and quantitative methods: Triangulation in action. *Administrative Science Quarterly, 24*, 602–611.
50. Judge, T. A., Scott, B. A., & Illes, R. (2006). Hostility job attitudes and workplace deviance: Test of a multilevel model. *Journal of Applied Psychology, 91*, 126-138.
51. Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons, 53*(1), 59–68. Retrieved June 15, 2016, from http://doi.org/10.1016/j.bushor.2009.09.003
52. Kietzmann, J. H., Hermkens, K., & McCarthy, I. P. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons*, 54, 241–251.
53. Kietzmann, J. H., Silvestre, S., Bruno, P., McCarthy, I., & Pitt, F. L. (2012). Unpacking the social Media phenomenon: Towards a Research agenda. *Journal of Public Affairs, 12*(2), 109–119.
54. Kompier, M. A. J. (2005). Dealing with workplace stress. In C.L. Cooper (Ed.), *Handbook of stress medicine and health* (2nd ed.). Boca Raton, CA: CRC Press.
55. Kumaraswamy, K. S. N., & Chitale, C. M. (2012). Collaborative knowledge sharing strategy to enhance organizational learning. *Journal of Management Development, 31*, 308–322.
56. Landers, R.N., (2014). People That Think Social Media Helps Their Work Are Probably Wrong. Retrieved July 28, 2016, from http://neoacademic.com/ 2014/04/09/ people-that-think-social-media-helps-their-work-are-probably-wrong/
57. Landers, R.N., & Callan, R. C. (2014). Validation of the Beneficial and Harmful Work-Related Social Media Behavioral Taxonomies: Development of the Work-Related Social Media Qestionnaire (WSMQ). *Social Science Computer Review, 32*(5), 628–636.
58. Landers, R. N., & Goldberg, A. S. (2013*). Joining the conversation: The effect of online social media on employee behavior*. In M. D. Coovert & L. F. Thompson (Eds.), Psychology of workplace technology (pp. 284–306). New York, NY: Routledge.
59. Li, C. (2010). *Open leadership: How social technology can transform the way you lead.* San Francisco: Jossey-Bass.

60. Lovejoy, K., Waters, R. D., & Saxton, G. D. (2012). Engaging stakeholders through Twitter: How nonprofit organizations are getting more out of 140 characters or less. *Public Relations Review, 38*(2), 313–318.
61. Macey, W. H., & Schneider, B. (2008b). Engaged in engagement: We are delighted we did it. Industrial and Organizational Psychology: *Perspectives on Science and Practice, 1*(1), 76–83.
62. Macnamara, J., & Zerfass, A. (2012). Social media communication in organizations: The challenges of balancing openness, strategy and management. *International Journal of Strategic Communication, 6*(4), 287–308.
63. Marcus, B., Wagner, U., Poole, A., Powell, D. M., & Carswell, J. (2009). The relationship of GMA to counterproductive work behavior revisited. *European Journal of Personality.* 23(6), 489–507.
64. Markos, S., & Sridevi, M. S. (2010). Employee Engagement: The Key to Improving Performance. *International Journal of Business and Management, 5*(12).
65. Masson, R. C., Royal, M. A., Agnew, T. G., & Fine, S. (2008). Leveraging Employee Engagement: *The Practical Implications. Industrial & Organizational Psychology, 1*(1), 56–59.
66. McAfee, A. (2009). *Enterprise 2.0: New collaborative tools for your organization's toughest challenges*. Boston: Harvard Business Press.
67. McCollum, J. (2010). *29% of Companies have a social media policy*. Retrieved June 25, 2016, from www.marketingpilgrim.com/2010/02/29-of-companies-have-a-social-media-policy.html
68. McFarland, L. A., & Ployhart, R. E. (2015). Social Media: A Contextual Framework to Guide Research and Practice. *Journal of Applied Psychology 2015, 100* (6), 1653–1677.
69. Noe, R., Hollenbeck, J., Gerhart, B., & Wright, P. (2007). *Fundamentals of human resource management* (2nd ed.). New York, NY: Mc-Graw-Hill.
70. Ophir, E., Nass, C., & Wagner, A. D. (2009). Cognitive control in media multitaskers. *PNAS Direct Submission 2009, 106 (*37), 15583–15587.
71. Perrin, T. (2003). Working Today: Understanding What Drives Employee Engagement. *The 2003 Towers Perrin Talent Report U.S Report*. Retrieved July 5, 2016, from http://www.towersperrin.com/tp/getwebcachedoc? Webc = HRS/USA/ 2003/200309/ Talent_2003.pdf
72. Piskorski, M. J. (2014). *A Social Strategy: How We Profit from Social Media*. Princeton, NJ: Princeton University Press.
73. Ramesh, B., & Tiwana, A. (1999). Supporting collaborative process knowledge management in new product development teams. *Decision Support Systems, 27*(3), 213–235.
74. Razavi, T. (2001). *Self-report measures: an overview of concerns and limitations of questionnaire use in occupational stress research.* Southampton UK: University of Southampton.

75. Reid, E., Pendleton, C., & Wright, T. D. (2010). Information Gathering and Social Networks: Minimizing Exposure in the Digital Age. *Bloomberg Finance L.P., 3*(9), edition of the Bloomberg Law Reports.
76. Robins, R. W., Hendin, H. M., & Trzesniewski, K. H. (2001). Measuring global self-esteem: Construct validation of a single-item measure and the Rosenberg self-esteem scale. *Personality and Social Psychology Bulletin, 27*, 151–161.
77. Robinson, S. L., & Bennett, R. J. (1995). A typology of deviant workplace behaviors: A multidimensional scaling study. *Academy of Management Journal, 38*(2), 555–572.
78. Robison, J. (2008). *Workplace Socializing Is Productive*. Retrieved July 10, 2016, from http://www.gallup.com/businessjournal/111766/news-flash-workplace-socializing-productive.aspx
79. Rubinstein, J., Meyer, D. E., & Evans, J. E. (2001). Executive Control of Cognitive Processes in Task Switching. *Journal of Experimental Psychology: Human Perception and Performance 2001, 27*(4), 763–797.
80. Sackett, P., Berry, C., Wiemann, S., & Laczo, R. (2006). Citizenship and Counterproductive Behavior: Clarifying Relations Between the two Domains. *Human Performance, 19*(4), 441–64.
81. Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology, 21*(7), 600–619.
82. Salanova, M., Agut, S., & Peiró, J. M. (2005). Linking Organizational Resources and Work Engagement to Employee Performance and Customer Loyalty: The Mediation of Service Climate. *Journal of Applied Psychology, 90*(6), 1217–1227.
83. Salanova, M., Grau, R., Llorens, S., & Schaufeli, W.B. (2001). Exposición a las tecnologías de la información, burnout y engagement: el rol modulador de la autoef icacia profesional [Exposure to information technology, burnout and engagement: about the role of professional self-efficacy*]. Psicología Social Aplicada, 11*, 69–89.
84. Salanova, M., Llorens, S., Cifre, E., Martinez, I., & Schaufeli, W.B. (2003). Perceived collective efficacy, subjective well-being and task performance among electronic work groups: An experimental study. *Small Groups Research, 34*(1), 43–73.
85. Sanbonmatsu, D. M., Strayer, D. L., Ward, N. M., & Watson, J. M. (2013). *Who Multi-Tasks and Why? Multi-Tasking Ability, Perceived Multi-Tasking Ability, Impulsivity, and Sensation Seeking.* Retrieved June 15, 2016, from http:// www.ncbi.nlm.nih.gov/pmc/articles/PMC3553130/
86. Schaufeli, W. B., & Bakker, A. B. (2001). *Werk en welbevinden: Naar een positieve benadering in de Arbeids-en Gezondheidspsychologie* [Work and well-being: Toward a positive apporach in Occupational Health.
87. Schaufeli, W. B., & Bakker, A. B. (2003). *Test manual for the Utrecht Work Engagement Scale.* Unpublished manuscript, Utrecht University, the Netherlands. Retrieved November 17, 2016, from http://www.wilmarschaufeli.nl/publications/ Schaufeli/251.pdf

88. Schaufeli, W. B., Martinez, I., Marques Pinto, A. Salanova, M., & Bakker, A.B. (2002b). Burnout and engagement in university students: Across national study. *Journal of Cross- Cultural Psychology, 33*, 464–481.
89. Schaufeli, W. B., Salanova, M., Gonzalez-Roma, V. & Bakker, A.B. (2002a). The measurement of engagement and burnout and: A confirmative analytic approach. *Journal of Happiness Studies, 3*, 71–92.
90. Schaufeli, W. B., Taris, T. W., & Van Rhenen, W. (2003). *Workaholism, burnout and engagement: Three of a kind or three different kinds of employee well-being?* Submitted for publication.
91. Schwartz, J., Bersin, J., & Pelster, B. (2014). Introduction, Global Human Capital Trends 2014. *Deloitte University Press*. Retrieved September 20, 2016 from http://dupress.com/articles/hc-trends-2014-introduction/
92. Shao, G. (2009), Understanding the Appeal of User-Generated Media: A Uses and Gratification Perspective, *Internet Research*, *19*(1), 7–25.
93. Simpson, M. R. (2009). Engagement at work: A review of the literature. *International Journal of Nursing Studies*, *46*(7), 1012–1024.
94. Solomon, B. S., Duce, D., Harrison, R., & Boness, K. (2012). Modeling social media collaborative work. *International Workshop on Modeling in Software Engineering* (MISE), 43–49.
95. Sonnentag, S. (2003). Recovery, work engagement, and proactive behavior: A new Look at the interface between non-work and work. *Journal of Applied Psychology, 88*, 518–528.
96. Sparks, K., Faragher, B., & Cooper, C.L. (2001). Well-being and occupational health in the 21st century workplace. *Journal of Occupational and Organisational Psychology, 74*, 489-509.
97. Statistical Office of the Republic of Slovenia. (2016*). Delovno aktivno prebivalstvo po skupinah poklicev (SKP-08) in spolu, Slovenija, letno*. Retrieved June 17, 2016, from http://pxweb.stat.si/pxweb/Database/Dem_soc/07_trg_dela/05_akt_preb_po_regis_virih/01_07753_aktivno_preb_letno_povp/01_07753_aktivno_preb_letno_povp.asp/
98. Steger, M. F., Oishi, S., & Kashdan, T. B. (2009). Meaning in life across the life span: Levels and correlates of meaning in life from emerging adulthood to older adulthood. *Journal of Positive Psychology*, *4*(1), 43–52. Retrieved September 11, 2016, from http://dx.doi.org/10.1080/17439760802303127
99. Storey, M. A., Singer, L., Cleary, B., Figueira Filho, F., & Zagalsky, A. (2014). The (R) Evolution of social media in software engineering. *Proceedings of the Future of Software Engineering* at ICSE 2014, Hyderabad, India.
100. Tabachnick, B. G., & Fidell, L. S. (2012). *Using multivariate statistics* (6th ed.). Boston, MA: Pearson.
101. Tech Ranch. (2013, May 15). *Opportunities and Challenges of Social Media in the Workplace.* Retrieved July 17, 2016, from http://techranchaustin.com/opportunities-and-challenges-of-social-media-in-the-workplace/

102. Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a Methodology for Developing Evidence-Informed Management. Knowledge by Means of Systematic Review. *British Journal of Management, 14*(2), 207–222.
103. Treem, J. W., & Leonardi, P. M. (2012). Social Media Use in Organizations: Exploring the Affordances of Visibility, Persistence, Editability, and Association. *Communication Yearbook, 36,* 143-189.
104. Valentino, S., Fleischman, G. M., Sprague, R., & Godkin, L. (2010). Exploring the ethicality of firing employees who blog. *Human Resource Management, 49*, 87–108.
105. Van Zoonen, W., & van der Meer, T. (2015). The importance of source and credibility perception in times of crisis: crisis communication in a socially mediated era. *Journal of Public Relations Research,* 371–388.
106. Vance, R. J. (2006). *Employee Engagement and Commitment. A guide to understanding, measuring and increasing engagement in your organization*. Retrieved July 15, 2016 from, https://www.shrm.org/about/ foundation/ research/ Documents/ 1006EmployeeEngagementOnlineReport.pdf
107. Verhoeven, J. W. M. (2012). *Medewerkers als merkambassaeurs.* SWOCC: Amsterdam.
108. Yokoyama, M. H. (2015). *How social network sites (SNS) have changed the employer–employee relationship and what are the next challenges for human resource (HR)?* Retrieved June 15, 2016, from http://www.sciencedirect.com/science/article /pii/S1809227616300017
109. Yokoyama, M. H., & Sekiguchi, T. (2014). The use of Social Network Sites at the workplace: Case study in Brazilian companies. *Brazilian Business Review, 11*(2), 87–114.

APPENDIXES

TABLE OF APPENDIXES

APPENDIX A: Master's thesis questionnaire in English

MASTER'S THESIS QUESTIONNAIRE

SOCIAL MEDIA IN THE WORKPLACE AND EMPLOYEE WORK ENGAGEMENT

Dear Sir or Madam,

My name is Nastja Breg and I am a student of the Faculty of Economics, University of Ljubljana. This year I am finishing my master's thesis in the International Full Time Master Programme in Business Administration and I would be extremely grateful for your help with the questionnaire below.

I would be very grateful for your agreement to take part in this survey measuring the use of social media by employees at their workplace. The survey should only take 10 minutes to complete. Your privacy is safe, because we will only use "anonymous" aggregate data.

Be assured that all answers you provide will be kept in the strictest confidentiality.

1. WORK-RELATED SOCIAL MEDIA QUESTIONNAIRE (WSMQ)

The scale below is a 5-point Likert-type agreement scale, ranging from Strongly Disagree to Strongly Agree. Please read each statement carefully and decide how you feel about it; if you agree or disagree with the sentence. If you have never had this feeling, cross out the '1' (one) in the space after the statement, which means that you "Strongly Disagree" with the statement. If you have had this feeling before, indicate how much you agree by crossing out the number (from 2 to 5) that best describes how strong you feel that way.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

1.	I've found tutorials and lessons on social media that helped me learn how to perform my job better.	1	2	3	4	5
2.	I have used social media to learn how to perform better at my job.	1	2	3	4	5
3.	I communicate with existing customers or clients via social media.	1	2	3	4	5
4.	I maintain contact with existing customers or clients using social media.	1	2	3	4	5

(table continues)

(continued)

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

5.	I reach out to potential new customers and clients using social media.	1	2	3	4	5
6.	I've identified potential customers and clients by searching social media.	1	2	3	4	5
7.	I ask for help from people on social media when I am having trouble solving a problem at work.	1	2	3	4	5
8.	When I can't solve a problem at work, I ask for help on social media.	1	2	3	4	5
9.	I use social media to contact my co-workers when I am unable to reach them by other means.	1	2	3	4	5
10.	Through social media, I maintain contact with other people in my organization.	1	2	3	4	5
11.	I post on my organization's social media site or group page.	1	2	3	4	5
12.	I use my organization's official social media presence to network.	1	2	3	4	5
13.	I have found pictures, videos, or other content on social media of a co-worker that may harm his or her reputation, and I warned him or her about them.	1	2	3	4	5
14.	I have told my co-worker about the slander others have posted on social media about him or her.	1	2	3	4	5
15.	When someone posts something negative about our organization or its employees on social media, I try to do something about it.	1	2	3	4	5
16.	If I find something on social media that will harm the reputation of my co-workers or our organization, I let people know.	1	2	3	4	5
17.	I have taken advantage of the technical features of social media (like file sharing or scheduling functions) to accomplish work tasks.	1	2	3	4	5
18.	I have used the software features of social media to accomplish a work task quicker or more easily.	1	2	3	4	5
19.	I have shared my personal opinions on social media that others in my workplace found inappropriate or offensive.	1	2	3	4	5
20.	Other people at work have been offended by something I posted on social media.	1	2	3	4	5
21.	I've spent time on social media while at work when I should not have.	1	2	3	4	5
22.	I've used social media when I should have been working.	1	2	3	4	5
23.	I have posted negative opinions about my co-workers or customers on social media.	1	2	3	4	5
24.	I have discussed negative feelings towards clients, customers, or co-workers on social media.	1	2	3	4	5
25.	When I want to use social media, I don't take a break from work - I just do both.	1	2	3	4	5
26.	I access social media while I am doing other work.	1	2	3	4	5

(table continues)

(continued)

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

27.	I have done poor quality work using my organization's social media accounts.	1	2	3	4	5
28.	When doing work for my organization on social media, I have done a poor job.	1	2	3	4	5
29.	My friends have posted photos, videos, or content about me on social media that harmed my professional reputation.	1	2	3	4	5
30.	Clients or customers have posted information about me on social media that harmed my reputation at work.	1	2	3	4	5
31.	I have invited a personal relationship with a client or co-worker that I shouldn't have.	1	2	3	4	5
32.	I've become close to someone I shouldn't have at work because of social media.	1	2	3	4	5
33.	I've stolen information or other content from social media and used it as if it was my own work.	1	2	3	4	5
34.	I've submitted work that wasn't my own because it came from social media.	1	2	3	4	5
35.	I've created an uncomfortable situation by refusing connections with co-workers, supervisors, or customers via social media.	1	2	3	4	5
36.	It has felt awkward at work after I refused a connection on social media with someone at work.	1	2	3	4	5
37.	When I don't have other pressing tasks at work, I use social media to relax.	1	2	3	4	5
38.	I use social media in my free time at work.	1	2	3	4	5

Source: Landers, R. N. & Callan, R. C. (2014). Validation of the beneficial and harmful work-related social media behavioural taxonomies: Development of the Work-Related Social Media Questionnaire (WSMQ). *Social Science Computer Review*, *32*, p. 628-646.

2. EMPLOYEE WORK ENGAGEMENT

The following nine statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross out the '0' (zero) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

Never	Almost Never	Rarely	Sometimes	Often	Very Often	Always
0	**1**	**2**	**3**	**4**	**5**	**6**
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

		Never						Always
1	At my work, I feel bursting with energy.	0	1	2	3	4	5	6
2	At my job, I feel strong and vigorous.	0	1	2	3	4	5	6
3	I am enthusiastic about my job.	0	1	2	3	4	5	6
4	My job inspires me.	0	1	2	3	4	5	6
5	When I get up in the morning, I feel like going to work.	0	1	2	3	4	5	6
6	I feel happy when I am working intensely.	0	1	2	3	4	5	6
7	I am proud of the work that I do.	0	1	2	3	4	5	6
8	I am immersed in my work.	0	1	2	3	4	5	6
9	I get carried away when I am working.	0	1	2	3	4	5	6

Source: Schaufeli, W., & Bakker, A. (2003). Utrecht Work Engagement Scale. © Occupational Health Psychology Unit, Preliminary Manual [Version 1, November 2003], p. 48-58.

3. DEMOGRAPHIC DATA

Please fill out your personal demographic data which will remain anonymous and will be used explicitly for my master thesis research.

Gender: ○ Male ○ Female

How old are you?

- ○ Up to 20
- ○ 21 – 40 years old
- ○ 41 – 60 years old
- ○ 61 or more

Education:

- Primary school or less
- Two or three years at Secondary school
- Four years at Secondary school
- Two years at High school
- First Bologna Stage
- Second Bologna Stage
- Scientific MSc or PhD

Working experience:

Department you are working in:

_____.

Years of working experience:

_____.

Years of working experience in your current company:

_____.

Do you have blocked or limited access to social media at the workplace?

O YES O NO

If yes, to which exactly?

_____.

If yes, despite the limitation of access to social media, do you anyway use them through your smartphone?

O YES O NO

APPENDIX B: Master's thesis questionnaire in Slovene

VPRAŠALNIK ZA MAGISTRSKO NALOGO

DRUŽBENI MEDIJI NA DELOVNEM MESTU IN ZAVZETOST ZAPOSLENIH ZA DELO

Sem študentka mednarodnega magistrskega programa Poslovodenje in organizacija (International Full Time Master Program In Business Administration - IMB) na Ekonomski fakulteti v Ljubljani in v okviru magistrske naloge raziskujem uporabo družbenih medijev na delovnem mestu in zavzetost zaposlenih za delo. Vprašalnik, ki je pred vami, je popolnoma anonimen in vam bo vzel 10 minut časa, rezultati pa bodo predstavljeni agregatno.

Za sodelovanje se vam že vnaprej zahvaljujem.

Nastja Breg

1. VPRAŠALNIK O DRUŽBENIH MEDIJIH V POVEZAVI Z DELOM (WSMQ)

Spodnja lestvica predstavlja petstopenjsko Likertovo lestvico strinjanja, v razponu od "Sploh se ne strinjam" do "Povsem se strinjam". Prosim Vas, da vsako trditev skrbno preberete ter se odločite o svojem stališču – ali se s trditvijo strinjate ali ne. V kolikor se s trditvijo niste nikoli soočili, obkrožite "1", kar pomeni, da "Sploh se ne strinjam" s trditvijo. V kolikor ste se s trditvijo že soočili, označite stopnjo strinjanja s številom (od 2 do 5), ki najbolje označuje Vaše mnenje o trditvi.

Sploh se ne strinjam	Se ne strinjam	Niti niti	Se strinjam	Povsem se strinjam
1	**2**	**3**	**4**	**5**

1.	Spoznal(a) sem, da mi navodila in prikazi na družbenih medijih pomagajo, da svoje delo opravljam bolje.	1	2	3	4	5
2.	Družbene medije sem doslej uporabljal(a) za spoznavanje, kako bolje opravljati svoje naloge.	1	2	3	4	5
3.	Z obstoječimi kupci ali strankami se sporazumevam preko družbenih medijev.	1	2	3	4	5
4.	Stike s kupci ali z obstoječimi strankami vzdržujem z uporabo družbenih medijev.	1	2	3	4	5

se nadaljuje

nadaljevanje

Sploh se ne strinjam	Se ne strinjam	Niti niti	Se strinjam	Povsem se strinjam
1	**2**	**3**	**4**	**5**

5.	Do svojih potencialnih kupcev in strank dostopam z uporabo družbenih medijev.	1	2	3	4	5
6.	Za identifikacijo potencialnih novih strank uporabljam družbene medije.	1	2	3	4	5
7.	Z namenom reševanja zastavljenega problema na delovnem mestu se obrnem po pomoč ljudem na družbenih medijih.	1	2	3	4	5
8.	Če težave na delovnem mestu ne morem rešiti, pomoč poiščem na družbenih medijih.	1	2	3	4	5
9.	Za komuniciranje s sodelavci uporabim družbene medije, če niso dosegljivi na drug način.	1	2	3	4	5
10.	Z drugimi ljudmi v podjetju ohranjam stike prek družbenih medijev.	1	2	3	4	5
11.	Objavljam na straneh družbenih medijev podjetja oziroma na skupni strani podjetja.	1	2	3	4	5
12.	Prisotnost podjetja na družbenih medijih koristim za navezovanje stikov.	1	2	3	4	5
13.	Na družbenih medijih sem našel/la slike, videoposnetke in drugo vsebino sodelavca, ki bi lahko škodovala njegovemu ugledu, zato sem ga na to opozoril/a.	1	2	3	4	5
14.	Sodelavcu sem povedal/a o obrekovanju, ki je bilo objavljeno na njegov račun na družbenih medijih.	1	2	3	4	5
15.	Ko kdo na družbenih medijih objavi kaj negativnega o našem podjetju ali zaposlenih, skušam ukrepati.	1	2	3	4	5
16.	Če na družbenih medijih najdem kaj, kar bi škodovalo ugledu sodelavcev ali našega podjetja, jih o tem obvestim.	1	2	3	4	5
17.	Pri opravljanju delovnih nalog sem izkoristil/a prednosti tehničnega vidika družbenih medijev, kot je souporaba datotek, možnost časovne nastavitve objav**.**	1	2	3	4	5
18.	Poslužil/a sem se funkcij programske opreme družbenih medijev, da bi določeno delovno nalogo opravil/a hitreje ali lažje.	1	2	3	4	5
19.	Na družbenih medijev sem objavil/a lastno mnenje, za katerega so drugi na delovnem mestu menili, da je neprimerno in žaljivo.	1	2	3	4	5
20.	Ljudje so bili užaljeni v zvezi z vsebino, ki sem jo objavil/a na družbenih medijih.	1	2	3	4	5
21.	Na delovnem mestu sem porabil/a čas na družbenih medijih, ko ne bi smel/a.	1	2	3	4	5
22.	Uporabljal/a sem družbene medije, ko bi moral/a delati.	1	2	3	4	5
23.	Na družbenih medijih sem objavljal(a) negativna mnenja o mojih sodelavcih ali kupcih.	1	2	3	4	5
24.	Na družbenih medijih sem negativno razpravljal(a) o strankah, kupcih ali sodelavcih.	1	2	3	4	5
25.	Ko uporabljam družbene medije, ne vzamem odmora pri delu - oboje opravljam hkrati.	1	2	3	4	5
26.	Do družbenih medijev dostopam, medtem ko opravljam drugo delo.	1	2	3	4	5

se nadaljuje

nadaljevanje

Sploh se ne strinjam	Se ne strinjam	Niti niti	Se strinjam	Povsem se strinjam
1	**2**	**3**	**4**	**5**

27.	Dela nisem dobro opravil/a, medtem ko sem uporabljal/a profil podjetja na družbenem omrežju.	1	2	3	4	5
28.	Pri opravljanju dela za podjetje na družbenih medijih, sem slabo izpolnil/a svoje obveznosti.	1	2	3	4	5
29.	Moji prijatelji so na družbenih medijih objavili slike, videoposnetke ali drugo vsebino o meni, ki je škodila mojemu profesionalnemu ugledu.	1	2	3	4	5
30.	Stranke so na družbenih medijih objavile informacije, ki so škodile mojemu ugledu na delovnem mestu.	1	2	3	4	5
31.	S stranko oziroma sodelavcem sem vzpostavil/a osebni odnos, ki ga ne bi smela.	1	2	3	4	5
32.	Zaradi družbenih medijev sem se z osebo, s katero se ne bi smel/a, zbližal/a.	1	2	3	4	5
33.	Z družbenih medijev sem ukradel/la informacije ali vsebino in jih uporabila kot lastno delo.	1	2	3	4	5
34.	Objavil/a sem delo, ki ni bilo moje lastno ampak iz družbenih medijev.	1	2	3	4	5
35.	Ustvaril/a sem neugoden položaj, ko sem zavrnila stike s sodelavci, nadzorniki ali strankami na družbenih medijih.	1	2	3	4	5
36.	Nelagodno sem se počutil/a, ko sem zavrnila stik na družbenih medijih z osebo z dela.	1	2	3	4	5
37.	Ko nimam nujnih opravil na delovnem mestu, družbene medije uporabljam za sprostitev.	1	2	3	4	5
38.	Družbene medije uporabljam v prostem času na delovnem mestu.	1	2	3	4	5

Vir: Landers, R. N. & Callan, R. C. (2014). Validation of the beneficial and harmful work-related social media behavioral taxonomies: Development of the Work-related Social Media Questionnaire (WSMQ). *Social Science Computer Review, 32*, p. 628-646.

2. ZAVZETOST DELAVCEV ZA DELO (EMPLOYEE WORK ENGAGEMENT)

Naslednjih devet trditev opisuje Vaše občutke v povezavi z delom. Vsako poved natančno preberite in ocenite, ali ste se že kdaj tako počutili na delovnem mestu in kako pogosto. V kolikor nikoli niste imeli takšnih občutkov, obkrožite "0" (ničlo) ob trditvi. V kolikor ste že imeli takšen občutek, označite kako pogosto ste to občutili z izbiro ustrezne številke (od 1 do 6), kjer »6« (šest) pomeni Vedno.

Nikoli	Skoraj nikoli	Redko	Včasih	Pogosto	Zelo pogosto	Vedno
0	**1**	**2**	**3**	**4**	**5**	**6**
Nikoli	Nekajkrat na leto ali manj	Enkrat mesečno ali manj	Nekajkrat mesečno	Enkrat tedensko	Nekajkrat na teden	Vsak dan

		Nikoli						Zmeraj
1	Na delu čutim, da sem poln(a) energije.	0	1	2	3	4	5	6
2	Na delu se počutim močne/ga in zagrizene/ga.	0	1	2	3	4	5	6
3	Zagnan/a sem za delom.	0	1	2	3	4	5	6
4	Moja služba me navdihuje.	0	1	2	3	4	5	6
5	Ko se zjutraj zbudim, grem z veseljem v službo.	0	1	2	3	4	5	6
6	Srečen/a sem, ko delam intenzivno.	0	1	2	3	4	5	6
7	Ponosen/a sem nad delom, ki ga naredim.	0	1	2	3	4	5	6
8	Poglobim se v svoje delo.	0	1	2	3	4	5	6
9	Ko delam, me delo prevzame.	0	1	2	3	4	5	6

Vir: Schaufeli, W., & Bakker, A. (2003). Utrecht Work Engagement Scale. © Occupational Health Psychology Unit, Preliminary Manual [Version 1, November 2003], p. 48-58.

3. DEMOGRAFSKI PODATKI

Prosim, izpolnite naslednje demografske podatke. Podatki bodo ostali anonimni, uporabljeni bodo izključno v raziskovalne namene magistrskega dela.

Spol: ○ Moški ○ Ženska

V katero starostno skupino spadate?

- Do 20 let
- 21 – 40 let
- 41 – 60 let
- 61 let ali več

Dokončana izobrazba:

- ☐ Osnovna šola ali manj
- ☐ Dve ali triletna srednja šola (Poklica šola)
- ☐ Štiriletna srednja šola
- ☐ Dveletna višja šola
- ☐ Prva stopnja bolonjskega študija
- ☐ Druga stopnja bolonjskega študija
- ☐ Magisterij ali doktorat znanosti

Delovne izkušnje:

Oddelek (področje), v (na) katerem delate:
_____.

Število let delovnih izkušenj:
_____.

Število let delovnih izkušenj v sedanji organizaciji:
_____.

Ali imate v podjetju omejitev dostopa do uporabe družbenih omrežij?

○ DA ○ NE

Če da, do katerih?
_____.

Če da, ali do družbenih omrežij kljub omejitvi dostopate s pomočjo pametnih telefonov?

○ DA ○ NE

APPENDIX C: SPSS Output - Pearson Correlation Coefficient

Correlations

		Mean_Q3 Zavezanost_delo Zavezanost delavcev za delo	FAC2_1 Komponenta 2: Social Media as a Technical Solution	FAC4_1 Komponenta 4: Information Gathering	FAC1_2 Komponenta 1: Time Theft and Multitasking	FAC3_2 Komponenta 3: Offensive Content
Mean_Q3 Zavezanost_delo Zavezanost delavcev za delo	Pearson Correlation	1	-.038	-.001	-.063	.080
	Sig. (2-tailed)		.654	.986	.462	.346
	N	139	139	139	139	139
FAC2_1 Komponenta 2: Social Media as Technical Solution	Pearson Correlation	-.038	1	.000	.223**	.158
	Sig. (2-tailed)	.654		1.000	.008	.063
	N	139	139	139	139	139
FAC4_1 Komponenta 4: Information Gathering	Pearson Correlation	-.001	.000	1	-.119	.146
	Sig. (2-tailed)	.986	1.000		.162	.087
	N	139	139	139	139	139
FAC1_2 Komponenta 1: Time Theft and Multitasking	Pearson Correlation	-.063	.223**	-.119	1	.000
	Sig. (2-tailed)	.462	.008	.162		1.000
	N	139	139	139	139	139
FAC3_2 Komponenta 3: Offensive Content	Pearson Correlation	.080	.158	.146	.000	1
	Sig. (2-tailed)	.346	.063	.087	1.000	
	N	139	139	139	139	139

**. Correlation is significant at the 0.01 level (2-tailed).

APPENDIX D: Likert agreement scale

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

1.	I've found tutorials and lessons on social media to help me learn how to perform my job better.	1	2	3	4	5
2.	I have used social media to learn how to perform better at my job.	1	2	3	4	5
3.	I communicate with existing customers or clients via social media.	1	2	3	4	5
4.	I maintain contact with existing customers or clients using social media.	1	2	3	4	5
5.	I reach out to potential new customers and clients using social media.	1	2	3	4	5
6.	I've identified potential customers and clients by searching social media.	1	2	3	4	5
7.	I request help from people on social media when I am having trouble solving a problem at work.	1	2	3	4	5
8.	When I can't solve a problem at work, I ask for help on social media.	1	2	3	4	5
9.	I use social media to contact my co-workers when I am unable to reach them by other means.	1	2	3	4	5
10.	Through social media, I maintain contact with other people in my organization.	1	2	3	4	5
11.	I post on my organization's social media site or group page.	1	2	3	4	5
12.	I use my organization's official social media presence to network.	1	2	3	4	5
13.	I have found pictures, videos, or other content on social media of a co-worker that may harm his or her reputation and warned him or her about them.	1	2	3	4	5
14.	I have told my co-worker about the slander others have posted on social media about him or her.	1	2	3	4	5
15.	When someone posts something negative about our organization or its employees on social media, I try to do something about it.	1	2	3	4	5
16.	If I find something on social media that will harm the reputation of my co-workers or our organization, I let people know.	1	2	3	4	5
17.	I have taken advantage of the technical features of social media (like file sharing or scheduling functions) to accomplish work tasks.	1	2	3	4	5
18.	I have used the software features of social media to accomplish a work task faster or more easily.	1	2	3	4	5
19.	I have shared my personal opinions on social media that others in my workplace found inappropriate or offensive.	1	2	3	4	5

(table continues)

(continued)

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

20.	Other people at work have been offended by something I posted on social media.	1	2	3	4	5
21.	I've spent time on social media while at work when I should not have.	1	2	3	4	5
22.	I've used social media when I should have been working.	1	2	3	4	5
23.	I have posted negative opinions about my co-workers or customers on social media.	1	2	3	4	5
24.	I have discussed negative feelings towards clients, customers, or co-workers on social media.	1	2	3	4	5
25.	When I want to use social media, I don't take a break from working - I just do both.	1	2	3	4	5
26.	I access social media while I am doing other work.	1	2	3	4	5
27.	I have done poor quality work using my organization's social media accounts.	1	2	3	4	5
28.	When doing work for my organization on social media, I have done a poor job.	1	2	3	4	5
29.	My friends have posted photos, videos, or content about me on social media that harmed my professional reputation.	1	2	3	4	5
30.	Clients or customers have posted information about me on social media that harmed my reputation at work.	1	2	3	4	5
31.	I have invited a personal relationship with a client or co-worker that I shouldn't have.	1	2	3	4	5
32.	I've become close to someone I shouldn't have at work because of social media.	1	2	3	4	5
33.	I've stolen information or other content from social media and used it as if it was my own work.	1	2	3	4	5
34.	I've submitted work that wasn't my own because it came from social media.	1	2	3	4	5
35.	I've created an uncomfortable situation by refusing connections with co-workers, supervisors, or customers via social media.	1	2	3	4	5
36.	It has felt awkward at work after I refused a connection on social media with someone at work.	1	2	3	4	5
37.	When I don't have other pressing tasks at work, I use social media to relax.	1	2	3	4	5
38.	I use social media in my free time at work.	1	2	3	4	5

Source: Landers, R. N. & Callan, R. C. (2014). Validation of the beneficial and harmful work-related social media behavioural taxonomies: Development of the Work-related Social Media Questionnaire (WSMQ). *Social Science Computer Review, 32*, p. 628-646.

APPENDIX E: Utrecht Work Engagement Scale

Never	Almost Never	Rarely	Sometimes	Often	Very Often	Always
0	**1**	**2**	**3**	**4**	**5**	**6**
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

		Never						Always
1	At my work, I feel bursting with energy.	0	1	2	3	4	5	6
2	At my job, I feel strong and vigorous	0	1	2	3	4	5	6
3	I am enthusiastic about my job.	0	1	2	3	4	5	6
4	My job inspires me.	0	1	2	3	4	5	6
5	When I get up in the morning, I feel like going to work.	0	1	2	3	4	5	6
6	I feel happy when I am working intensely.	0	1	2	3	4	5	6
7	I am proud of the work that I do.	0	1	2	3	4	5	6
8	I am immersed in my work.	0	1	2	3	4	5	6
9	I get carried away when I am working.	0	1	2	3	4	5	6

Source: Schaufeli, W. & Bakker, A. (2003). Utrecht Work Engagement Scale. © Occupational Health Psychology Unit, Preliminary Manual [Version 1, November 2003], p. 48-58.

APPENDIX F: Factor Analysis 1

```
FACTOR
  /VARIABLES Q1a Q1b Q1c Q1d Q1e Q1f Q1g Q1h Q1i Q1j Q1k Q1l Q1m Q1n Q1o Q1p Q1q Q1r
  /MISSING LISTWISE
  /ANALYSIS Q1a Q1b Q1c Q1d Q1e Q1f Q1g Q1h Q1i Q1j Q1k Q1l Q1m Q1n Q1o Q1p Q1q Q1r
  /PRINT INITIAL CORRELATION SIG DET KMO EXTRACTION ROTATION
  /FORMAT SORT BLANK(.40)
  /PLOT EIGEN
  /CRITERIA MINEIGEN(1) ITERATE(250)
  /EXTRACTION PC
  /CRITERIA ITERATE(25)
  /ROTATION VARIMAX
  /SAVE REG(ALL)
  /METHOD=CORRELATION.
```

Factor Analysis1

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.868
Bartlett's Test of Sphericity	Approx. Chi-Square	1578.061
	df	153
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
1	7.734	42.967	42.967	7.734	42.967
2	1.919	10.662	53.629	1.919	10.662
3	1.536	8.533	62.162	1.536	8.533
4	1.316	7.308	69.470	1.316	7.308
5	.935	5.196	74.666		
6	.665	3.693	78.359		
7	.590	3.280	81.639		
8	.573	3.186	84.825		
9	.485	2.694	87.520		
10	.377	2.094	89.614		

(table continues)

Total Variance Explained

(continued)

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
11	.351	1.952	91.567		
12	.316	1.756	93.323		
13	.306	1.698	95.021		
14	.277	1.538	96.559		
15	.184	1.021	97.580		
16	.165	.916	98.496		
17	.150	.832	99.328		
18	.121	.672	100.000		

Total Variance Explained

Component	Extraction Sums of Squared Loadings	Rotation Sums of Squared Loadings		
	Cumulative %	Total	% of Variance	Cumulative %
1	42.967	3.792	21.069	21.069
2	53.629	3.191	17.730	38.799
3	62.162	3.177	17.650	56.449
4	69.470	2.344	13.021	69.470
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				

Extraction Method: Principal Component Analysis.

Rotated Component Matrix[a]

	Component			
	1	2	3	4
Q1e: Do svojih potencialnih kupcev in strank dostopam z uporabo družbenih medijev.	.876			
Q1d: Stike s kupci ali z obstoječimi strankami vzdržujem z uporabo družbenih medijev.	.874			
Q1c: Z obstoječimi kupci ali strankami se sporazumevam preko družbenih medijev.	.863			
Q1f: Za identifikacijo potencialnih novih strank uporabljam družbene medije.	.654			
Q1k: Objavljam na straneh družbenih medijev podjetja oziroma na skupni strani podjetja.	.596	.401		
Q1i: Za komuniciranje s sodelavci uporabim družbene medije, če niso dosegljivi na drug način.		.815		
Q1j: Z drugimi ljudmi v podjetju ohranjam stike preko družbenih medijev.		.778		
Q1l: Prisotnost podjetja na družbenih medijih koristim za navezovanje stikov.	.420	.586		
Q1q: Pri opravljanju delovnih nalog sem izkoristil/a prednosti tehničnega vidika družbenih medijev, kot je souporaba datotek, možnost časovne nastavitve objav.		.573		
Q1g: Z namenom reševanja zastavljenega problema na delovnem mestu se obrnem po pomoč ljudem na družbenih medijih.		.571		
Q1r: Poslužil/a sem se funkcij programske opreme družbenih medijev, da bi določeno delovno nalogo opravil/a hitreje ali lažje.		.484	.404	
Q1n: Sodelavcu/ki sem povedal/a o obrekovanju, ki je bilo objavljeno na njegov/njen račun na družbenih medijih.			.828	
Q1o: Ko kdo na družbenih medijih objavi kaj negativnega o našem podjetju ali zaposlenih, skušam ukrepati.			.804	
Q1m: Na družbenih medijih sem našel/la slike, videoposnetke in drugo vsebino sodelavca/ke, ki bi lahko škodovala njegovemu/njenemu ugledu, zato sem ga/jo na to opozoril/a.			.748	
Q1p: Če na družbenih medijih najdem kaj, kar bi škodovalo ugledu sodelavcev ali našega podjetja, jih o tem obvestim.			.677	
Q1b: Družbene medije sem doslej uporabljal(a) za spoznavanje, kako bolje opravljati svoje naloge.				.860
Q1a: Spoznal(a) sem, da mi navodila in prikazi na družbenih medijih pomagajo, da svoje delo opravljam bolje.				.832
Q1h: Če težave na delovnem mestu ne morem rešiti, pomoč poiščem na družbenih medijih.		.482		.671

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.[a]
a. Rotation converged in 6 iterations.

APPENDIX G: Factor Analysis 2

```
FACTOR
  /VARIABLES Q2a Q2b Q2c Q2d Q2e Q2f Q2g Q2h Q2i Q2j Q2k Q2l Q2m Q2n Q2o Q2p Q2q Q2r Q2s Q2t
  /MISSING LISTWISE
  /ANALYSIS Q2a Q2b Q2c Q2d Q2e Q2f Q2g Q2h Q2i Q2j Q2k Q2l Q2m Q2n Q2o Q2p Q2q Q2r Q2s Q2t
  /PRINT INITIAL CORRELATION SIG DET KMO EXTRACTION ROTATION
  /FORMAT SORT BLANK(.40)
  /PLOT EIGEN
  /CRITERIA MINEIGEN(1) ITERATE(250)
  /EXTRACTION PC
  /CRITERIA ITERATE(25)
  /ROTATION VARIMAX
  /SAVE REG(ALL)
  /METHOD=CORRELATION.
```

Factor Analysis2

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.850
Bartlett's Test of Sphericity	Approx. Chi-Square	1979.058
	df	190.000
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
1	8.764	43.820	43.820	8.764	43.820
2	2.698	13.489	57.309	2.698	13.489
3	1.167	5.833	63.141	1.167	5.833
4	1.022	5.109	68.250	1.022	5.109
5	.855	4.277	72.527		
6	.816	4.081	76.608		
7	.730	3.649	80.257		
8	.694	3.470	83.728		
9	.568	2.839	86.567		
10	.518	2.588	89.155		
11	.368	1.841	90.996		
12	.317	1.585	92.581		
13	.303	1.514	94.095		

(table continues)

Total Variance Explained

(continued)

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
14	.266	1.329	95.424		
15	.217	1.085	96.509		
16	.209	1.044	97.552		
17	.151	.753	98.306		
18	.138	.688	98.993		
19	.110	.551	99.544		
20	.091	.456	100.000		

Total Variance Explained

Component	Extraction Sums of Squared Loadings	Rotation Sums of Squared Loadings		
	Cumulative %	Total	% of Variance	Cumulative %
1	43.820	3.953	19.765	19.765
2	57.309	3.484	17.421	37.186
3	63.141	3.189	15.945	53.131
4	68.250	3.024	15.119	68.250
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				

(table continues)

Total Variance Explained

(continued)

Component	Extraction Sums of Squared Loadings	Rotation Sums of Squared Loadings		
	Cumulative %	Total	% of Variance	Cumulative %
18				
19				
20				

Extraction Method: Principal Component Analysis.

Rotated Component Matrix[a]

	Component			
	1	2	3	4
Q2s: Ko nimam nujnih opravil na delovnem mestu, družbene medije uporabljam za sprostitev.	.811			
Q2h: Do družbenih medijev dostopam, medtem ko opravljam drugo delo.	.808			
Q2t: Družbene medije uporabljam v prostem času na delovnem mestu.	.805			
Q2g: Ko uporabljam družbene medije, ne vzamem odmora pri delu - oboje opravljam hkrati.	.782			
Q2c: Na delovnem mestu sem porabil/a čas na družbenih medijih, ko ne bi smel/a.	.718			
Q2d: Uporabljal/a sem družbene medije, ko bi moral/a delati.	.714	.422		
Q2l: Stranke so na družbenih medijih objavile informacije, ki so škodile mojemu ugledu na delovnem mestu.		.809		
Q2k: Moji prijatelji so na družbenih medijih objavili slike, videoposnetke ali drugo vsebino o meni, ki je škodila mojemu profesionalnemu ugledu.		.730		
Q2f: Na družbenih medijih sem negativno razpravljal(a) o strankah, kupcih ali sodelavcih.		.651		.484
Q2e: Na družbenih medijih sem objavljal(a) negativna mnenja o mojih sodelavcih ali kupcih.		.642		.476
Q2i: Dela nisem dobro opravil/a, medtem ko sem uporabljal/a profil podjetja na družbenem omrežju.		.582		
Q2m: S stranko oziroma sodelavcem sem vzpostavil/a osebni odnos, ki ga ne bi smela.		.558	.496	

(table continues)

Rotated Component Matrix[a]

(continued)

	Component			
	1	2	3	4
Q2b: Ljudje so bili užaljeni v zvezi z vsebino, ki sem jo objavil/a na družbenih medijih.			.805	
Q2a: Na družbenih medijih sem objavil/a lastno mnenje, za katerega so drugi na delovnem mestu menili, da je neprimerno in žaljivo.			.767	
Q2r: Nelagodno sem se počutil/a, ko sem zavrnila stik na družbenih medijih z osebo z dela.			.673	
Q2n: Zaradi družbenih medijev sem se z osebo, s katero se ne bi smel/a, zbližal/a.			.663	
Q2p: Objavil/a sem delo, ki ni bilo moje lastno ampak iz družbenih medijev.				.800
Q2o: Z družbenih medijev sem ukradel/la informacije ali vsebino in jih uporabila kot lastno delo.				.749
Q2q: Ustvaril/a sem neugoden položaj, ko sem zavrnila stike s sodelavci, nadzorniki ali strankami na družbenih medijih.			.436	.629
Q2j: Pri opravljanju dela za podjetje na družbenih medijih, sem slabo izpolnil/a svoje obveznosti.				.628

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.[a]
a. Rotation converged in 6 iterations.

APPENDIX H: Factor Analysis 3

```
FACTOR
  /VARIABLES Q3a Q3b Q3c Q3d Q3e Q3f Q3g Q3h Q3i
  /MISSING LISTWISE
  /ANALYSIS Q3a Q3b Q3c Q3d Q3e Q3f Q3g Q3h Q3i
  /PRINT INITIAL CORRELATION SIG DET KMO EXTRACTION ROTATION
  /FORMAT SORT BLANK(.40)
  /PLOT EIGEN
  /CRITERIA MINEIGEN(1) ITERATE(250)
  /EXTRACTION PC
  /CRITERIA ITERATE(25)
  /ROTATION VARIMAX
  /METHOD=CORRELATION.
```

Factor Analysis 3

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.864
Bartlett's Test of Sphericity	Approx. Chi-Square	772.901
	df	36
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
1	5.116	56.839	56.839	5.116	56.839
2	1.346	14.951	71.790	1.346	14.951
3	.697	7.747	79.537		
4	.449	4.989	84.526		
5	.406	4.507	89.033		
6	.314	3.491	92.524		
7	.266	2.956	95.479		
8	.214	2.375	97.854		
9	.193	2.146	100.000		

Total Variance Explained

Component	Extraction Sums of Squared Loadings	Rotation Sums of Squared Loadings		
	Cumulative %	Total	% of Variance	Cumulative %
1	56.839	3.712	41.240	41.240
2	71.790	2.750	30.550	71.790
3				
4				
5				
6				
7				
8				
9				

Extraction Method: Principal Component Analysis.

Rotated Component Matrix[a]

	Component	
	1	2
Q3d: Moja služba me navdihuje.	.821	
Q3e: Ko se zjutraj zbudim, grem z veseljem v službo.	.818	
Q3a: Na delu čutim, da sem poln(a) energije.	.817	
Q3b: Na delu se počutim močne/ga in zagrizene/ga.	.787	
Q3c: Zagnan/a sem za delo.	.725	.411
Q3f: Srečen/a sem, ko delam intenzivno.	.629	.488
Q3h: Poglobim se v svoje delo.		.879
Q3g: Ponosen/a sem nad delom, ki ga naredim.		.861
Q3i: Ko delam, me delo prevzame.		.816

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.[a]
a. Rotation converged in 3 iterations.

APPENDIX I: Regression

```
REGRESSION
 /DESCRIPTIVES MEAN STDDEV CORR SIG N
 /MISSING LISTWISE
 /STATISTICS COEFF OUTS R ANOVA CHANGE ZPP
 /CRITERIA=PIN(.05) POUT(.10)
 /NOORIGIN
 /DEPENDENT Mean_Q3Zavezanost_delo
 /METHOD=ENTER XSPOL1 XSTAR2a4 XIZ1a2
 /METHOD=ENTER FAC2_1 FAC4_1
 /METHOD=ENTER FAC1_2 FAC3_2.
```

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	.165[a]	.027	.006	.9019	.027	1.256
2	.173[b]	.030	-.007	.9074	.003	.184
3	.227[c]	.051	.001	.9041	.022	1.485

Model Summary

Model	Change Statistics		
	df1	df2	Sig. F Change
1	3[a]	135	.292
2	2[b]	133	.832
3	2[c]	131	.230

a. Predictors: (Constant), Kakšna je vaša najvišja dosežena formalna izobrazba? , Spol:, V katero starostno skupino spadate?

b. Predictors: (Constant), Kakšna je vaša najvišja dosežena formalna izobrazba? , Spol:, V katero starostno skupino spadate?, Komponenta 2: Social Media as Technical Solution, Komponenta 4: Information Gathering

c. Predictors: (Constant), Kakšna je vaša najvišja dosežena formalna izobrazba? , Spol:, V katero starostno skupino spadate?, Komponenta 2: Social Media as Technical Solution, Komponenta 4: Information Gathering, Komponenta 3: Offensive Content, Komponenta 1: Time Theft and Multitasking

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.065	3	1.022	1.256	.292[b]
	Residual	109.815	135	.813		
	Total	112.880	138			
2	Regression	3.369	5	.674	.818	.539[c]
	Residual	109.511	133	.823		
	Total	112.880	138			
3	Regression	5.797	7	.828	1.013	.425[d]
	Residual	107.083	131	.817		
	Total	112.880	138			

a. Dependent Variable: Zavezanost delavcev za delo

b. Predictors: (Constant), Kakšna je vaša najvišja dosežena formalna izobrazba? , Spol:, V katero starostno skupino spadate?

c. Predictors: (Constant), Kakšna je vaša najvišja dosežena formalna izobrazba? , Spol:, V katero starostno skupino spadate?, Komponenta 2: Social Media as Technical Solution, Komponenta 4: Information Gathering

d. Predictors: (Constant), Kakšna je vaša najvišja dosežena formalna izobrazba? , Spol:, V katero starostno skupino spadate?, Komponenta 2: Social Media as Technical Solution, Komponenta 4: Information Gathering, Komponenta 3: Offensive Content, Komponenta 1: Time Theft and Multitasking

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	4.237	.448		9.457
	Spol:	-.123	.157	-.067	-.780
	V katero starostno skupino spadate?	-.009	.064	-.013	-.146
	Kakšna je vaša najvišja dosežena formalna izobrazba?	.104	.060	.150	1.740
2	(Constant)	4.279	.458		9.346
	Spol:	-.117	.159	-.064	-.738
	V katero starostno skupino spadate?	-.025	.069	-.034	-.356
	Kakšna je vaša najvišja dosežena formalna izobrazba?	.107	.061	.154	1.735
	Komponenta 2: Social Media as Technical Solution	-.034	.080	-.038	-.424
	Komponenta 4: Information Gathering	.038	.082	.041	.459
3	(Constant)	4.378	.461		9.506
	Spol:	-.178	.164	-.098	-1.090
	V katero starostno skupino spadate?	-.040	.069	-.055	-.580
	Kakšna je vaša najvišja dosežena formalna izobrazba?	.119	.062	.172	1.931
	Komponenta 2: Social Media as Technical Solution	-.030	.083	-.033	-.360
	Komponenta 4: Information Gathering	.021	.082	.023	.255
	Komponenta 1: Time Theft and Multitasking	-.102	.084	-.113	-1.218
	Komponenta 3: Offensive Content	,098	,079	,109	1,238

Coefficients[a]

Model		Sig.	Correlations		
			Zero-order	Partial	Part
1	(Constant)	.000			
	Spol:	.437	-.061	-.067	-.066
	V katero starostno skupino spadate?	.884	-.049	-.013	-.012
	Kakšna je vaša najvišja dosežena formalna izobrazba?	.084	.149	.148	.148
2	(Constant)	.000			
	Spol:	.462	-.061	-.064	-.063
	V katero starostno skupino spadate?	.722	-.049	-.031	-.030
	Kakšna je vaša najvišja dosežena formalna izobrazba?	.085	.149	.149	.148
	Komponenta 2: Social Media as Technical Solution	.672	-.038	-.037	-.036
	Komponenta 4: Information Gathering	.647	-.001	.040	.039
3	(Constant)	.000			
	Spol:	.278	-.061	-.095	-.093
	V katero starostno skupino spadate?	.563	-.049	-.051	-.049
	Kakšna je vaša najvišja dosežena formalna izobrazba?	.056	.149	.166	.164
	Komponenta 2: Social Media as Technical Solution	.719	-.038	-.031	-.031
	Komponenta 4: Information Gathering	.799	-.001	.022	.022
	Komponenta 1: Time Theft and Multitasking	.225	-.063	-.106	-.104
	Komponenta 3: Offensive Content	.218	.080	.108	.105

a. Dependent Variable: Zavezanost delavcev za delo