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Strategies Functional Managers Use to Control Cyberloafing Behaviors

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Abstract

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MBA, Excelsior College, 2010

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Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Computer technologies have increased the opportunities for employees to engage in cyberloafing by using the Internet at work for personal purposes. Uncontrolled cyberloafing is a threat to organizational effectiveness because it affects organizational productivity. The purpose of this single case study was to explore successful strategies functional managers use to control cyberloafing behaviors of their employees at an e-learning organization located in the northeastern United States. The theory of planned behavior, which emphasized behavioral, normative, and control beliefs as key elements to predict individuals' intentions to behave was the conceptual framework. Data collection included semistructured face-to-face interviews with 11 functional managers and an exploration of organizational policies, procedures, and handbooks. Data analysis included examination of word frequencies, keyword coding, and theme identification. Using Yin's 5 steps for data analysis, 3 themes emerged: create engaging jobs, communicate clear expectations, and promote a positive work environment. Functional managers in the e-learning organization in this study may control cyberloafing by ensuring that social norms convey disapproval, combining deterrence policies and performance metrics; and showing attitudes that promote citizenship behaviors. The implications for positive social change include the potential to provide the e-learning organization in this study with best practices that support employees' needs for work-life balance, thus promoting employee satisfaction while maximizing employee productivity. As a result, the findings of this study can decrease stress, increase morale and positively impact the overall well-being of the organization's workforce.

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Dedication

I want to thank my mother, who motivated me to follow my heart and keep learning throughout my life. Since I was little, she taught me that *querer es poder,* which is Spanish for *where there is a will, there is a way***.** Her encouragement allowed me to reach this point in my academic journey. I dedicate this study to my loving and patient husband, Miguel, who never doubted that I would complete the program, even when I was not so sure. He shared my dream, and his faith in me kept me going. I look forward to continuing to chase our dreams together.

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I am very grateful to Dr. Lisa Kangas for her dedication and guidance throughout this journey. Her constant encouragement kept me focused on my goal. I would like to acknowledge my committee members Dr. Kenneth Gossett and Dr. Kim Critchlow. Their valuable guidance and suggestions contributed significantly to my study. Finally, I would like to acknowledge Ellen DeGeneres. Ellen does not know it, but her jokes were my coping mechanism for dealing with the stress, and they kept me swimming!

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Section 1: Foundation of the Study

The use of electronic technology in organizations has generated new employee behaviors that have captured the interest of researchers (Sheikh, Atashgah, & Adibzadegan, 2015; Vitak, Crouse, & Larose, 2011; Zoghbi-Manrique-De-Lara, 2012). An example of these new behaviors is conducting personal business using work computers. The focus of this study was to explore successful strategies to control cyberloafing behaviors. Section 1 includes the background of the problem, the problem statement, the purpose statement, the nature of the study, and the research questions. In addition, I will discuss the conceptual framework and introduce the assumptions, limitations, and delimitations of my study. The section concludes with a literature review.

Background of the Problem

Employees' use of work computers for personal activities has generated new organizational challenges. Employees have found opportunities to avoid work by using technology for personal purposes (Al-Shuaibi, Subramaniam, & Shamsudin, 2014; Hassan, Reza, & Farkhad, 2015). Jia, Jia, and Karau (2013) called the behavior *cyberloafing*. Understanding cyberloafing behaviors might facilitate the development of strategies to reduce the organizational impact.

Data on the impact of cyberloafing on organizations are mixed. Hassan et al. (2015) classified cyberloafing as a deviant behavior that managers should control because cyberloafing lowered organizational productivity. On the contrary, König and Caner de la Guardia (2014) argued that allowing some cyberloafing has positive effects on employee productivity. Wang, Tian, and Shen (2013) concluded that individual and organizational

factors affect cyberloafing behaviors. Andreassen, Torsheim, & Pallesen (2014a) and Jian (2013) investigated cyberloafing and supported the need to design strategies to control cyberloafing.

Problem Statement

Blurred boundaries between work life and personal life have promoted the increase of cyberloafing behaviors in the workplace (Jian, 2013). Seventy five percent of employees disclosed to cyberloaf 51 minutes per workday to make work more interesting (Lim & Chen, 2012). The general business problem is that employees' cyberloafing behaviors negatively affect employee productivity. The specific business problem is that functional managers often lack strategies to control cyberloafing behaviors of their employees.

Purpose Statement

The purpose of this qualitative single case study was to explore successful strategies functional managers use to control cyberloafing behaviors of their employees. The targeted population consisted of functional managers who worked in areas that reported cyberloafing at an e-learning organization located in the northeastern United States. The implications for positive social change includes the potential to help organizations by contributing with strategies to support employees' needs for work-life balance, thus promoting employee satisfaction while maximizing employee productivity.

Nature of the Study

Qualitative research is an inductive method of inquiry useful for exploring participants' views and experiences (Bernard, 2013). For this study, I chose a qualitative

method of inquiry instead of a quantitative method because qualitative research allows the researcher to collect rich data from complex human experiences (Bernard, 2013). Qualitative methodology provides an avenue for participants to convey their point of view (Bernard, 2013). Therefore, a qualitative study was more appropriate for a comprehensive analysis of subjective constructs than was either a quantitative or a mixed-methods study. Quantitative research is a deductive method of inquiry useful for evaluating cause and effect relationships (Bansal & Corley, 2012). My intention was not to evaluate a cause and effect relationship; thus deductive processes did not help in finding an answer. Mixed method research combines qualitative and quantitative elements to conduct complementary research to answer the research questions (Yin, 2014); therefore, a mixed method was not a feasible option for this study.

An exploratory case study is a design strategy that allows for in an in-depth understanding of a specific problem and enables the researcher to explore complex phenomena within the boundaries of time and location (Yin, 2014). For this study, I selected an exploratory case study design because I intended to explore successful strategies used to control cyberloafing in an e-learning organization located in the northeastern United States. An exploratory case study supports the collection of data from multiple sources to corroborate the findings (Yin, 2014). I used semistructured interviews and documentation as sources of data. A phenomenological method did not fit this study. Phenomenological researchers seek to understand the lived experiences of participants (Moustakas, 1994). An ethnography design did not fit this study because

ethnographic researchers learn about the culture of a group or population in their environment (Chikweche & Fletcher, 2012).

Research Question

The central research question for this study was: What successful strategies do functional managers use to control cyberloafing behaviors of their employees? I conducted semistructured interviews with functional managers using the open-ended interview questions presented in the next section.

Interview Questions

1. What strategies do you use to control cyberloafing in your area?
2. How do you react when you walk around and observe your subordinates conducting personal business on their computers at work?
3. How do you react when you are conducting personal business on your computer and a coworker interrupts you?
4. How do you react when you are conducting personal business on your computer and your manager interrupts you?
5. How do cyberloafing activities affect the performance evaluation of your subordinates?
6. How do you and your team respond to company leadership using Internet monitoring software as a strategy to determine Internet use?
7. What else that I may be missing, would you like to discuss regarding cyberloafing?

Conceptual Framework

The theory of planned behavior ([TPB]; Ajzen, 1991) was the conceptual framework for this study. Ajzen and Fishbein (1980) worked to explain deliberate behaviors. Using the theory of reasoned action, they predicted the intention to behave by connecting people's belief and behaviors (Ajzen & Fishbein, 1980). In 1991, Icen Ajzen studied the ability to hide and control behaviors, expanded the theory of reasoned action to include elements of perceived behavioral control, and called it the theory of planned behavior. Azjen (1991) concluded that if an individual can deliberate a behavior, then the individual can plan for the behavior. Researchers use TPB to understand how to modify behaviors (Ajzen & Sheikh, 2013). The main focus of the TPB is to explain the behaviors over which individuals have the ability to exercise self-control. The key components of TPB are behavioral belief, normative belief, and control belief (Azjen, 2012).

For the purpose of this study, the TPB may explain the elements of the intention to engage in cyberloafing as behaviors related to an individual's self-control. A favorable attitude toward the personal use of Internet at work could increase the employees' motivational factors toward the behavior. Supervisors who cyberloaf may encourage employees' subjective norms to approve work computers for personal use. An autonomous work environment could promote the perceived behavioral control and facilitate cyberloafing behaviors. Behavioral belief, normative belief, and control belief encompass key elements to identify strategies to control cyberloafing behaviors. Cyberloafing is a complex problem with multiple variables. The TPB is a conceptual

model appropriated for a holistic exploration of strategies to control cyberloafing behaviors.

Operational Definitions

Cyberloafing: All intentional personal activities that employees perform during work hours using their companies' Internet connection (Jia, Jia, & Karau, 2013; Lim, Teo, & Loo, 2002).

Functional manager: Functional manager includes corporate staff responsible for managing a department or business area. They ensure that the business functions (e.g., finance, legal, and marketing) support strategic goals (Wulf, 2012).

Knowledge economy: The consumption and production of intellectual capital that sustains a large part of the economic activity in industrialized countries (Carnevale & Smith, 2013).

Perceived control: Perceived control relates to the individuals' perceptions of their skills and abilities to perform the activity or behavior successfully (Ajzen, 2012).

Subjective norms: Subjective norms are the individual's perception of social pressures to perform or not to perform an activity or behavior (Ajzen, 2012).

Assumptions, Limitations, and Delimitations

Assumptions

The term *assumptions,* in qualitative studies, refers to the scholar's philosophical notions used to guide, inquire, and interpret results (Marshall & Rossman, 2015). This study included four assumptions. First, I assumed participants in the study would engage in cyberloafing behaviors without knowing that they were performing an activity called

cyberloafing. The second assumption was that participants in the study would not intend to harm the company by engaging in cyberloafing activities. The third assumption was that participants in the study would engage in cyberloafing sporadically and not as a compulsive or addictive behavior. My final assumption was that participants would be honest in their responses to the interview questions.

Limitations

The term *limitations,* in qualitative studies, refers to potential weaknesses affecting the research (Gioia, Corley, & Hamilton, 2013; Marshall & Rossman, 2015). This includes access to information and acknowledgment of the researcher's personal biases and idiosyncrasies (Marshall & Rossman, 2015). Participants worked at an organization that conducted most of its business online. The characteristics of participants' organizational culture represented differences from other workers at face-to-face institutions. The online business model of the organization did not represent traditional organizations.

Antoher limitation may be my unfamiliarity with conducting case study research; this was my first was my first application of this design. Yin (2014) stressed the importance of researcher training in applying case study methodology. I prepared for the rigor of case study research by completing several graduate-level research design courses, practicing with pilot projects, and reviewing numerous peer-reviewed articles and dissertations. In addition, I worked closely with my chair and committee members and followed their directions to ensure the validity of my study.

Delimitations

In qualitative studies, the term *delimitations* refers to the boundaries defined by researchers to ensure that they focus on accomplishing reasonable goals (Alina, Mathis, & Oriol, 2012; Marshall & Rossman, 2015). The scope of this study included an e-learning organization located in the northeastern United States. My intent was to interview functional managers. I excluded participants who held positions in the provost office or who held roles as faculty members. Only functional managers who worked outside the provost office received an invitation to participate.

Significance of the Study

This study is of value to the practice of business because it provided strategies to mitigate the loss of employee productivity and profitability for the business. The contributions to professional or practitioner applications are filling in the gaps of the organizational productivity with strategies that discourage employees from engaging in cyberloafing. The implications for positive social change included the potential of providing strategies to control cyberloafing behaviors, thus increasing employee productivity while promoting employee satisfaction.

Contribution to Business Practice

This study fills a gap in the literature of cyberloafing and contributes to business practice by providing information for business leaders looking to improve productivity while promoting job satisfaction. Understanding strategies that functional managers are using to control cyberloafing behaviors may provide insight on best practices for reducing cyberloafing during the workday, as well as related conflicts between managers

and employees. The findings of this study may help business leaders to design new strategies and evaluate the current strategies used to control cyberloafing behaviors. Business leaders may use the outcome of this study to create organizational policies and design employee training to provide guidelines on cyberloafing. The results of this study may help organizations to promote a better working relationship between employees and supervisors; therefore, it may promote job satisfaction, employee engagement, and employee productivity.

Implications for Social Change

The knowledge economy replaced the assembly lines of labor systems with flexible technologies that rely on skilled, educated, and autonomous employees (Carnevale & Smith, 2013). The knowledge economy created opportunities to work outside the traditional work schedule and caused blurred boundaries between personal life and work life (Jian, 2013). The result of this study may help to build a foundation for a new way of thinking about employees' expectations in the knowledge economy. The findings of the study will provide new insights on cyberloafing and may help business leaders to design strategies to discourage cyberloafing and modify their criteria to evaluate employees' performance. This study may have a positive impact on social change by providing organizations with best practices that to support policies to promote employees' work-life balance. The findings in this study can also promote a better work environment while reducing the working hours spent in cyberloafing activities. As a result, this can decrease stress, increase morale and positively impact the overall well-being of workforce and communities.

A Review of the Professional and Academic Literature

The increase of electronic technologies at work has increased opportunities for employees to engage in cyberloafing behaviors (Vitak et al., 2011; Zoghbi-Manrique-De-Lara, 2012). Organizational leaders must design and implement policies to manage employee use of technologies (Wang et al., 2013). The purpose of this study was to explore how functional managers use strategies to control cyberloafing behaviors of their employees. The research question was: What successful strategies do functional managers use to control cyberloafing behaviors of their employees?

The literature review includes content on the theory of planned behavior. The conceptual framework comprises the key elements of the intention to cyberloaf. The literature review comprises the most important aspects of the conceptual framework that are relevant to the research on strategies to control cyberloafing behaviors. After presenting the conceptual framework, I review the conceptualization of cyberloafing. Then, I consider different perspectives on cyberloafing, restorative and withdrawal behaviors as antecedents of cyberloafing, and control mechanisms used to prevent cyberloafing behaviors.

The majority of the research materials used for the literature review were peer-reviewed, scholarly journal articles accessed through the Walden University Library database online system. I collected articles by accessing the following research databases: EBSCOhost, ProQuest, Emerald Management, SAGE Premier, ScienceDirect Business Source Complete, and Google Scholar. My searches included keywords related to the study: cyberloafing, cyberslacking, personal Internet use, non-work-related computing,

Internet abuse, problematic Internet use, counterproductive work behaviors, employee deviance, job design, job satisfaction, and theory of planned behavior. The result of the literature review was 64 journal articles and one book, with 92% consisting of peer-reviewed articles published in or after 2012. I began the literature review with the theory of planned behavior and its applications to cyberloafing.

Theory of Planned Behavior

Understanding the source of cyberloafing antecedents is valuable in designing strategies to manage the behavior (Sheikh et al., 2015). Ajzen and Fishbein (1980) found that individuals do not perform behaviors in a mindless fashion; on the contrary, individuals assess behavior-relevant information that is available to them. Ajzen and Fishbein realized that the decision to perform a behavior comes after a rational assessment, which led them to develop the theory of reasoned action. Ajzen (1991) expanded the theory of reasoned action to develop the theory of planned behavior (TPB). The TPB has been used to study several behaviors (Ajzen, 2012). The TPB has undergone scrutiny for overemphasizing the cognitive aspects of the behavior at the expense of the emotional aspects (Ajzen & Sheikh, 2013).

First, the theory of reasoned action succeeded in explaining how general attitudes could predict individual behavior (Ajzen, 2012). The theory of reasoned action defined the attitudinal component of the behavior as the attitudes that an individual holds toward a particular behavior of interest (Ajzen 2012). Azjen and Fishbein (1980) considered the individual perception of social norms in relationship to the particular behavior of interest when they developed the theory of reasoned action. They explained the intention to

behave as a joint function of a positive or negative attitude toward the behavior and of a subjective norm that promotes or rejects its performance. However, Azjen and Fishbein's goal was to explain behaviors over which individuals have complete control. Therefore, the theory of reasoned action failed to predict behaviors over which individuals lack control or have limited control (Ajzen, 2012).

Later, Azjen (1991) extended the theory of reasoned action by adding elements of perceived behavioral control and developed the TPB to predict deliberate behavior. Ajzen found that the degree of behavioral control moderated the effect of the intention to behave. Ajzen expanded his work to study the effects of perceived behavioral control based on the concept of self-efficacy and found that it influenced perseverance and performance.

The key components of TPB are behavioral belief, normative belief, and control belief (Ajzen & Sheikh, 2013). Ajzen and Fishbein's work linked behavioral belief to motivational factors (Ajzen & Sheikh, 2013). Azjen (1991) explained that behavioral belief could generate a favorable or unfavorable attitude towards the behavior. Normative beliefs relate to the social norms or expectations of the group (Ajzen, 1991). Attitudes and social norms can affect the subjective norms or beliefs about whether most members of a group approve or disapprove of the behavior. Ajzen found that measuring actual control represented a problem depending on the circumstances and overcame the problem of measuring actual control by measuring perceived behavioral control. Ajzen found that perceived behavioral control influenced performance by indirectly affecting the intention to engage in a behavior and persevere to overcome challenges. Ajzen (1991) developed

the TPB to measure the intention to behave; however, individuals do not necessarily translate all intentions into behaviors (Kautonen, Gelderen, & Fink, 2015).

Askew et al. (2014), Sheikh et al. (2015), and Taneja, Fiore, and Fischer (2015) have used the TPB to explore the antecedents of cyberloafing. The findings of Askew et al. indicate that behavioral attitudes, social norms, and the ability to hide the behavior can predict cyberloafing. Sheikh et al. focused on how the perception of peer behaviors can predict cyberloafing and found that when managers perceived cyberloafing as a counterproductive behavior employees are less likely to engage in the behavior. Askew et al. and Sheikh et al. affirmed that TPB can be useful in understanding cyberloafing behaviors.

With this in mind, Askew et al.(2014) argued that cyberloafing is a withdrawal behavior because it reduces the amount employees invest in work related activities. To test the validity of the TPB, Askew et al. hypothesized that cyberloafing would correlate positively with overall withdrawal. Askew et al. proposed a model to test whether subjective descriptive social norms, cyberloafing attitudes, and perceived control would predict cyberloafing. Three alternative models were derived from the main model and tested to compare results. The authors designed two studies to test the validity of TPB to predict cyberloafing. In the first study, 429 employees (students and non-students) took an extended 19-item version of Lim (2002) cyberloafing scale. Askew et al. used a bivariate correlation and a regression to analyze data and found that cyberloafing has a strong correlation with all withdrawal behaviors (r=.28, p<.01). All cyberloafing predictors posited by TPB showed a significant correlation with cyberloafing. The results

of the first study supported the hypothesis that TPB variables (subjective descriptive social norms, attitudes, and ability to hide the behavior) predicted cyberloafing. For the second study, participants received the invitation to participate on the streets of a major U.S city. In total, 202 employees from a variety of industries (e.g., legal, government, healthcare, and banking) filled out a survey with 7-items from Lim (2002) cyberloafing scale. The results of the second study supported the findings from the first study.

In previous studies, the ego depletion model of self-regulation has been used to explain cyberloafing behaviors when employees were tired (Inzlicht & Schmeichel, 2012; Wagner, Barnes, Lim, & Ferris, 2012). Wagner et al. explained that self-control is similar to a muscle that fatigues with use but will recover with rest. In other words, employees cyberloaf when self-control resources deplete. However, Wagner et al., Inzlicht and Schmeichel did not considerer the effects of social norms and work environment. Askew et al. (2014) provided an alternative explanation for why people cyberloaf. The authors accounted for the effects of subjective prescriptive social norms (i.e., individual's perception of how peers and supervisors will judge a behavior) and found that subjective prescriptive social norms were the stronger predictor for cyberloafing behaviors (Askew et al., 2014). The results of the study posited an explanation for cyberloafing behaviors when employees are not tired. TPB addressed the shortcomings of the ego depletion model of cyberloafing because the TPB explained why people cyberloaf when they were fully-rested (Askew et al., 2014). Descriptive norms, attitudes, and the ability to hide cyberloafing influenced cyberloafing behaviors (Askew et al., 2014).

The use of electronic technologies in class distracts students and negatively impacts their performance (Rosen, Mark Carrier, & Cheever, 2013; Taneja et al., 2015). Taneja et al. (2015) used TPB to investigate the factors influencing students' intentions to use technology during class for nonclass activities. Taneja et al. studied social norms: Subjective norms as related to students' perceptions of peer pressure and descriptive norms as students' beliefs that their peers were cyberloafing in class. Taneja et al. indicated that the subjective norms, descriptive norms, and perceived behavioral control influenced students' attitudes toward cyberloafing. Taneja et al. found that these factors may positively or negatively influence students' attitudes which indicated that instructors may affect the intentions to cyberloaf by promoting negative feelings toward cyberloafing. The same principle applies to employees' attitudes. Managerial behaviors affect employees' immediate and distant behaviors (Harris, Marett, & Harris, 2013; Karimi, Gilbreath, Kim, & Grawitch, 2014). According to Karimi et al. (2014) counterproductive managerial behaviors have a stronger effect on employees' outcomes than productive managerial behaviors. Therefore, managers' positive or negative attitudes toward cyberloafing may positively or negatively influence employees' attitudes toward cyberloafing.

Conceptualizing Personal Web Usage at Work

Rapid advances in computers and the Internet have made use of digital technologies daily routine for many people in the world (Karaoğlan Yılmaz, Yılmaz, Öztürk, Sezer, & Karademir, 2015). Following trends in society, organizations adopted computers and the Internet as a way to increase productivity and efficiency (Karaoğlan

Yılmaz et al., 2015). However, computers and the Internet also generate opportunities for employees to slack off from work by using technology for personal purposes (Askew et al., 2014; Hassan et al., 2015).

Initially, cyberloafing captured the attention of researchers because of its effect on productivity, network security, and bandwidth loss (Lim et al., 2002; Vitak, Crouse, & LaRose, 2011). Later, Karaoğlan Yılmaz et al. (2015) studied the phenomenon because of its impact on workplace environments and knowledge management. Karaoğlan Yılmaz et al. stated the use of computers for personal business was a counterproductive work behavior. Karaoğlan Yılmaz et al. agreed that social networks and mobile technologies were tools that hinder performance. Other commonly researched cyberloafing behaviors are using emails for nonwork-related messages, performing personal financial tasks, participating in social networks, and online shopping.(Coker, 2011; Hassan et al., 2015; Sheikh, Atashgah, & Adibzadegan, 2015; Ugrin, & Pearson, 2013). Table 1 lists researchers who have investigated cyberloafing behaviors.

Table 1

Types of Cyberloafing

Cyberloafing behaviors	Researchers
Online shopping	Coker, 2011; Hassan, Reza, & Farkhad, 2015; Sheikh, Atashgah, & Adibzadegan, 2015; Ugrin, & Pearson, 2013
Money management	Coker, 2011; Hassan, Reza, & Farkhad, 2015; Sheikh, Atashgah, & Adibzadegan, 2015; Ugrin, & Pearson, 2013;
Social networking	Coker, 2011; Hassan, Reza, & Farkhad, 2015; Karaoğlan Yılmaz, Yılmaz, Öztürk, Sezer, & Karademir, 2015; Sheikh, Atashgah, & Adibzadegan, 2015; Ugrin, & Pearson, 2013;
Adults websites perusal	Coker, 2011; Hassan, Reza, & Farkhad, 2015; Ugrin, & Pearson, 2013
Emailing (others than work email)	Lim & Chen, 2012; Coker, 2011; Sheikh, Atashgah, & Adibzadegan, 2015; Hassan, Reza, & Farkhad, 2015; Ugrin, & Pearson, 2013;
Web browsing (e.g., lottery, news, sports; auctions, gaming)	Coker, 2011; Sheikh, Atashgah, & Adibzadegan, 2015; Hassan, Reza, & Farkhad, 2015
Streaming media	Ugrin, & Pearson, 2013; Coker, 2011; Hassan, Reza, & Farkhad, 2015

Researchers have used different names to describe nonproductive Internet use in the workplace: Internet abuse, personal web usage, nonwork-related computing, problematic Internet use, Internet addiction, Internet addiction disorder (Kim & Byrne, 2011), counterproductive work behaviors, employee deviance, property deviance (Klotz & Buckley, 2013), cyberslacking (O'Neill, Hambley, & Chatellier, 2014), and cyberloafing (Jia et al., 2013; Lim et al., 2002). Although the concepts have a commonality in the use of the Internet at work for personal purposes and a sense of lack of self-control, they have different antecedents and outcomes.

Kim and Byrne (2011) associated personal work usage, cyberloafing, and non-work-related computing with workplace boredom, lack of external locus of control, and habit. Moreover, they stated that people held diverse attitudes toward these behaviors, sometimes negative and other times positive. Kim and Byrne (2011) identified Internet abuse, problematic Internet use, and Internet addiction disorder as negative behaviors related to loneliness, depression, dependency, and pathological Internet use. Also, Kim and Byrne found that the attitudes toward cyberloafing and personal work usage were positive when related to relaxation and creativity. In contrast, Klotz and Buckley (2013) classified cyberloafing as a production deviance behavior that was the result of employee autonomy and a lack of electronic monitoring. Production deviance was a furtive counterproductive work behavior that was common in knowledge intense jobs (Klotz & Buckley, 2013).

A service-based economy stimulated by advances in technology created an increase in the number of knowledge workers (Klotz & Bluckley, 2013). Knowledge workers perform jobs with a lower visibility and have more opportunities to slack off from work than industrial revolution workers (Klotz & Bluckley, 2013). Vitak et al.(2011) used the term cyberslacking for when employees used work time to send emails, instant messages, and texts; visit a social network site; watch videos; write or read blogs, and play games or shop. Vitak et al. (2011) excluded online gaming and watching pornography. In more recent studies, researchers have preferred the term cyberloafing to refer to the use of Internet at work for personal tasks (e.g., Andreassen et al., 2014a;

Hassan et al., 2015; Jia et al., 2013). For the purpose of this study, the term cyberloafing serves to identify the phenomenon.

Perspectives on Cyberloafing

Richard (2012) stated that the use of the Internet at work for personal purposes has a negative connotation. The main reasons for researchers' interest in cyberloafing have been organizational productivity, bandwidth loss, and the potential loss of revenue (Lim et al., 2002; Vitak et al., 2011). To increase productivity, managers have relied on technology to get tasks done in a shorter time (Otto, Wahl, Lefort, & Frei, 2012). However, in a study of American workers, seventy-eight percent of workers with college degrees engaged in cyberloafing activities (Vitak et al., 2011). Almost 74% of participants in a study of English teachers in a distance-learning program reported engaging at least to some extent in personal Internet activities at work (Page, 2014).

Black, Light, Black, and Thompson (2013) conducted an experiment in an emergency department in a hospital in Florida to evaluate the time spent on Facebook their by staff and found that employees spent 12 minutes per hour on Facebook (Black et al., 2013). Interestingly, during the 15-day experiment, the use of Facebook increased with the increase in patient volume (Black et al., 2013). In a different study, employees admitted to cyberloafing an average of 51 minutes per workday (Lim & Chen, 2012). Lim and Chen indicated that employees appeared to perceive that using the Internet for personal purpose was acceptable behavior. Similarly, Black et al. concurred that employees acted with entitlement. Zoghbi-Manrique-De-Lara (2012) perceived cyberloafing as a threat to organizational effectiveness. Productivity (Vitak et al., 2011)

and customer satisfaction suffered as a result of cyberloafing, which makes organizations that provide services online especially vulnerable over time (Zoghbi-Manrique-De-Lara, 2012).

According to Vitak et al. (2011), the use of an employer's Internet access during work hours for personal purposes is a deviant behavior. Cyberloafing is a deviant behavior because it lowers organizational productivity; therefore, it needs control measures (Cheng, Li, Zhai, & Smyth, 2014). Employees with deviant work behaviors increase their likelihood of risk-taking, non-compliance and lack of participation (Hystad, Mearns, & Eid, 2014), which supports the perspective that cyberloafing hinders organizational effectiveness. In addition, employees who engaged in social networking at work self-reported lowered work performance than those employees who did not engage in social networking (Andreassen, Torsheim, & Pallesen, 2014b). However, the results of studies about cyberloafing and its negative impact on productivity have not been consistent (Kuschnaroff & Bayma, 2014). For example, Coker (2011) found that cyberloafing may impact productivity positively.

A different perspective on cyberloafing describes the behavior as a response to the unclear boundaries between work time and personal time (Kim & Byrne, 2011; König & Caner de la Guardia, 2014; Kuschnaroff & Bayma, 2014). Organizations have rapidly adopted the advances in technology to improve efficiency and communication (Karaoğlan Yılmaz et al., 2015). For example, some employers expect employees to respond to work emails outside regular work hours (König & Caner de la Guardia, 2014). As a result, this expectation may cause employees to feel entitled to answer personal

emails during work hours (König & Caner de la Guardia, 2014). If responding to personal emails causes punishment, the employees perceive unfair treatment (Hystad et al., 2014). Employees' perceptions of organizational injustices showed a positive impact on self-reported deviant work behaviors (Hystad et al., 2014). In this context, Paulsen (2013) identified cyberloafing as a kind of neutralization technique that helped employees cope with work overload to remain at a productive maximum. From this viewpoint, König and Caner de la Guardia (2014) debated whether cyberloafing has a positive impact on work and nonwork balance; however, the results of their study did not support the hypothesis. The investigations of work-life boundaries do not directly address how employees cognitively conceptualize the difference between work and nonwork activities (Garczynski, Waldrop, Rupprecht, & Grawitch, 2013). The conceptualization of work and nonwork could explain why cyberloafing studies on work and nonwork balance showed conflictive results.

Few scholars have researched employees' attitudes toward cyberloafing activities (Piotrowski, 2012). When examining cyberloafing for positive impact, Lim and Chen (2012) found that browsing on the Internet had a positive effect on employees' emotions. Interestingly, the researchers found that male cyberloafers experience higher emotional benefits from browsing web pages than females experience (Lim & Chen, 2012). Coker (2011) studied the duration and frequency of cyberloafing activities and their effects on productivity. Coker's (2011) research showed that office workers who cyberloaf around 12% of work time scored a 9% higher productivity rate than those who did not cyberloaf. Coker (2011) concluded that cyberloafing may impact productivity positively if

employees perform the activity in small and frequent episodes. Moreover, Coker (2013) found that personal use of the Internet at work may replenish attentional resources in younger workers and that it has a positive impact on productivity levels. Coker further claimed that cyberloafing was another type of informal break activity, similar to the water cooler break or the cigarette break, and therefore, cyberloafing should not have negative connotations.

Antecedents of Cyberloafing

Since scholars connected cyberloafing to negative consequences for organizational productivity and revenue (Vitak et al., 2011), many studies have focused on understanding the behavior. Researchers have explored why employees engage in personal Internet use at work and the factors that contribute to these activities so organizational leaders can design strategies to control cyberloafing behaviors (Wang et al., 2013). The rationale for cyberloafing varies across overarching concepts, from easy access to the Internet to coping mechanism (Kim & Byrne, 2011). Researchers have used the ego depletion model of self-regulation (Inzlicht & Schmeichel, 2012; Wagner, Barnes, Lim, & Ferris, 2012), and theory of planned behavior (Askew, 2012; Askew et al., 2014) to understand why employees cyberloaf. Moreover, researchers have studied personality traits (Buckner, Castille, & Sheets, 2012; O'Neill et al., 2014), job satisfaction (Al-Shuaibi et al., 2014) and job characteristics (Jian, 2013) as contributors to cyberloafing. The scholars' results indicated no unique reason or cause for cyberloafing.

Cyberloafing as a Restorative Behavior

Employees use cyberloafing as a coping mechanism (Wagner et al., 2012). Cyberloafing behavior became a palliative coping strategy (Wagner et al., 2012) when scholars considered the behavior as a type of break (Coker, 2013). Wagner used the ego depletion model of self-regulation to examine how sleep deprivation affected employees' cyberloafing activities. The ego depletion model of self-regulation explained self-regulation as a muscle with a limited pool of resources (Inzlicht & Schmeichel, 2012). The pool of resources depletes by excessive effort (Inzlicht & Schmeichel, 2012) and renews by appropriate rest (Wagner et al., 2012). Wagner et al. argued that cyberloafing represents a classic problem for self-regulation (i.e., a temptation to engage in pleasurable yet counterproductive behavior). Wagner et al. (2012) designed a quasi-experiment to test how the shift to Daylight Saving Time (DST) led to increased cyberloafing immediately after the change. Wagner used as the baseline the Monday before DST data to compare with data from the Monday after DST and the second Monday after DST. The independent variables were cyberloafing activity, sleep duration, and conscientiousness (Wagner et al., 2012). The result suggested that there were three fewer minutes' cyberloafing per hour spent sleeping (Wagner et al., 2012). Moreover, Wagner et al. found that one hour of interrupted sleep resulted in 8.4 more minutes' cyberloafing. However, highly conscientious individuals were less likely to cyberloaf in response to low quality sleep (Wagner et al., 2012).

Aligning with Wagner et al. (2012), Lanaj, Johnson, and Barnes (2014) indicated that employees who used smartphones to work late at night had depleted energy

resources the following day and that their work engagement declined. There is limited information linking sleep deprivation to cyberloafing, however; the positive correlation found by Wagner et al. has important implications due to the large population of employees affected by DST and its direct evidence for cyberloafing as a restorative strategy. The results support cyberloafing as a self-regulation strategy because DST is a nonroutine event. A nonroutine event may disrupt the life of individuals for a while and is not necessarily comparable to the daily events that are part of a regular workload.

Dang, Dewitte, Mao, Xiao, and Shi (2013) argued that the cognitive control theory may explain the depletion effect on temporary demands. Dang et al. indicated that the depletion effect occurs when individuals performed demanding tasks for a short period and argued that when individuals perform demanding tasks for a long period, they adapt, and the depletion effect does not occur. Cognitive control processes and self-regulation processes have a close connection (Inzlicht & Schmeichel, 2012), but several variables affect the relationship. Dang et al. did not account for motivation and self-efficacy, which may have impacted their findings since self-efficacy and motivation have a positive relationship with the individuals' behavioral compliance (Askew, 2012; Ifinedo, 2012).

Coker (2013) was a proponent of workplace Internet leisure browsing (WILB) as a means of improving alertness by allowing the renewal of mental resources. Coker conducted a controlled experiment and a nationwide survey to test the hypothesis that employees who perform WILB have greater task vigilance than those employees who do not perform WILB. Also, Coker argued that those employees who were Internet natives

would perceive greater productivity benefits of performing WILB than those employees who did not grow up with the Internet. Coker tested his argument in a mixed study that included a controlled experiment alertness task and a nationwide survey. The results of the experiment showed that disengaging from the job assigned and focusing on an activity that did not require significant mental attention restored participants' vigilance (Coker, 2013). Moreover, the survey outcomes suggested that employees younger than 30 years old perceived greater positive impact on productivity as a result of performing WILB than older workers (Coker, 2013). Although Coker conducted the experiment with young students, the survey included 2,700 office workers randomly selected. The findings of attitudinal and attentional benefits related with WILB are important because they supported cyberloafing as a restorative break that could improve productivity.

Cyberloafing as a Withdrawal Behavior

Askew et al. (2014) argued that although the ego depletion theory may explain cyberloafing as a restorative strategy, the theory did not account for the behavior when employees were fully rested. In 2012, Askew found that the ability to hide cyberloafing influenced cyberloafing activities. The author argued that cyberloafing activities did not always have a negative influence on task performance.

Askew et al. (2014) saw cyberloafing as a withdrawal behavior that the theory of planned behavior (TPB) could help to explain. The main focus of the TPB is explaining the behaviors over which individuals have the ability to exercise self-control (Ajzen & Sheikh, 2013). Askew et al. conducted a combined research to test whether the theory of planned behavior could explain why people cyberloaf when they feel rested. Askew et al.

accounted for the influence of social norms and the ability to hide cyberloafing. The authors identified cyberloafing as a withdrawal behavior of a lower-order compared with extended breaks or leaving early. The results of the study indicated that individuals avoid cyberloafing to the extent to which they believed colleagues and supervisors would not approve cyberloafing, and the extent they felt colleagues and supervisors would realize they cyberloaf (Askew et al., 2014). Sheikh et al. (2015) studied cyberloafing behaviors of employees at an Iranian copper refinery and used the theory of planned behavior as a theoretical framework. The results of their study showed that the ability to hide the behavior, attitudes, and social norms influenced employees' cyberloafing behaviors, which therefore supported Askew's findings. Although Askew et al. (2014) and Sheikh et al. (2015) conducted studies with a sample representative of the working population, participants self-reported data based on the ability to recall the cyberloafing activities. Self-reported data could impact the accuracy of data if individuals had recall problems or wanted to comply with social desirability.

The ego depletion model of self-regulation and the theory of planned behavior are the most frequent models used to understand cyberloafing (Baumeister, 2014; Harrison, 2013; Moody & Siponen, 2013; Wagner et al., 2012). These methods explained cyberloafing behaviors when the employees were tired and rested. However, the ego depletion model of self-regulation and the theory of planned behavior provide opposite perspectives to understand cyberloafing. From the ego depletion model, employees are trying to work but may lack self-control (or become depleted of their self-control resources) then they cyberloaf (Wagner et al., 2012). From the theory of planned

behavior, employees are trying to cyberloaf and only work to the extent they have to (Askew et al., 2014). Therefore, employees avoid cyberloafing to the extent that they believe it would be socially disapproved, and the extent to which they would get caught for doing it (Askew et al., 2014).

Predictors for Cyberloafing

From the time Lim et al. (2002) conceptualized cyberloafing as a counterproductive behavior, several scholars have conducted studies to identify the characteristics of individuals and work factors that can predict cyberloafing (Piotrowski, 2012). The big five personality traits have served as a conceptual framework to identify personality traits that increase the likelihood that an employee would engage in cyberloafing (Jia et al., 2013; O'Neill et al., 2014). Those five traits, as identified by Jia et al. are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Jia et al. identified the big five model as the most accepted framework to distinguish personality attributes. Among the five personality traits, extroversion seems to be the strongest predictor of cyberloafing (Andreassen et al., 2014a; Jia et al., 2013; O'Neill, Hambley, & Bercovich, 2014), followed by neuroticism (Andreassen et al., 2014a; O'Neill et al., 2014). On the contrary, results from several researchers have indicated that conscientiousness has a negatively strong relationship with cyberloafing (Buckner et al., 2012; O'Neill et al., 2014).

In addition to individual personality traits, some demographic factors appear to predict cyberloafing, such as gender, age, and education level. For example, several studies have shown that the male gender has a positive correlation with cyberloafing

(Baturay & Toker, 2015; Jia et al., 2013; Lim & Chen, 2012). Aa study of 11,018 Norwegian participants indicated that young, single, educated males are most likely to cyberloaf (Andreassen et al., 2014a). Coker (2013) indicated that younger workers perceived higher benefits from cyberloafing. People younger than 30 years grew up with the Internet, which could explain their attitude toward cyberloafing (Coker, 2013). Younger employees perceived the use of the Internet as a right (Coker, 2013). Older male workers perceived social networking at work as being more abusive than younger male workers (Ugrin & Pearson, 2013). In addition, a study of a nationally representative sample of Americans indicated that education seems to have a direct relationship with cyberloafing (Baturay & Toker, 2015; Vitak et al., 2011). Contradictorily, Skeikh et al. (2015) studied an Iranian copper company and found that cyberloafing decreased as education and seniority increased. The narrow focus of Skeikh's study may explain the conflicting findings.

Education is also an important factor that supports job success in knowledge economics (Collet, Hine, & du Plessis, 2015). The knowledge economy creates demand for highly educated employees with cognitive and affective capabilities to drive innovation (Collet et al., 2015). Employees in knowledge intense jobs perform work that involved problem solving, creative thinking, innovation, and self-learning skills (Carnevale & Smith, 2013). Carnevale and Smith (2013) explained that innovation and creativity are critical factors in the evaluation of employees in knowledge intense professions. Individuals performing knowledge intense jobs have been found to have a higher tendency to cyberloaf than employees in routine and low knowledge jobs (Jian,

2013). Studies showed a close connection between education and knowledge intense jobs. Highly-educated individuals are more likely to perform knowledge intense positions because these jobs require a high level of abstraction, creativity, and complex reasoning (Carnevale & Smith, 2013).

The propensity for cyberloafing in educated workers could be related to mental workload and a sign of the depletion of mental resources (Wagner et al., 2012). However, there is not a unique definition for mental workload, and researchers argue that mental workload can be subjective to the perception of time and is difficult to measure (Hertzum & Holmegaard, 2013). In an experiment conducted in Denmark, Hertzum, and Holmegaard (2013) found that participants experienced overestimation 94% of the time, influenced significantly by the success of the task performed. These results could indicate that employees in knowledge intense work who are not successful at their jobs are more likely to cyberloaf.

In addition to the amount of education and knowledge required to perform a position, job autonomy, and job design appear to influence cyberloafing behaviors (Skowronski, 2012). Jian (2013) studied data collected from 2,134 American adults and examined the likelihood of employees with less job variety and a high level of autonomy to engage in personal online communication at work. Jian (2013) found that job autonomy has a direct positive relationship with cyberloafing. Jian also indicated that job characteristics significantly affected the amount of personal online communication at work. Researchers have linked job autonomy as a factor that promotes job satisfaction (Hosie, Jayashree, Tchantchane, & Lee, 2013). Conversely, researchers have found job

satisfaction has a negative relationship with cyberloafing (O'Neill et al., 2014). Langfred (2013) investigated the reasons people wanted more job autonomy. Langfred debated that people who wanted more autonomy had a desire to be more productive and looked at future rewards. On the contrary, his study indicated that people who wanted more autonomy were looking for more job satisfaction, and people were not interested in autonomy if this was related to productivity (Langfred, 2013). The results of a national survey in New Zealand indicated that greater autonomy and levels of involvement in decision-making promoted higher levels of job satisfaction (Boxall & Macky, 2014). There is no a clear relationship among cyberloafing, job satisfaction, and autonomy. In fact, the results of these studies supported two opposite hypotheses. The findings indicated that employees with autonomy have more opportunities to cyberloaf, which promotes job satisfaction. However, the results also indicated that employees with autonomy have more job satisfaction which lowers the desire to engage in cyberloafing.

Organizational psychologists have grounded job design in motivation (Cullinane, Bosak, Flood, & Demerouti, 2013). From this perspective, job design is oriented toward increasing employee satisfaction and intrinsic motivation (Cullinane et al., 2013). Managers can structure work in ways that strengthen social support, autonomy, and task significance (Bettini, Cheyney, Wang, & Leko, 2015). According to Jian (2013) job variety promoted engagement and prevented boredom which resulted in a lower desire to cyberloaf. Monotonous jobs caused employees to experience an unpleasant emotional state called *boredom* (Skowronski, 2012), which employees tried to avoid with different

coping mechanism including counterproductive work behaviors. Bored individuals were more likely to abuse alcohol, be absent, and be easy to distract (Skowronski, 2012).

Jian (2013) found a strong positive correlation between job variety and cyberloafing behaviors. Andreassen et al. (2014) confirmed Jian's results by finding that work related positive challenges impacted cyberloafing behaviors (on social network sites) negatively. In this context, Paulsen's (2013) findings supported the contention that employees slack because they had low workloads, and they needed to justify work hours to receive full salaries. These findings aligned with Skowronski's (2012) studies that indicated that individuals who are bored at work were more prone to engage in cyberloafing. In short, work meaningfulness decreases the amount of cyberloafing behaviors (Jian, 2013).

Continuing with job characteristics, job autonomy is a factor that promotes higher levels of personal online communications (Jian, 2013). Past studies have shown a positive correlation between job autonomy and productivity which conflicts with the positive correlation between job autonomy and personal online communications (Jian, 2013). A positive correlation between job autonomy and personal online activity supports the argument that certain levels of cyberloafing help as a restorative strategy (Coker, 2013).

Although managers appear to have a negative attitude toward cyberloafing, senior managers have a high tendency to cyberloaf (Andreassen et al., 2014b). The higher level of job autonomy at the senior managerial level could explain the higher tendencies to cyberloaf. In the context of job autonomy, team-based work has negative correlation to cyberloafing (Jian, 2013). Employees avoid cyberloafing to the extent that they believe

the behavior would be socially disapproved, and the extent they can hide it (Askew et al., 2014).

A positive attitude towards work and job satisfaction had a negative effect on cyberloafing (Al-Shuaibi et al., 2014). Emotional stability (Jia et al., 2013) and job involvement (Skowronski, 2012) seemed to reduce cyberloafing behaviors when employees enjoyed their jobs. Therefore, job satisfaction is a mediating mechanism to prevent cyberloafing (Al-Shuaibi et al., 2014). Employees identified salary and workload as the most important aspects of job satisfaction (Al-Shuaibi et al., 2014). For that reason, human resources practices can promote job satisfaction and reduce counterproductive work behaviors (Al-Shuaibi et al., 2014).

Allowing cyberloafing-breaks may increase job satisfaction (Andreassen et al., 2014b). Andreassen et al.'s findings conflict with Al-Shuaibi et al. (2014) who found that satisfied employees appear to cyberloaf less. Trust may explain these findings. Researchers in organizational justice have found that trust promoted organizational citizenship behaviors (Lehmann-Willenbrock, Grohmann, & Kauffeld, 2013). From this viewpoint, entrusting employees to use the Internet for personal purposes improves job satisfaction and reduces cyberloafing. In any case, scholars agreed that engaging jobs reduce boredom and increase job involvement which contributes to reducing cyberloafing behaviors.

Mechanisms to Control Cyberloafing

The risks for lower productivity and security threats have motivated organizations to implement measures to control cyberloafing behaviors (Wang et al., 2013). Two

common control methods that showed to be effective in lowering employees' cyberloafing intentions are Internet use policies and electronic monitoring systems (Wang et al., 2013). Ugrin and Pearson (2013) used the general deterrence theory (GDT) as a conceptual framework to assess the effectiveness of acceptable use policies and electronic monitoring. GDT presumes that people act from a rational standpoint when making a decision; therefore, they assess rationally the benefits and consequences of taking an opportunity (Ugrin & Pearson, 2013).

GDT served as a framework to study mechanisms to reduce the extent to which individuals engage in counterproductive behaviors (Cheng et al., 2014). GDT implies that the threat of sanctions could be effective in changing employee actions when the employee weights the potential punishment against the potential benefit of a particular activity (Ugrin & Pearson, 2013). Ugrin and Pearson (2013) investigated how sanctions, detection, and enforcement affected different types of cyberloafing (online shopping, money management, emailing, social networking, viewing online pornography, and viewing traditional online media). Independently, deterrents like threats of termination and monitoring mechanism were effective in preventing that employees from managing personal finances and shopping online (Ugrin & Pearson; 2013). However, deterrents and monitoring mechanism did not affect online pornography activities. Deterrents and monitoring mechanisms only had an effect on preventing the use of social networks and personal emails when used together (Ugrin & Pearson, 2013).

Cheng et al. (2014) argued that perceived benefits, detection certainty, and the severity of sanctions influence the employee decision to engage in cyberloafing

behaviors. The neutralization theory assumes that individuals justify their deviant behaviors to convince themselves and others (Cheng et al., 2014; Willison & Warkentin, 2013). According to Cheng et al. (2014), the effectiveness of the sanctions against cyberloafing would depend on the employees' neutralization strategies, which acted as a self-protection mechanism to maintain a positive self-concept. Justification, a form of neutralization, was a strong predictor of the intention to cyberloaf (Cheng et al., 2014). Under this scenario, the perceived benefits of personal use of the Internet had a positive relationship with the intention to cyberloaf (Moody & Siponen, 2013). Also, perceived detection certainty had a negative relationship with cyberloafing (Cheng et al., 2014). Sanction severity and intention to cyberloaf showed a weak relationship that Cheng and his colleagues blame on the effectiveness of the neutralization technique used by employees.

Likewise, some scholars have connected the effectiveness of the deterrence mechanism with individual characteristics (Stylianou, Winter, Niu, Giacalone, & Campbell, 2013). An Internet use policy was more effective for employees with a high level of self-esteem, whereas, electronic monitoring was more effective on employees with a high level of job satisfaction (Wang et al., 2013). Females were more likely to follow and report violations to policies, which corroborated findings in the literature related to gender and ethical decision-making (Stylianou et al., 2013).

The findings of these scholars point to the need for organizations to utilize individual differences when planning strategies to reduce cyberloafing behaviors. In 2012, Ifinedo used the theory of planned behavior (TPB) and protection motivation

theory (PMT) to investigate how to improve the likelihood of employees' compliance behavioral intention. Ifinedo's (2012) study corroborated the perception that self-efficacy, social norms, attitude toward compliance, and perceived vulnerability have a positive relationship with the individual's behavioral compliance. Managers should consider training to make employees aware of the potential organizational risk and engage influential people in the organization in improving the likelihood that employees will comply with deterrence policies (Ifinedo, 2012).

In a similar study, Glassman, Prosch, and Shao (2014) investigated how to improve the likelihood that monitoring systems would be effective in reducing cyberloafing. Allowing employees to confirm the classification of potential work-related sites promotes a sense of fairness (Glassman et al., 2014). Internet filtering and monitoring systems that used quota modules were effective in improving compliance because they empowered employees and provided attention to resource replenishment (Glassman et al., 2014).

Sheikh et al. (2015) identified a controversial effect of the use of control mechanisms. The result of their study indicated that penalty systems and punishment procedures toward cyberloafing promoted the ability to hide cyberloafing. In addition, they found that employees prefer to engage in social networking via smart phones. Advances in mobile technology make it highly unlikely that managers could prevent cyberloafing behaviors at work (Sheikh et al, 2015). Based on these findings, Sheikh et al. recommended turning the threat of cyberloafing into an opportunity to engage employees in organizational knowledge management and insight. Managers should take

the opportunity to encourage employees' social influence by providing the ability to gather information (Mäntymäki, Merikivi, Verhagen, Feldberg, & Rajala, 2014) about work challenges, organizational values, and beliefs. Concisely, managers could use cyberloafing as a strategy to enhance organizational culture and efficiency. Instead of controlling it, managers should leverage cyberloafing.

In closing the review of mechanisms to control cyberloafing, it is important to discuss the concerns about micro-management and the negative effect of watching and monitoring employees' actions. Sarpong and Rees (2014) explored the effects of *big brother* at work. In a qualitative study, they explored stress, fear, and anxiety caused by monitoring systems. Sarpong and Rees found that the electronic monitoring has a neutral value in employees' emotions and offer managers an opportunity to provide feedback. Although Sarpong and Rees studied a small sample, the mixed methods used to perform the research added credibility to the results. Seventy three percent of participants (managers and non-managers) reported no concerns about being monitored. The organization in Sarpong and Rees' research allowed employees to use email for personal purposes which could influence the responses in the study. In addition, the organization designed policies and had open communication with employees before the implementation of the monitoring systems (Sarpong & Rees, 2014). Open communication with employees provided an avenue for employees to provide feedback (Sarpong & Rees, 2014). Providing feedback empowered employees and corroborated Glassman et al.'s (2014) findings that allowing employees to participate in the

development of control mechanism provides a sense of fairness and offers effective results in lowering cyberloafing.

In summary, the literature review indicated that cyberloafing is a complex and common behavior performed by employees. Young, extroverted (O'Neill et al., 2014; Jia et al., 2013), educated males in managerial positions (Andreassen et al., 2014b) seem to be the individuals who are more likely to engage in cyberloafing (Andreassen et al., 2014a). Conversely, conscientious individuals (Buckner et al., 2012, Wagner et al., 2012) who performed positive, challenging jobs and report high levels of job satisfaction (Al-Shuaibi et al., 2014) are less likely to engage in cyberloafing. In addition, the level of autonomy (Klotz & Buckley; 2013), levels of abstraction, and demands on creativity (Carnevale & Smith, 2013) correlated with higher cyberloafing rates.

Researchers who conceptualized cyberloafing under the ego depletion model argued that employees are trying to work, but they get tired and need to replenish their mental resources (Inzlicht & Schmeichel, 2012; Wagner et al., 2012). Lanaj et al. (2014) studied employees who used smartphones to work late at night and found that employees' energy resources depleted the next day, which affected their work engagement. In this scenario, cyberloafing may work as a neutralization technique (Paulsen, 2013) that helps employees to remain productive and promote work-nonwork balance (König and Caner de la Guardia, 2014). Conversely, researchers who conceptualized cyberloafing under the theory of planned behavior argued that employees are trying to cyberloaf and only work to the extent they have to (Askew et al., 2014). According to Askew (2012), the ability to hide the behavior and the cyberloafing behaviors of managers and coworkers increase the

likelihood that the employees will cyberloaf. Table 2 summarizes the themes from the literature reviewed that connected TPB and cyberloafing.

Table 2

Theory of Planned Behavior Related to Cyberloafing

Beliefs	Relates to	Associated themes
Behavioral	Attitude toward the behavior	Internet abuse, Internet misuse Internet deviance Misapplication of Internet Computer deviance Lost revenue Liability Lower organizational effectiveness Lower productivity Restorative strategy Short break Well-being Work satisfaction, job satisfaction
Normative	Subjective norms	Perceptions of managerial behaviors Perceptions of peer attitudes Perceptions of organizational culture Perceptions of personal performance
Control	Perceived behavioral control	Autonomy Ability to hide Available time Control mechanism Monitoring software Organizational policies Punishment Sanctions

Being aware of the personality traits and work characteristics that potentially could predict cyberloafing could be critical in reducing the occurrence of the behavior. Training employees on the potential organizational risk and empowering employees to

design a control mechanism (Ifinedo, 2012) may reduce cyberloafing.In addition, designing meaningful jobs (Jian, 2013) seems to be an effective strategy to prevent cyberloafing. Leveraging cyberloafing as a strategy to enhance organizational culture and promote institutional knowledge (Sheikh et al., 2015) could be a means for reducing cyberloafing.

Transition and Summary

I provided an overview of cyberloafing and a theoretical foundation on how individual features and work characteristics can affect cyberloafing behaviors. The literature I reviewed on cyberloafing and applications of TPB set the groundwork for this study. Section 1 introduced the background of the problem and the main elements to support the need for further research on managerial strategies to control cyberloafing, the significance of this study, as well as information regarding population, study design, and social impact. An in-depth review of academic literature supported the topic of the study. Section 2 includes the purpose statement, details of the role of the researcher, participants, research method, research design, data collection, data organization, and reliability and validity. Section 3 states the purpose of the study and provides a reminder of the research questions and presents the study findings and their application to professional practice.

Section 2: The Project

Cyberloafing is a complex problem affecting productivity at work. The increased use of computers connected to the Internet has improved organizational processes, but it has created opportunities for employees to cyberloaf (Al-Shuaibi et al., 2014; Hassan et al., 2015). To prevent cyberloafing, business leaders have implemented deterrence policies and electronic monitoring systems (Hassan et al., 2015). However, their effectiveness is not conclusive (Sheikh et al., 2015). The complexity of cyberloafing requires that business leaders develop strategies that account for individual and organizational characteristics (Wang et al., 2013). Section 2 comprises a description of the research method and design. The section includes details on the role of the researcher, the participants, population, and sampling, ethical research, data collection, data analysis, and reliability and validity of the study. Section 2 serves as the roadmap for conducting the qualitative research to identify strategies to control cyberloafing behaviors.

Purpose Statement

The purpose of this qualitative single case study was to explore successful strategies functional managers use to control cyberloafing behaviors of their employees. The targeted population consisted of functional managers who worked in areas that reported cyberloafing at an e-learning organization located in the northeastern United States. The implications for positive social change included the potential to help organizations by contributing with strategies to support employees' needs for work-life balance, thus promoting employee satisfaction while maximizing employee productivity.

Role of the Researcher

In qualitative studies, researchers act as instruments by collecting and analyzing data (Collins & Cooper, 2014; Pezalla, Pettigrew, & Miller-Day, 2012). This case study required that I have direct contact with participants by conducting semistructured interviews. Participants in the semistructured interviews responded to open-ended questions. Probing questions encourage participants to disclose detailed information (Marshall & Rossman, 2015). I used probing questions to encourage participants to provide detailed responses. My role included reviewing the literature, designing data collection protocols, collecting and analyzing data, and writing the report with the findings and conclusions.

Furthermore, researcher's personal values, experiences, and worldview limit the perspectives on analyzing data and can cause biased results (Bernard, 2013). The organization where I work served as the location for this study. The most significant advantage to be an insider is easy access to information (Unluer, 2012). I selected participants based on my inside knowledge of user reports from the electronic monitoring system and conversations with the vice-presidents of information technology and human resources. Both vice-presidents expressed support for the study. However, a double role as a researcher and employee can be challenging in preventing bias and avoiding ethical issues (Unluer, 2012). My position at the organization is in the provost's office with low interaction with staff from functional or business areas. The size of the institution allowed me to select participants from areas outside the provost's office. I did not interview subordinates or employees whom I had direct work interactions. At work, I cyberloaf

sporadically, but the behavior was not of particular interest for my responsibilities in the provost's office. The policies for electronic use and electronic monitoring of computers were available in the employee's handbook. My background as an employee informed the study, but my employee experiences did not significantly bias data collection.

In fact, autonomy, confidentiality, respect, beneficence, nonmaleficence, and justice are the key ethical principles qualitative researchers must follow (Aluwihare-Samaranayake, 2012). Standard academic procedures require researchers to ensure participant confidentiality and protect participant's welfare (Unluer, 2012). In the role as a researcher, I followed ethical standards as identified by the Belmont Report and protected participants by following protocols, providing full disclosure of the study, ensuring their privacy and confidentiality, and reducing potential risk related to their participation.

A qualitative researcher must identify biases, values, and assumptions that may interfere with the subject of study (Sinkovics & Alfoldi, 2012). As suggested by Tufford and Newman (2012), I kept a journal of my thoughts and reflections throughout the direct observation and interview process to mitigate my bias effect on the study. Member checking is a procedure to verify the accuracy of data interpretation and mitigate the researcher's assumptions or bias (Houghton, Casey, Shaw, & Murphy, 2013). I used member checking to verify that my interpretation of data captured the meaning of participants' responses and that the analysis did not reflect my assumptions or bias.

Likewise, interviews are social spaces, but researchers do not agree how this space should occur (Pezzala, Pettigrew, Miller-Day, 2012). Interviews should be

consistent, but flexible to allow participants to share insightful responses (Yin, 2014). Regular interview protocols help researchers to establish reliability and validity of the study instruments (Bekhet & Zauszniewski, 2012). I followed the same interview protocol (see Appendix D) for all semistructured interviews. The interview protocol for this study allowed flexibility during the interviews.

Participants

A single case with several participants meets the requirements to conduct an exploratory qualitative study (Yin, 2014). I conducted this study on functional managers who worked in areas that reported cyberloafing at an organization located in the northeastern United States. The participants were functional managers working outside the provost office. The eligibility criteria for study participants was functional managers who had used strategies to control cyberloafing behaviors of their employees. I selected participants from areas in the organization with the lowest *bandwidth consumption* on non-work-related websites. This study did not include data from the provost office to prevent conflicts of interest.

My role as an employee facilitated my access to participants. The vice presidents of human resource and information technology supported this study. After the legal counsel signed a letter of cooperation (see Appendix A), my study organization granted me access to interview employees and review documentation. The respective institutional review board at the organization and at Walden University approved the ethical standards. Participants of this study then received an invitation to participate (see Appendix B).

A trusting relationship with participants promotes the collection of data (Collins and Cooper, 2014). A comfortable, professional relationship enhances participants' responses (Yin, 2014). This study included aggregate data from Internet use monitoring reports which provided a neutral angle to explore the topic and could motivate participants to talk openly about their practices. I gained participant trust by communicating honestly, answering their questions, and following strict protocols to protect their confidentiality. All participants signed an informed consent form (see Appendix C) before the interview, and received a summary of the findings at the end of the study.

Research Method and Design

Hayes, Bonner, and Douglas (2013) stated that scholars must select the most effective research method for accomplishing the purpose of the study and finding the answer to the research. Research method refers to the practical application of a technique to conduct an investigation, whereas research methodology refers to an approach to research from the perspective of a particular paradigm (Wahyuni, 2012). Qualitative researchers consider the fact that individuals' perceptions and interpretations create reality (Wahyuni, 2012). The focus of this study was to explore the strategies functional managers use to control cyberloafing behaviors. I used a qualitative exploratory single case study to explore the strategies used to control cyberloafing behaviors.

Research Method

I used a qualitative method to answer the research question in this study. Cyberloafing is a phenomenon related to multiple factors, among them personality traits,

job design, organizational characteristics, and managerial behaviors (Jian, 2013). Qualitative research provides a holistic approach to identifying and analyzing a phenomenon (Sinkovics & Alfoldi, 2012). By using a qualitative method, participants have an avenue to convey their points of view (Bernard, 2013), and the researcher can collect rich data from various sources (Yin, 2014). A small sample size facilitates a deep insight into the phenomenon (Steelman, Hammer, & Limayem, 2014). I used semistructured interviews, user reports, and organizational documents to collect data for this study. Qualitative studies offer an in-depth understanding of the problem synthesized with previous research findings for the purpose of applications and policy (Aguirre & Bolton, 2014). A qualitative study helped me to explore successful strategies used by functional managers and link them to the literature. For this reason, a qualitative study was the best method for this study.

I considered a quantitative method for this research. Bansal and Corley (2012) indicated that scholars conducting quantitative research evaluate a cause and effect relationship by using a deductive method of inquiry. A quantitative design starts with a hypothesis and comprises numerical data, and statistical techniques to prove or disprove a hypothesis (Frels & Onwuegbuzie, 2013). This study required a deep knowledge of the phenomenon to understand how managers use strategies to control cyberloafing behaviors; therefore, close-ended questions and numerical data did not provide sufficient information to answer the research question. In addition, I did not have a hypothesis to evaluate; thus, a deductive method would not have been useful in finding an answer to the research question in this study.

I considered a mixed-method research to answer the research question. Mixed-methods researchers combine qualitative methods and quantitative methods (Hayes et al., 2013). Some research questions require both qualitative methods and quantitative methods to find enough data for a comprehensive response (Wisdom, Cavaleri, Onwuegbuzie, & Green, 2012). Mixed-method research is useful clarifying or confirming the findings of a study (Wisdom et al., 2012). My purpose was to explore successful strategies functional managers use to control cyberloafing behaviors; thus, the qualitative method alone offered enough data to answer the research question. Therefore, mixed-method research design was not appropriate for this study.

Research Design

The research question guided my selection of an exploratory case study. Yin (2014) indicated that researchers conducting case studies explore a phenomenon bounded by time or location. Case study design fits well with the exploration of organizational process and work related problems (Moll, 2012). Yin suggested that case study design is appropriate for contemporary situations when the researcher does not require control of behavioral events. Cyberloafing is a contemporary problem in organizations. I planned to study the nature of the phenomenon without interfering with the behavior of participants and explore what strategies functional managers used to manage cyberloafers. A case study design allowed the exploration of various sources of data in an organization and identification of the strategies used by functional managers to handle employees who cyberloaf. For these reasons, a case study design helped to answer the research question for this research.

Before choosing a case study design, I also pondered a phenomenology design and an ethnography design to conduct this study. In a phenomenology design, the researcher analyzes the phenomenon through the eyes of participants rather than through the researcher's observations (Achakul & Yolles, 2013). A phenomenological design is a good fit for the design of a study when the researcher's goal is to capture the participants' lived experience and discover ideas that confront established structures and norms (Tirgari, 2012). A phenomenological research would not fit this study because cyberloafing is a contemporary problem that encompasses multiple factors related to the organizational environment and individual characteristics. Phenomenological research would not help to answer the research question in this study because the participants' experiences were just one component of the factors related to cyberloafing, but they were not the only one.

Ethnography research is useful in answering questions related to community behaviors or cultural norms (Mutchler, McKay, McDavitt, & Gordon, 2013). In ethnography design, the researcher uses observations and direct interactions with participants in a natural setting to understand the culture and way of life of a group (Mutchler et al., 2013). Ethnography design research would not help to answer the research question in this study because the organizational culture was one component of the factors related to cyberloafing, but not the focus of my research study.

The research question for this study required the use of open-ended semistructured interviews to attain data on the different elements involved in cyberloafing (Ballaro & O'Neil, 2013). An appropriate sample for an exploratory case

study design is a small number of participants with direct experience with the researched phenomenon (Yin, 2014). Tigari (2012) recommended between five to twenty-five interviewees for a case study research. Qualitative researchers do not agree on a standard for sample size; however, they concurred that data saturation is crucial to ensure quality results (Marshall, Cardon, Poddar, & Fontenot, 2013). Data saturation occurs when no new information, no new codes and no new themes emerge from data (Fusch & Ness, 2015; Onwuegbuzie & Byers, 2014). I interviewed participants until data saturation occurred, and I did not find new themes in data.

Population and Sampling

I used purposive sampling to select participants and continued interviewing participants until data saturation occurred. Purposive sampling involves an intentional selection of participants who met a criterion established by the researcher (Koning & Waistell, 2012). The selection of a purposive sample depends on the researcher's understanding of the population (Granot, Brashear, & Motta, 2012). The use of purposive sampling helps researchers to have a homogeneous and experienced sample of participants (Trotter, 2012). A small sample of participants with deep experience on the phenomenon provides the opportunity to collect rich data and achieve data saturation (Petty, Thomson, & Stew, 2012). Redundancy in data, themes, and lack of new categories is the indicator of data saturation (Fusch & Ness, 2015; Onwuegbuzie & Byers, 2014). Francis et al. (2010) found that saturation can generally happen after ten interviews and recommended continuing interviewing until at least three interviews do not provide new themes to the study. The target population for this study was functional managers from an

e-learning organization in the northeastern United States. For this study, I sought data saturation by selecting a sample of functional managers with direct experience managing employees who may engage in cyberloafing behaviors. I planned to interview a minimum of eight participants and stopped interviewing when three consecutive interviews added no new findings or themes to the study.

For this study, participants were functional managers who oversaw areas identified by the existing monitoring system with cyberloafing activities. I selected an organization located in the northeastern United States. The organization for this qualitative single case study specializes in e-learning and provides all of its employees with computers and Internet access on a daily basis. Easy access to the Internet is one of the main predictors of cyberloafing (Kim and Byrne, 2011). The organizational leadership uses an electronic monitoring system that runs aggregated reports on non-work-related websites. The electronic monitoring reports can show the amount of cyberloafing by indicating the rates of bandwidth consumption spent on subjects non-work-related. I selected participants from the areas in the organization with the lowest bandwidth consumption on non-work-related websites according to the organization's policies. I planned to ensure the confidentiality of participants by conducting interviews in a private meeting room and scheduling interviews outside working hours.

Ethical Research

Standard academic procedures require researchers to monitor their ethical practices to comply with principles of autonomy, confidentiality, respect, beneficence, maleficence, and justice (Aluwihare-Samaranayake, 2012). Participants must receive full

disclosure of the research design and formally consent to participate (Lohle & Terrell, 2014). Participants in this study signed consent forms (see Appendix C). The consent form included the purpose of the study, a sample of interview questions, and practices to protect the rights of participants through the study. I emailed the consent form before the interview and collected the signed forms before starting the interview. Participants had the opportunity to ask additional questions and clarify any concerns before they signed the consent form. The consent form for this study indicated that participants had the autonomy to withdraw at any time. The consent form stated that participation was voluntary and confidential. If participants wanted to withdraw, they could inform me in person, by email or by a telephone call. If a participant withdrew, he or she would receive interview notes and recordings that pertained to the interview. Participants did not receive any incentives for their participation in this study.

The Institution Review Board (IRB) must provide a comprehensive review to ensure the use of proper design and ethical standards (Aluwihare-Samaranayake, 2012). Participants in this study did not experience harm or threats to their well-being. I complied with ethical expectations of Walden University and obtained permission from the organization's IRB (IRB approval number 2016-4) and the Walden University IRB to conduct the study. As part of the IRB process, researchers must obtain National Institute of Health (NIH) certification. The date of completion of my NIH certification is May 17, 2013. I obtained a letter of cooperation, as displayed in Appendix A and used an invitation to participate in this study, as shown in Appendix B. I sent the invitation to participate after the Walden University IRB approved (IRB approval number 05-16-16-

0373883). Data files will remain in storage for 5 years in a password-protected flash drive in a locked cabinet.

A plan to protect participants' welfare should include measures to disguise identities, and to store and safeguard data and findings of the study (Lohle & Terrell, 2014; Unluer, 2012). I safeguarded the confidentiality and privacy of participants by ensuring that the study findings and publications did not include data that can identify participants or the organization. The use of codes helped to disguise the identity of participants (Pollock, 2012). I used codes (e.g., P1, P2) to mask the identity of participants in this study.

Data Collection Instruments

The primary instrument for collection and analysis of data in a qualitative study is the researcher (Condie, 2012; Pezalla et al., 2012; Sarker, Xiao, & Beaulieu, 2013). The main sources of evidence for case studies are documents, archival records, interviews, direct observations, participants' observations and physical artifacts (Yin, 2014). For this qualitative single case study, I was the primary data collection instrument and collected data through semistructured interviews and organizational documents. Flexibility in semistructured interviews promotes a detailed account of the phenomenon (Schatz, 2012). Semistructured interviews are the most effective strategy to collect detailed information on an individual's experience (Marshall and Rossman; 2015). For this study, I used an interview protocol with open-ended questions to conduct semistructured interviews and encouraged participants to share detailed experiences. According to Yin

(2014), documentation is helpful to confirm and expand data from interviews, so I used information from organizational documents to augment the findings of the interviews.

Consistent and repetitive research procedures provide reliability in a case study (Yin, 2014). A regular interview protocol establishes reliability and validity of the study instruments (Bekhet & Zauszniewski, 2012). I designed and followed an interview protocol for this study, as shown in Appendix D. The protocol required participants to conduct member checking to verify the accuracy of my interpretations. Member checking is a technique to verify the accuracy of the interpretation of data collected and to prevent researchers' bias (Harper & Cole, 2012; Houghton et al., 2013). Likewise, I followed a systematic process to review documentation. The documents that provided data for the study were the public organizational policies related to employees' electronic use, procedures for electronic monitoring system, guidelines for online interactions and public organizational records. A matrix with columns for document code, document type, and themes served to help me organize the information found in the documentation. A reflective journal promotes self-regulation and mitigates the effect of the researcher's bias (Al-Rawahi and Al-Balushi, 2015). A reflective journal served as a tool throughout the study to note my thoughts, describe nonverbal expressions, and discern my reflections.

Triangulation of various sources of data enhances the validity and reliability of the findings (Bekhet & Zauszniewski, 2012). Houghton et al. (2013) argued that collecting data from several sources provides an opportunity to triangulate information and to have a comprehensive representation of the case. I collected data from

semistructured interviews and company documentation that allowed me to triangulate the findings to enhance the validity and reliability of this study.

Data Collection Technique

The primary collection technique for this study was a semistructured interview. An interview is a dynamic conversation between a participant and a researcher that allows the collection of data to answer the research question (Onwuegbuzie & Byers, 2014). Semistructured interviews in case studies are *guided conversations* (Yin, 2014). An interview protocol (see Appendix D) with seven open-ended questions guided the semistructured interviews for this study. I asked six questions related to components of the TPB and a seventh question for additional information related to cyberloafing. I used probing questions to encourage participants to provide comprehensive responses to the question asked. Probing questions is an effective technique to obtain detailed and relevant information (Marshall & Rossman, 2015).

Recording interviews and promptly transcribing each audio file to text files enhances the collection of accurate data (Lohle & Terrell, 2014; Ng et al., 2013). A digital voice recorder served to create electronic files for each interview. To prevent personal memory loss, I transcribed the recordings immediately after the interview. I used a voice recognition program to transcribe each interview and a word processor program to replace participants' names with codes. In qualitative studies, research journals serve as instruments to enhance reliability (Grossoehme, 2014). A reflective journal helped me to document participants' nonverbal reactions to the questions, and my personal thoughts and feelings during the interview.

Documentation is often part of case studies because it is stable, inconspicuous, and specific (Yin, 2014). The organization selected for the study has transparently published policies, procedures, and handbooks publicly. I reviewed documents that pertain to Internet use (e.g., procedures for the electronic monitoring system, and guidelines for online interactions), and policies related to electronic use and procedures for Internet security. Also, I sought public organizational records that pertain to the study. I reviewed the documentation, focusing on evidence that indicates strategies related to Internet use and cyberloafing. Askew et al. (2014) used the TPB to investigate cyberloafing and found that the ability to hide the behavior and the cyberloafing behaviors of managers and coworkers increase the likelihood that the employee cyberloafed. Cyberloafing increased with autonomy (Klotz and Buckley, 2013). For this study, I reviewed the layouts of the areas where participants work. The focus of my review was the design of work area, position of computers, and number of private offices. A matrix served to organize data collected from the documentation.

Face-to-face interviews create opportunities for a co-creation of responses between participants and researchers (Comi, Bischof, & Eppler, 2014). Reflexivity occurs when researchers' behaviors may influence participants' responses to the questions and vice versa (Yin, 2014). Interviews that last more than 2 hours are more susceptible to reflexivity (Yin, 2014). The interview protocol for this study indicated that each face-to-face interview would last one hour; however, the exact duration of the interviews depended on the detailed experiences shared by participants. Documents enhance the quality of the study because they provide different perspectives to improve the

understanding of the topic (Chikweche; 2012; Yin 2014). Nevertheless, documentation is subject to reflexivity and biased selectivity (Yin, 2014). I reviewed all public organizational records, policies and procedures related to Internet use and security.

Member checking is a tool used to verify the accuracy of the interpretations of data collected and to ensure its completeness and validity (Grossoehme, 2014; Harper & Cole, 2012). Following the interview, participants received an invitation to conduct member checking. Participants had the opportunity to review my interpretation of their responses, correct mistakes, and clarify information. I set up additional meetings with participants to ensure depth and verify the accuracy of my interpretation of participants' responses.

Data Organization Technique

The techniques for data organization were a fundamental component in conducting the analysis and interpretation of data in my study. An ongoing approach to organizing and examining data is critical in case study research (Yin, 2014). I created an electronic database to organize data collected and relied on a qualitative data analysis program to analyze data. I kept digital records of all data collected for this study. The electronic files included a folder for reflective journal files entries, other documentation and an interview folder with subfolders for each participant. A codified convention system helped me to name the folders, voice recorded files, corresponding transcriptions, and interview notes. The code P1 served to identify the first participant's folder. The digital sound file name given to participant's interview was P1voice, and the interview

transcription file name was P1transcription. A folder labeled organizational documents stored the organizational records collected.

Effective organization of participants' communications and the researcher's notes improves the analysis of data (Korhonen, 2014). Moreover, a spreadsheet helped me to track emails and communications with participants, as well as invitations to participate, consent forms, interview appointments, member checking follow-ups, and appreciation letters. Qualitative researchers aspire to find themes that may explain the phenomenon of study (Korhonen, 2014). Qualitative data analysis programs serve qualitative researchers to find patterns and themes (Folta, Seguin, Ackerman, & Nelson, 2012). I used a qualitative data analysis program to organize participants' direct quotes and interview notes, and a spreadsheet to organize findings in the documentation. All electronic files from this study will remain for 5 years in a password-protected flash drive stored in a locked cabinet, and then I will destroy data.

Data Analysis

The findings of new knowledge are the result of ensuring the accuracy of data collected, assessing all the evidence, and following protocols for analysis of data (Yin, 2014). Triangulation techniques enhance the validation and credibility of the results of qualitative studies (Harper & Cole, 2012). The use of triangulation supports the validation of data through cross-verification from various sources (Yin, 2014). Methodological triangulation allows corroborating consistency of findings by using two or more sources to gather data (Denzin & Lincoln, 2011). Denzin (2012) stated that methodological triangulation is a technique useful for exploring multiple viewpoints of

data. I collected data from interviews and organizational documents which generated two data sets to analyze and corroborate the findings. Methodological triangulation helped me to connect data, identify themes and validate the findings of this study.

Qualitative researchers conducting social science studies must attend to all evidence collected (Yin, 2014). After each interview, I listened to the recording and become familiar with data as recommended by Othman and Rahman (2014). I used voice recognition program, to transcribe the interviews immediately after the conclusion of each interview. The accuracy of interview transcripts is critical to the reliability of the study (Yin, 2014). I used a word processor program to correct voice misinterpretations, replace interviewers' names with pseudonyms (e.g. P1, P2) and note participants' expressions (e.g. lingo, tone).

Case study researchers must consider all possible interpretations, focus on the most noteworthy aspects, and integrate previous expert knowledge to perform a high quality analysis (Yin, 2014). Data analysis consists of strategically organizing, manipulating, and breaking down data to find patterns and synthesize the essential meaning of the content to answer the research question (Lawrence & Tar, 2013). I used manual data manipulation, a data analysis computer program, word processing, and electronic spreadsheets to organize, code, analyze, and synthesize the information to find the answer to the research question for this study. Yin (2014) recommended that case study researchers design one or more strategies before collecting data to guide the analysis. The data analysis technique involved a qualitative data analysis program and the TPB. I used the TPB to guide and organize the analysis of data collected from interviews

and organizational documents. The components of the TPB that served to organize data were behavioral, normative, and control (Azjen, 2012). Qualitative data analysis programs include functionalities for the coding of data and enhance consistency of themes and findings (Folta et al., 2012). I ran a word frequency query in a qualitative data analysis program to help me identifying common themes. I used data reduction to narrow data collected to relevant information before starting the coding process. Tagging segments of data with descriptive words or categories is part of the coding process (Wilson, 2012). The auto-coding feature of a qualitative data analysis program helped me to find similarities and common themes. According to Yin (2014), qualitative researchers must reassemble data until it is evident that all themes have emerged. I reviewed the results for consistency and alignment with the words identified by the frequency query and until no more themes emerged.

An electronic spreadsheet served to organize data collected from documents. I created a matrix with columns for document code, document type, and themes to record the information found in the documentation. The documents that provided data for the study were public organizational records, policies, procedures, and handbooks. I reviewed documents that pertain to Internet use (e.g., procedures for the electronic monitoring system, and guidelines for online interactions), and policies related to electronic use and procedures for Internet security. The nature of the documents provided evidence of control mechanism, social norms, and perceived control (Azjen, 2012). I printed the documents and used noting and highlighting to identify patterns, and built matrices to organize matching patterns by categories.

Borrego, Foster and Froyd (2014) affirmed that the conceptual framework serves as an intersection among the research methodology, literature review, and findings of the study. Word frequencies helped me to reduce data and find patterns and trends in this study. The protocols designed to collect data support the elements of the TPB (beliefs, normative, and control) which enhanced the triangulation of data collected. The triangulated findings from the three sources served to identify commonalities in data and support the conclusions of this study. Using the TPB to guide the analysis, I triangulated findings from interviews and organizational documents, drew conclusions, and verified the results by cross-referencing with findings in the literature review.

Reliability and Validity

In a case study, reliability refers to the consistency of processes and protocols followed (Yin, 2014). Validity refers to the strength of the conclusions and the extent they can apply to situations outside the original case study (Yin, 2014). The ability to make valid and reliable conclusions depends on the design and data of the study (Frels & Onwuegbuzie, 2013). Criteria to ensure reliability and validity in this study included dependability, credibility, transferability, and confirmability.

Reliability

I enhanced the reliability of this study by using consistent protocols. Guba and Lincoln (1994) argued that qualitative researchers must account for the continuous change in qualitative studies. Guba and Lincoln (1994) proposed *dependability* as an alternative for assessing the reliability and trustworthiness of qualitative findings. Two techniques used to establish dependability of qualitative findings are member checking

and triangulation (Guba & Lincoln, 1994). Member checking can serve to verify the accuracy of data collected (Harper & Cole, 2012). Marshall and Rossman (2015) defined members checking as the process of asking participants to verify the accuracy of data and meaning of interpretations. Participants in this study reviewed my interpretation of their responses, and they rectified and added data to their responses. I had the opportunity to correct mistakes and clarify information until all participants agreed that my analysis reflected an accurate interpretation of their statements during the interviews.

Protocols to ensure consistent and dependable data are essential in qualitative research (Hess, McNab, & Basoglu, 2014). Consistency in processes and protocols determines the dependability of a qualitative study (Wahyuni, 2012). I used an interview protocol (see Appendix D) to conduct all the interviews. Also, an established systematic method guided the collection of data from organizational documents. I designed an electronic file system and used consistent procedures for labeling and processing files.

Validity

According to Bernard (2013), the experiences, worldviews, and personal values of the researcher can create bias and threaten the validity of the study. The role of the researcher in a qualitative study is to capture and describe the phenomenon from participants' point of view (Pezalla et al., 2012). In this context, only participants of the studies can verify the accuracy of data, and the validity of the conclusions (Guba & Lincoln, 1994; Yin, 2013). Member checking helps researchers to verify the accuracy of the interpretation of data collected and serves to mitigate researchers' bias (Harper & Cole, 2012; Houghton et al., 2013). Participants in this study reviewed my understanding

of their responses to ensure interpretive validity. *Credibility* in qualitative research serves as a criterion of internal validity (Guba & Lincoln, 1994). Qualitative researchers assure construct validity by using data triangulation (Yin, 2014). I used methodological triangulation as an alternative measure to enhance credibility.

Methodological triangulation is a technique used to enhance credibility in qualitative studies by using a combination of data triangulation from different sources (Denzin & Lincoln, 2011). Multiple sources of data are useful in producing evidence for the same problem and in corroborating that the evidence supports the same findings (Bekhet & Zauszniewski, 2012). I collected data from semistructured interviews and organizational documents and applied methodological triangulation to either confirm that findings pointed in the same direction or to assess rival explanations.

In qualitative studies, *transferability* or the degree that the results can apply in other settings serves to evaluate external validity (Guba & Lincoln, 1994). Marshall and Rossman (2015) concurred that in qualitative studies the transferability of results is up to the reader to identify. I wrote thick, detailed descriptions to provide readers with comprehensive information that they can use to identify the transferability of the findings in this study.

Confirmability is another criterion for enhancing trustworthiness in a qualitative study. Confirmability refers to the neutrality of the findings of a qualitative study (Guba & Lincoln, 1994). The bias and worldview of the researcher may affect the neutrality of the findings (Bernard; 2013). Keeping a reflective journal serves as a tool for self-learning and self-regulation (Al-Rawahi and Al-Balushi, 2015; Lai et al., 2015). To

mitigate the effects of my own bias, I kept a reflective journal throughout the study. The reflective journal served as a tool for maintaining a reflective attitude, writing down my thoughts, discerning my own reflections, and challenging my assumptions. A qualitative researcher should consider all conceivable explanations or interpretation of data to enhance the reliability of the findings (Yin, 2014). To consider rival explanations, I maintained a skeptical attitude during the analysis of data. Rich-thick descriptions in the report documented my objective analysis and ensured transparency in the process. A chain of evidence is a technique that connects conclusions, data and literature to enhance confirmability of the findings (Yin, 2014). I connected all findings from this study to data collected and the literature review. In addition, this study adhered to the review process required by Walden University.

Data saturation enhances the quality of the study (Marshall et al., 2013). Data saturation occurs when no new data, no new codes, and no new themes emerge from collection and analysis of data (Fusch & Ness, 2015; Onwuegbuzie & Byers, 2014). Data saturation ensures that if a researcher repeats the same study, the researcher will reach the same results (Marshall & Rossman, 2015). O'Reilly and Parker (2012) concurred that selecting a sample of participants with deep knowledge in the phenomenon enhances data saturation in a case study. Likewise, Walker (2012) stated the sample of the population determines the researcher's ability to find repetition and relevant data. For this study, I assured saturation by selecting a sample of participants with direct experience managing employees who may engage in cyberloafing activities. The interviews and member checking process continued until no new themes emerged. In addition, I triangulated the

findings from the interviews with data collected from organizational documents and ensured that all information has emerged, and saturation has occurred.

Transition and Summary

The purpose of Section 2 was to explain the quality indicators and research activities for this study. The section opened with a reminder of the purpose of the study and included detailed descriptions of the role of the researcher, and the selection process of participants, to the study population, and criteria for sampling. In this section, I described the rationale of the research design and discussed details for data collection, data analysis technique, and reliability and validity. Section 3 will include the findings of the study, in addition to applications to professional practice and implications for social change. Section 3 will close with recommendations for action, recommendations for further research, reflections and the study conclusion.

Section 3: Application to Professional Practice and Implications for Change

Section 1 and 2 provided the rationale for this study and detailed explanations on the study design and procedures for conducting the research. Section 3 includes the presentation of findings, application to professional practices, and implications for social change. The section ends with recommendations for further research, reflections, and conclusions.

Introduction

The purpose of this qualitative single case study was to explore successful strategies functional managers use to control cyberloafing behaviors of their employees. Data collection included semistructured face-to-face interviews with functional managers and an exploration of organizational human resources policies, procedures, and handbooks. Three main themes emerged from data: *create engaging jobs, communicate clear expectations,* and *promote a positive work environment.* Participants related workloads to the design of engaging jobs, while clear expectations were about rules and performance. Data revealed that the organization advances a work environment of trust, openness, and collaboration.

Presentation of the Findings

The central research question for this study was: What successful strategies do functional managers use to control cyberloafing behaviors of their employees? The analysis of data revealed three major themes: (a) create engaging jobs, (b) communicate clear expectations, and (c) promote a positive work environment. Participants indicated a

special attention to the assignment of workloads, development of metrics, and monitoring of employees' performance, as well as promotion of trust, openness, and collaboration.

Create engaging jobs. Jian (2013) indicated that job characteristics impact the amount of cyberloafing that employees conduct. Furthermore, according to Cullinane et al. (2013), job design has a close relationship with employee satisfaction and intrinsic motivation. The findings from this study supported these contentions, as all participants agreed that busy employees do not cyberloaf. Participants discussed four main topics related to Theme 1. Table 3 displays the nodes identified under Theme 1– create engaging jobs.

Table 3

Nodes Related to Theme 1–Create Engaging Jobs

Theme 1 nodes	Sources	Reference
Workload	6	15
Right fit	5	12
Boredom	5	9
Social interactions	3	5
Total references Theme 1		41

Six participants in this study mentioned the importance of ensuring that employees use their time in activities related to unit objectives. Participants used the word *workload* 113 times when talking about strategies to control cyberloafing. In addition, participants used the word *busy* 75 times to describe their employees and work environment. Five participants attributed the low rates of cyberloafing in their work areas to the high levels of workload. One participant insisted, "We're just so busy that–I mean, really busy–that we just don't have the time to go off and start things on the computer as far as cyberloafing." All participants further agreed that assigning appropriate workloads

serve to control cyberloafing. This practice aligns with Paulsen's (2013) findings that employees who have low workloads slack, because they need to justify their work hours. All participants in the study described their work areas as busy or demanding.

According to Boxall and Macky (2014), productivity increases when employees perform jobs that they perceive as engaging. The characteristics of engaging jobs include job variety, task significance, and social interactions (Bettini, Cheyney, Wang, & Leko, 2015). Analysis of organizational documents and participants' responses indicated that functional managers discourage deviant behaviors and promote good results by keeping employees engaged. The organization made efforts to hire the best suitable candidates, design interesting jobs, and promote collaboration. These practices support employees' engagement and productivity.

Five participants in this study noted the importance of employees using their skills to their full potential. Through member checking, participants reaffirmed that finding employees who are the right fit for the job and the organization minimizes the potential for cyberloafing problems. The phrase *right fit* appeared 39 times in the data. Furthermore, human resources documents include descriptions of the effort the organization makes in finding and maintaining a suitable workforce. Participants used the phrase right fit to refer to employee skills, abilities, and personality traits suitable for the job, work environment, and organizational mission. Three participants discussed the importance of hiring skilled employees and providing them with the right tools to accomplish their objectives.

In addition, personality traits made a difference in the level of cyberloafing. Three participants mentioned that the purpose of their team was to conduct research, and emphasized that researchers are by nature focused on their work, as well as meticulous and conscientious. This affirmation concurred with researchers who applied the big five personality traits model to cyberloafing, indicating that conscientiousness is a personality trait negatively related to cyberloafing (Buckner et al., 2012; O'Neill et al., 2014). However, research is a knowledge intense job that requires high levels of education, which is a factor associated with high levels of cyberloafing (Baturay & Toker, 2015). According to Hertzum and Holmegaard (2013), employee fit for the job aligns with studies that indicated that mental workload is subjective to the difficulty of the task. Employees with the right fit for the job include a higher probability to have a good performance (Hertzum & Holmegaard, 2013). In view of these findings, employees successful at their jobs include a lower probability to cyberloaf because they enjoy their jobs (Al-Shuaibi et al., 2014).

Indeed, employees performing monotonous jobs experience boredom (Skowronski, 2012). Three participants in the study agreed that the type of position an employee holds influences cyberloafing. According to Jian (2013), bored employees include a higher probability to cyberloaf. Participants in the study supported this contention; they perceived boredom to be a consequence of downtime or not having enough work. Five participants identified boredom as a factor that promotes cyberloafing. Four participants agreed that when they see an employee cyberloafing, they conclude that the employee needs more work. Participants described cyberloafing as a lack of

engagement. One participant posited, “When employees get bored, they cyberloaf. So, what can be done to keep them more engaged in their work?” Job variety helps to maintain employees’ engagement and prevent boredom, which results in a lower desire to cyberloaf (Jian 2013). Participants asserted the difficulty to maintain employees engaged in jobs that required repetitive tasks (e.g., data entry, and scanning documents). They considered that employees who spend their time in front of the computer have more opportunity and temptation to cyberloaf. However, none of participants managed employees with repetitive tasks.

Employees who enjoy their jobs tend to have lower levels of cyberloafing (Al-Shuaibi et al., 2014). Participants in this study agreed that if employees enjoy their jobs, they work with passion and commitment; consequently, they reduce non-work related activities. For example, four participants reported that their employees have social interactions, flexible schedules, and opportunities to work outside the office. In addition, three participants described their employees as passionate about their jobs and committed to the organizational mission. Additionally, teamwork and collaboration increase job satisfaction (Al-Shuaibi et al., 2014). The analysis of human resources documents and participants’ statements indicated that the organization has a work environment that supports employees’ interactions, collaboration, and teamwork. Organizational documents included recognition that work in committees are professional development opportunities for employees. Four participants revealed that their teams had opportunities for social interaction; including walking around and visiting other places. Indeed, 10

participants mentioned that their employees work in teams and have constant interactions with employees in other units.

Looking at data through the lens of the TPB, the conceptual framework for this study, normative beliefs that comply with group expectations affect individuals' subjective norms and have a strong direct correlation with cyberloafing (Askew et al., 2014). The individuals' views on how their peers and supervisors will judge the behavior is the strongest predictor of cyberloafing (Taneja et al., 2015). Participants' consensus on workloads as a strategy to control cyberloafing indicated that managers routinely monitor whether employees have proper workloads. The use of workloads to promote engagement shows employees that nonwork related activities during work hours are censure. One participant stated, "I'm not looking out for cyberloafing, but if something caught my attention, I make sure the person gets busier." When participants reflected about employees who have met their objectives and still have time to cyberloaf, they struggled with allowing the behavior. Two participants revealed that they would review the employee's goals and probably increased the targets. In addition, participants' description of their units as busy and collaborative indicated a high level of team-based work. Jian's (2013) study on job autonomy showed that team-based work has a negative correlation with cyberloafing. Employees avoid cyberloafing to the extent that they believe the behavior would be socially disapproved, and to the extent that they can hide such behavior (Askew et al., 2014). Participants used workload and collaboration as strategies to control cyberloafing. Their team had heavy workloads and collaborative or team-based

environment, which promote pressure to perform and reduce the opportunities to engage in cyberloafing.

Communicate clear expectations. The more specific a manager is about demands and expectations, the better the relationship with employees for the long term (Serbin & Jensen, 2013). All participants recognized the importance of employees' understanding of the manager's expectations and individual goals. Participants discussed four main topics related to Theme 2. Table 4 displays the nodes identified under Theme 2–communicate clear expectations.

Table 4

Nodes Related to Theme 2–Communicate Clear Expectations

Theme 2 nodes	Sources	Reference
Manager expectations	11	31
Report and monitoring	11	21
Policies	8	12
Goal and metrics	7	8
Total references Theme 2		72

Andreassen et al. (2014b) indicated that managers react negatively toward cyberloafing. Eight participants expressed a certain level of disapproval toward the behavior; however, only one participant reported having conversations with employees about the expectations regarding personal Internet use. Participants used the word *clear* 110 times and *expectations* 103 times when referring to strategies to control cyberloafing. All participants agreed that managers must clearly outline their work expectations to employees. One participant stated, "Whatever the rules are, it has to be explained to everyone, and everyone needs to be clear about it." Although participants agreed about

the importance of communicating clear expectations, they did not agree on specific expectations regarding cyberloafing. Five participants mentioned that cyberloafing was acceptable only during breaks or lunch hours, while four participants referred to cyberloafing as *part of life* and mentioned that the organization will never have zero cyberloafing. Only two participants indicated that they find the behavior unacceptable at work and described cyberloafing as distracting. One participant emphatically stated, "I don't care if you're exempt or nonexempt, I don't care the status, I just don't think it's right."

Technology improved the tools that managers can use to monitor how employees perform their jobs (Sarpong & Ress, 2014). Participants agreed that the organization has the right to monitor computer use and expressed little concern about the electronic monitoring system. Similarly, Sarpong and Rees (2014) found that 73% of participants did not have concerns about being monitored. When asked about privacy concerns, participants did not express major concerns. However, some participants discussed concerns with the use of data collected. For example, one participant insisted the institution has a significant responsibility to protect the employees' data. Interestingly, five participants declared they were not certain the institution monitored Internet use, but they supposed that monitoring took place.

The analysis of organizational documents and participants' responses indicated that functional managers do not have a planned strategy to control cyberloafing because they rely on the institutional oversight of Internet use. The institutional policies reviewed for this study included description of the institution's monitoring practices. The electronic

use policy discloses that the information technology (IT) department routinely performs non-intrusive monitoring of campus network traffic. In addition, the organization's employee handbook included a description of Internet monitoring practices, and stating that the institution reserves and may exercise the right to access and use data without permission of the employee. The institution requires new employees to sign an agreement that includes monitoring practices and Internet use expectations. Note that the institution's policies support and encourage the use of Internet as a learning tool. Although the institution monitors Internet usage, functional managers do not receive Internet use reports. Two participants suggested that the institution should share Internet use reports on a regular basis. Indeed, five participants considered employees would reduce cyberloafing activities if they were aware the institution checks on employees' Internet activities and supervisors receive reports.

Combining deterrence policies and monitoring mechanisms contributes to effectiveness in reducing social networking and personal emails; however, policies and monitoring mechanisms has little effect on other types of cyberloafing behaviors (Ugrin & Pearson, 2013). By contrast, four participants felt conflicted about more actively using data from the electronic monitoring system. Managers could misinterpret data in reports because of the lack of context. One participant asserted many employees use shopping websites or social networking websites as part of their jobs. Finally, three participants opposed the idea of providing managers with routine reports from the electronic monitoring system. They mentioned that over scrutinizing can be counterproductive and undermine trust.

Managerial practices to discourage cyberloafing include close monitoring of performance and deterrence policies (Cheng et al., 2014). When asked about current strategies to control cyberloafing, participants used the word *goals* 96 times and *metrics* 92 times. Seven participants reported setting goals and monitoring results to keep employees focused on their jobs, and four participants revealed reviewing and discussing metrics on a regular basis. However, participants agreed that managers should not use key performance indicators as scare tactics. During member checking, participants clarified that in their work areas each employee actively monitors the progress of their projects and personal metrics. These practices supported that promoting trust and empowering employees have a significant positive impact on promoting organizational citizenship behaviors (Lehmann-Willenbrock, Grohmann, & Kauffeld, 2013). All functional managers in the study described their teams as hardworking, and trustworthy. For example, one participant stated, "I'm pretty blessed to have a very hardworking team."

Ajzen (1991) found that the beliefs about the factors that may facilitate or difficult a behavior determine the individual's perceived behavioral control. Cheng et al. (2014) concurred that a certainty of detection discourages cyberloafing activities. The requirement stated in the organization's employee handbook that all employees sign an Internet usage agreement alerts employees that the institution electronically monitors and controls employee's Internet use. Employees' perceptions of self-efficacy and vulnerability have a positive relationship with individual behavioral compliance (Ifinedo, 2012). All participants emphasized the importance of stating clear expectations, setting

up goals, and monitoring results. One participant asserted, “A good manager sets a number of goals that have to be accomplished in a period of time, defines a level of expectations for each member in the team, and continuously monitors performance.” Having clear expectations, goals, and metrics is indispensable for a successful organization. A potential strategy to control cyberloafing is to cultivate a work environment that combines deterrence policies, electronic monitoring, and managerial practices. The combination of these practices increases difficulty for employees to engage in nonwork related activities. If employees perceive that they have no control over their activities on the Internet at work, they are less likely to engage in cyberloafing (Ajzen, 2013).

Promote a positive work environment. Employees who perceive a favorable work environment include a lower probability to cyberloaf (Al-Shuaibi et al., 2014). The findings in this study indicated that the organizational environment compel employees to work outside business hours, but provide employees with flexible policies that allow employees to balance their personal needs. Participants discussed four main topics related Theme 3. Table 5 displays the nodes identified under Theme 3–promote a positive work environment.

Table 5

Nodes Related to Theme 3–Promote a Positive Work Environment

Theme 3 nodes	Sources	Reference
Work-life balance	11	52
Example	11	43
Trust	10	34
Open door	8	11
Total references Theme 3		140

Employees in knowledge intense jobs are more apt to work outside of work hours and have higher concerns with work-life balance (Jian, 2013). All participants agreed that work-life balance was a priority in their lives. A positive work environment, high levels of job satisfaction, and a perception of fairness reduce cyberloafing behaviors (Glassman et al. 2014; König & Caner de la Guardia, 2014). Participants used the word *holistic* 52 times and *work-life balance* 81 times. In this context, managers assessing cyberloafing need to consider the perceived benefits, emotions surrounding the activities, and circumstances that accompanied the behavior (Moody & Siponen, 2013).

Participants insisted that they need to assess employee behaviors in the context of the environment and culture of the team. During member checking, three participants discussed the effects on a team when an individual engages excessively in cyberloafing and one participant said, “What does this mean for the person working to his/her side? It could be demoralizing.” In addition, participants took a lenient approach when asked about their employees’ cyberloafing activities. Participants shared expressions such as “Everybody needs a break from the stress at work” [and] “Everybody has a personal life to take care of.”

RunningSawitri (2012) indicated that cyberloafing is a coping mechanism for work-life balance as supported by the findings in this study. All participants considered acceptable to cyberloaf briefly between tasks, as a coping mechanism to relax and reenergize. One participant affirmed, “I do it, everybody does it, we all need to find work-life balance. I know my supervisor cares about my results and not how I go about my time.”

Drouvelis and Nosenzo’s (2013) research aligned with the perspectives of all participants in the study and indicated that the leader’s behavior is the most influential aspect of the identity of a group. During member checking, one participant reflected on a former supervisor who cyberloafed openly, and said “The morale of the team was down. It was offensive to see how he spent time cyberloafing while everyone else was working hard.” This participant continued to share that the current leadership sets a good example of how to lead, and how to manage. Three participants denied conducting any personal business at work; however throughout the interview, they realized that they cyberloafed with personal emails and visiting bank and school webpages. Interestingly, eight participants pondered what was and what was not cyberloafing. They did not perceive as cyberloafing activities such as checking personal emails, bank accounts, and browsing web pages. Participants agreed that cyberloafing included the use of social networks, gaming, and watching videos. The analysis shows that the good example set up by functional managers helps to reduce cyberloafing.

Black et al. (2013) found that although cyberloafing does not have a significant impact on employee performance, cyberloafing has a negative impact on employee’s

perceived performance. The findings in this study support this contention. When asked about their reactions if their supervisors caught them cyberloafing, two participants said that they would be apologetic, and nine participants shared that they would not react in any special way. Participants mentioned that they would hide their screens only if the content were confidential. However, all participants placed a high value on how other employees perceive their personal work ethics and their unit's behaviors. For example, one participant stated "We're the keepers of certain policies and proper behaviors. We should exemplify good behavior", and other participant mentioned, "my concern was that visitors could see her screen." Similarly, supervisors and subordinates perceived engaging in cyberloafing openly as a sign of poor commitment to the organization (Al-Shuaibi et al., 2014). The findings in this study supported that functional managers would have a problem with excessive cyberloafing, even if the employee met the expected goals because of a perceived negative effect on employees' commitment.

Employees who described organizational procedures as trustworthy and managerial practices as fair include a higher commitment, more likely to show organizational citizenship behaviors (Lehmann-Willenbrock et al., 2013). The findings indicated that the organization promotes a culture of trust, openness, and collaboration throughout policies and managerial practices. All participants used the word *trust* during their interviews. Participants made statements that described a culture of trust, and affirmed that what appears to be cyberloafing could be online research, which is part of employees' tasks, so they restrained and did not judge the behavior. Similarly, eight participants affirmed that good performance is the result of mutual trust and

collaboration. In addition, all participants disclosed working outside the official schedule but denied expecting the same from their employees. When asked about their cyberloafing behaviors, two participants said that they hardly do so; however, the rest of participants admitted to cyberloafing sporadically and did not feel guilty. One participant mentioned, “We're here all the time, we work at home, we work here. I don't have a huge concern if my employee, or I need to take care of a personal thing on the internet while they're at work.” Indeed, organizational policies support a culture of trust. For example, policies regarding electronic use stated that the Internet is a learning tool that promotes collaboration. The organization’s employee handbook included description of the Internet as a means of communication with the world and encouraged employees to use with respect and sensitivity toward individuals’ diverse backgrounds. In addition, policies indicated that staff may use work computers for personal business during off-duty times.

A lack of autonomy and collaborative environments reduce the likelihood of cyberloafing activities (O’Neill et al., 2014). The phrase *open door* appeared 37 times in data collected. The organization documents included an open door policy and a rationale to advance employees’ dignity, encouraging mutual respect, and promoting fairness and equity. Participants embraced the institution’s open door policy and collaborative environment. For example, one participant stated, “I simply try to be a good influence by leaving my door open, and my monitors are open and just by default on display,” and seven participants mentioned walking into people’s offices to discuss business routinely. Transparency and openness are part of the managers’ work ethics. Furthermore, the organization’s open door policy and the location of the cubicles promote and

environment of transparency and openness. Nine participants mentioned that their employees do not sit in private areas. During member checking, one participant said, “I realized my team is located in cubicles, and none of them have privacy. So, that may be a factor to discourage cyberloafing.” The findings in this study aligned with previous studies that indicated that lack of privacy and collaborative environment discourage cyberloafing behaviors (Askew et al., 2014; Sheikh et al., 2015).

According to Azjen (1991), individual’s behavioral beliefs about the likely outcome of a behavior determines the attitude toward the behavior. Attitudes and social norms affect the subjective belief about whether most members of a group approve or disapprove of a behavior (Ajzen, 1991). Eight participants described their attitude toward the behavior as casual because participants focused on performance and results. Trust, openness, collaboration, and a focus on results are the primary social norms among participants. Policies and practices promote a collaborative environment. Organizational documents included descriptions of the Internet as a means of collaboration and communication that employees can use for personal business outside working hours. In addition, employees conduct business in cubicles and open offices. One participant acknowledged ignoring employees’ screens, and three participants shared that they do not look at employees’ screens out of respect. Social norms are a strong predictor of cyberloafing, while the attitude toward the behavior helps to moderate the intention to behave (Ajzen, 2013). A high value on trust, openness, and collaboration allow for a lenient attitude toward cyberloafing and promotes a balanced work environment. As a strategy to control cyberloafing behaviors, the institution used policies and guidelines for

acceptable Internet use, which account for organizational values in support of work-life balance and job satisfaction.

Applications to Professional Practice

The strategies recommended in this study may help functional managers to discourage cyberloafing and improve productivity without negatively affecting employee satisfaction. Participants in the study managed employees in the functional areas that reported the lowest bandwidth consumption in cyberloafing activities; however, functional managers did not have a specific strategy to control cyberloafing in their work areas. The findings of this study revealed that all participants cyberloaf to some degree. Even the most conservative participants realized that they reply to personal emails and visit nonwork related websites. Participants agreed that zero cyberloafing is an unrealistic expectation and indicated a high value on a trusting environment. From this view, functional managers should reconsider their perception of cyberloafing as an indicator of lack of commitment to the organization and revisit their strategies to build trust among the team members.

The findings of this study apply to organizational leaders seeking to develop business practices to manage cyberloafing. The analysis of data revealed that employees perceived Internet use for personal activities as an acceptable behavior at work. Participants in the study described themselves as hard workers that use the Internet at work to balance their lives. Indeed, participants perceived cyberloafing as a mental break, and not as a deviant behavior. The most frequent cyberloafing behaviors revealed by participants were emailing, web browsing, money management, and music streaming.

Treating all types of cyberloafing as deviant behaviors could impact the perception of organizational fairness. Business professionals writing electronic use policies and procedures need to identify the organizational tolerance for cyberloafing. An important point to consider is which specific activities organizational leaders should exclude from and include in the definition of acceptable personal Internet use in the workplace.

IT professionals may use the findings of this study to assist with the implementation of Internet monitoring systems. Employees understand and accept the right of organizations to monitor their computer activities. Participants did not express concerns about the use of the electronic monitoring system. However, participants expressed concerns about how the organization uses data collected and the ability of the organization to ensure the safety of data.

The organization in this study has an electronic monitoring system, but does not share Internet use reports with functional managers. Although some participants expressed interest in receiving Internet use reports, all participants concluded the reports could undermine job satisfaction and damage employee trust. Therefore, business professionals need to assess the organizational benefits and risks of using Internet monitoring systems. If the organization's policy is to share the reports regularly, managers need clear guidelines to use and interpret data. In addition, the organization needs to ensure the confidentiality and safety of data collected and communicate these procedures to its employees.

Implications for Social Change

The knowledge economy replaced the assembly lines of labor systems with flexible technologies that rely on skilled, educated, and autonomous employees (Carnevale & Smith, 2013). The knowledge economy generated job opportunities outside the traditional work schedule and caused blurred boundaries between personal life and work life (Jian, 2013). The result of this study may help to build a foundation for a new way of thinking about employees' expectations in the knowledge economy. The implications for positive social change included the potential for providing strategies to control cyberloafing behaviors, subsequently increasing employee productivity, while promoting employee satisfaction.

Researchers conceptualized cyberloafing as a deviant behavior that hinders organizational productivity (Lim et al., 2002; Vitak et al., 2011). All personal activities conducted in work computers qualified as cyberloafing, and managers were responsible for controlling the behaviors (Vitak et al., 2011). Jian (2013) argued that the contemporary work schedule no longer followed traditional work hours. Participants in this study reported working outside their regular business hours. In addition, participants affirmed that they use office computers to take care of personal business. However, participants described themselves as committed and hardworking employees and did not report feelings of guilt for engaging in cyberloafing. Attempts to punish emailing and web browsing generate feelings of unfair treatment and lower rates of employee satisfaction (Hystad et al., 2014). The blurred boundaries between work and personal life create a need to reevaluate the expectations for employees' performance. The findings in

this study may help business leaders to design strategies to discourage cyberloafing and modify their criteria for evaluating employees. Consequently, employees may increase their perception of procedural fairness and organizational commitment.

Work-life balance is one of the most desirable workplace qualities and a high priority for managers and employees (Kumar & Chakraborty, 2013). Participants in this study perceived the moderate use of work computers for personal tasks as a coping mechanism for work-life balance. This study may have a positive impact on social change by providing best practices to support policies that promote employees' work-life balance. Kumar and Chakraborty (2013) found that work-life balance lowers employee's stress levels and increases levels of moral and improves institutional effectiveness and efficiency. Participants perceived cyberloafing transactions such as emailing, banking, making appointments, and checking the weather as part of life.

The institution in this study allows the use of computers for personal business outside of work hours and allows for flexible schedules. In addition, the institution encourages the use of the Internet as a tool for learning, collaboration, and communication. Participants value trust, mutual respect, and openness. In this environment, goals and metrics served to evaluate performance. The findings in this study can promote a better work environment, while reducing the working hours spent on cyberloafing activities. As a result, this can increase the profitability of organizations and positively impact the wellbeing of workforce.

Recommendations for Action

Functional managers or any business leader seeking to control cyberloafing may consider the strategies identified in this study. The analysis of data indicated that cyberloafing rates were low as a result of keeping employees engaged, setting up clear expectations, and promoting a positive work environment. Cyberloafing is a complex phenomenon and business leaders need a systematic approach to controlling the behavior (Askew et al., 2014). A plan to reduce cyberloafing should address the three components of TPB to ensure that employees reduce their intention to conduct personal business during work hours.

The first recommendation for business professionals is to evaluate the social norms in the institution and ensure they promote desirable behavior. The social norms in a group create expectations and normative beliefs (Ajzen, 1991). Participants consistently talked about the importance of assigning workloads to prevent boredom. Study participants used workloads as a tool for promoting engagement. For example, if an employee cyberloafed routinely, the manager would increase that employee's workload. In addition, business leaders should design jobs that allow for social interactions or teamwork. Social approval is an important influence on the decision to cyberloaf (Askew et al., 2014). Employees will reduce cyberloafing behaviors if they perceive disapproval from their supervisors and coworkers.

The second recommendation for business professionals is to implement policies that negatively influence the employees' perception of control. Employees' perception of lack of control discourages the intention to engage in cyberloafing (Ajzen, 2013).

Functional manager who participated in this study set up goals and metrics and monitored them constantly. Participants ensured that employees understood job expectations and empowered them to self-monitor their performance. In addition, the institution had an Internet monitoring system, and employees signed an Internet usage agreement when they joined the company. Employees included awareness that the institution observed their computer use, and that managers monitor their job performance daily. Note that the institution in this study did not use data from the Internet monitoring system. The awareness of institutional surveillance was enough to moderate the perception of control and reduce cyberloafing. To control cyberloafing, business professionals should implement strategies that combine deterrence policies, electronic monitoring, and performance based on metrics.

The third recommendation for business professionals is to support attitudes that promote a positive work environment. Employees who perceive a favorable work environment include a lower probability to engage in cyberloafing behaviors (Al-Shuaibi et al., 2014). Functional managers in this study reported having a casual attitude towards cyberloafing. Participants understood that short periods of cyberloafing were a mechanism for maintaining work-life balance. Additionally, the institution had policies that promote an environment of trust, respect, transparency, and collaboration. The institution's policies stated that employees may use computers for personal activities outside working hours. Managers should consider a lenient attitude toward cyberloafing when employees routinely attend to work calls and emails after work hours. Employees who feel trusted and empowered are more likely to engage in organizational citizenship

behaviors (Lehmann-Willenbrock, Grohmann, & Kauffeld, 2013). Participants' attitudes toward cyberloafing reflected the institution's culture of trust and openness. Employees included a willingness to work outside business hours because the institution supported work-life balance. Business professionals should review institutional values and ensure they promote trust, openness, and collaboration.

Dissemination of the findings of this study will occur through two methods. First, the leadership of the institution investigated and participants in this study will receive a summary of the findings to help them standardized best practices in the organization. In addition, I will disseminate the findings of this research through conferences and scholarly journals.

Recommendations for Further Research

The research design for this study was an exploratory single case study. The limitations of this study were the characteristics of organization selected. The researched institution was an e-learning organization. This institution conducted most of its business online, and its culture may not represent the culture in organizations in other industries or organizations that conduct business in a face-to-face fashion. A future researcher may duplicate the design of this study using an organization that conducts business in a traditional way or in a different industry. Further research may include multiple case studies to explore strategies to control cyberloafing in online and traditional businesses. A multiple case study design presents more compelling and robust findings (Yin, 2014). Using multiple cases would allow for the identification of similar or contrasting results.

Findings from this study suggested a need to studying strategies to control cyberloafing behaviors of distance or remote employees. Advances in technology provided opportunities for organizations to find talent in distant locations (O'Neill et al., 2014), but little information about cyberloafing behaviors by this employees remains available. Participants in this study reported on employees working in the headquarters of the institution; however, they also supervised distance employees. Throughout the interviews, several participants expressed uncertainty about the cyberloafing activities of the employees working from home. The literature review showed only one study on distance or remote employees. O'Neill et al. (2014) identified honesty and procrastination as a predictor of cyberloafing behaviors in distance employees. O'Neill et al. used a quantitative method and did not investigate strategies to control the behavior. Future researchers should study strategies to manage cyberloafing with remote employees.

A final recommendation for future researchers is to reevaluate the definition of cyberloafing and consider renaming the behavior. The first researchers who studied the phenomenon assumed the behavior was nonproductive (Lim et al., 2002); therefore, they named the behavior with a term that conveys a negative connotation. However, since 2011, researchers found that some level of cyberloafing has a positive effect on productivity (Coker, 2011, 2013). Participants in this study acknowledged having a relaxed attitude towards the behavior, because they recognized this behavior as part of a work-life balance. Interestingly, three participants did not realize they were cyberloafing and expressed disagreement with including personal emails and web browsing as cyberloafing behaviors. Further study to provide clarification on the activities that

constitute cyberloafing may help managers to focus on controlling pervasive behaviors and promote a positive work environment.

Reflections

The Doctor of Business Administration (DBA) doctoral study process expanded my understanding of research methodology and allowed the ability to practice scholarly research. The process was challenging because of the level of detail required, and the layers of review. I was fortunate with the speedy responses and collaboration of participants, but overwhelmed by the amount of data collected. I did not plan enough time to analyze data and therefore spent late nights and early mornings completing the analysis within my timeframe. The findings of the study identified strategies to control cyberloafing that I will be able to use as a manager and implement best practices in my institution. Furthermore, participants in this study changed their perception of cyberloafing. The interview process helped them to reflect on their behaviors and beliefs about cyberloafing. The findings of the study helped participants to become more lenient on the use of disciplinary actions as a measure to control Internet use, and more focus on monitoring performance and promoting a positive work environment to dissuade employees from cyberloafing.

I used a reflective journal to mitigate the effects of my bias. I took notes in the journal prior, during, and after each interview. I had many preconceived ideas that the data analysis did not confirmed. The use of the reflective journal was a useful technique to reduce errors and researcher bias. In addition, the reflective journal helped me to improve self-awareness. The inaccuracy of some of my preconceived judgments was

surprising. The doctoral process helped me to become a better thinker and reflect on issues from different angles. I am more careful of my own thoughts with the realization that I am a better listener. My supervisor appreciated this personal growth throughout the doctoral journey and became more comfortable assigning me the leadership of projects of large institutional impact. In the future, I will continue practicing self-awareness and active listening.

Despite the moments of frustration and overwhelming challenges, I enjoyed the research process. I have a better understanding of research methodology and research design, and I have gained an appreciation for scientific research. As a life long learner, this experience opens the door for endless learning opportunities. I became a scholar: persistent, detailed, and passionate about learning.

Conclusion

The findings of this study indicated that functional managers do not mind working outside of business hours, and they do so on a regular basis. Functional managers seem to perceive working outside of business hours as part of their managerial role. However, they expressed the need to balance their personal life by conducting some personal activities at work. Contrary to the contentions that cyberloafing affect productivity negatively, participants agreed that some cyberloafing provides work-life balance and helps them to be more focused and productive. Rather than trying to eliminate cyberloafing completely, business leaders need to apply strategies to moderate the behavior.

Eleven functional managers participated in interviews and member checking. Data from interviews, organization policies, procedures, and handbooks served to triangulate the findings. Three themes emerged from data collected which included the ability to (a) create engaging jobs, (b) communicate clear expectations, and (c) promote a positive work environment. Participants agreed they did not have a specific strategy to control cyberloafing. However, the analysis of data indicated that cyberloafing rates were low in their areas as a result of keeping employees engaged, setting up clear expectations, and promoting a positive work environment. Participants used the allocation of workload as a tool of engagement. In addition, participants insisted on the importance of setting up goals and empowering employees to self-monitor their progress. Functional managers discussed performance metrics with their employees regularly.

The term cyberloafing has a negative connotation. Participants expressed disagreement in defining personal emailing and web browsing as cyberloafing activities. They perceived these activities as part of life that helps them and their employees achieve work-life balance. Participants recognized having a casual attitude toward cyberloafing, and this attitude supports the institutional values of trust, openness, and teamwork. A potential solution to mitigate cyberloafing behaviors is establishing policies and guidelines for acceptable Internet use at work that take into account organizational values supporting work-life balance and job satisfaction.

In conclusion, business professional seeking to reduce cyberloafing in their organizations should ensure that social norms convey disapproval of cyberloafing behaviors. They should combine deterrence policies, electronic monitoring, and

performance based on metrics to influence the employees' perception of control negatively. Furthermore, business leaders need to show attitudes that promote citizenship behaviors by fostering trust, respect, transparency, and collaboration.

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Appendix A: Letter of Cooperation

_____Organization
Address

Date

Dear Emilsen Holguin,

Based on my review of your research proposal, I give permission for you to conduct the study entitled Strategies Functional Managers Used to Control Cyberloafing Behaviors at _____ College, located_____. As part of this study, I authorize you to utilize our interview room to conduct interviews and follow-ups sections with College employees and collect documents pertain to non-work Internet use, and electronic use. Semistructured interviews assist in gathering data for your doctoral study from Walden University, and we are willing to help. However, individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include access to functional managers, work areas, interview room, facilitation of aggregated data on employee's non-work Internet use, and access to electronic use policies. We reserve the right to withdraw from the study at any time if our circumstances change.

The student will be responsible for complying with our site's research policies and requirements, including approval of the study by the _____ College IRB.

I confirm that I am authorized to approve research in this setting and that this plan complies with the organization's policies.

I understand that data collected will remain entirely confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.

Sincerely,

Authorization Official
Contact Information

.

Appendix B: Letter of Invitation to Participate

Date

Dear _____:

My name is Emilsen Holguin, and I am a Doctor of Business Administration (DBA) candidate at Walden University. I am conducting a doctoral study project to explore what strategies functional managers use to control cyberloafing behaviors of their employees. You may already know me as assistant provost for academic operations, but this study is separate from that role. However, the proposal to conduct this study in _____College has been approved by the Institutional Review Board and the Legal Office.

Based on your experience as a functional manager, I would like to interview you to gather information about your perceptions on what strategies functional managers use to control cyberloafing behaviors of their employees. The process will require about 90 minutes of your time: 60 minutes for interview and 30 minutes for verification of information. The sections will be scheduled at your most convenient time and place, within [insert time period for interview process following completion of IRB process]. I will conduct this face-to-face interview. I am also inviting you to share with me any administrative documents, email messages, reports, and/or memoranda that you feel may provide additional information about strategies used to control cyberloafing behaviors. However, I note that the provision of any documents on your part is voluntary. If you do not wish to provide documentation, I am still asking that you participate in the study as an interviewee.

Your participation in my study will be instrumental in ensuring that I gather data from a spectrum of managerial practices and strategies to control cyberloafing behaviors. If you decide to participate in my study, I will deliver to you an informed consent form for your review and signature. This informed consent form provides background information on the study and outlines your rights during the interview process. If you have any questions or require additional information, please do not hesitate to contact me.

I humbly request a response to this letter indicating your agreement to participate or your declination by _____. I thank you in anticipation for your consideration and your support of my study.

Truly,

Emilsen Holguin
Walden University
Doctorate of Business Administration Candidate

Appendix C: Consent Form

You are invited to take part in a research study of that focuses on exploring what strategies functional managers use to control cyberloafing behaviors of their employees. The researcher is inviting functional managers that have experience with strategies to control cyberloafing behaviors of their employees and work in areas of the organization that report the lowest rates of bandwidth consumption on non-work-related websites in the organization. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Emilsen Holguin, who is a doctoral student at Walden University. You may already know the researcher as assistant provost for academic operations, but this study is separate from that role.

Background Information:
The purpose of this qualitative single case study is to explore successful strategies functional managers use to control cyberloafing behaviors of their employees.

Procedures:
If you agree to be in this study, you will be asked to:

- Participate in a face-to-face interview that will be audio recorded and will span approximately one hour.
- Participate in a follow-up section to review a summary of the interview and provide feedback. It will span approximately half-hour.

Here are some sample questions:

- What strategies do you use to control cyberloafing in your area?
- How do you react when you are conducting personal business on your computer and your manager interrupts you?

Voluntary Nature of the Study:
This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at the organization will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:
Given the nature of the study, possibility of participants experiencing any harm is extremely minimal as the study focuses only on examining the managerial experiences of participants and no confidential information or trade secrets will be sought. The potential benefit of being in the study is the contribution to developing strategies to support employees' needs for work-life balance, thus promoting employee satisfaction while maximizing employee productivity.

Payment:
Participants will not receive any compensation from this study.

Privacy:
Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include the organization's name, your name or anything else that could identify you in the study reports. Data will be kept secure by using a password-protected flash drive in a locked cabinet. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:
You may ask any questions you have now or if you have questions later, you may contact the researcher via email at xxxxxxx@gmail.com. If you want to talk privately about your rights as a participant, you can call Dr. xxxx. She is the xxxx College representative who can discuss this with you. Her phone number is xxx-xxx-xxxx. xxx's approval number for this study is 2016-4 and it expires on March 10, 2017**.**

The researcher, Emilsen Holguin, will give you a copy of this form to keep.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above.

Printed Name of Participant _____

Date of consent _____

Participant's Signature _____

Researcher's Signature _____

Appendix D: Interview Protocol

Interview: What strategies do functional managers use to control cyberloafing behaviors of their employees?

Participant ID: _____ Date: _____ Starting Time: _____

Introduction

- The interview section will start by saluting and thanking the participant for his/her willingness to participate. I will introduce myself to the research participant, and proceed to introduce the research topic.
- I will provide the participant with the consent form, and ask him/her to read it. I will make myself available for questions.
- I will provide participants with a copy of the consent form for their records.
- I will announce the participant that I will turn on the recorder. After turning on the recorder, I will turn on a timer (for 50 minutes warning); take note of the date, time and location. The interview will span approximately 60 minutes for responses to the seven interview questions, including any additional follow-up questions. The timer will go off at 50 minutes to alert me that the interview should conclude soon.

> **Script*:*** *Good morning/afternoon, [Participant's name], I am Emilsen Holguin, as I mentioned in the invitation letter; I am a doctoral student at Walden University. Thank you for your willingness to participate in my research. Today, we will discuss seven questions regarding cyberloafing. Let me clarify for the purpose of this study, cyberloafing is any non-work-related activity perform during work hours, using the organization computers and Internet. I hope you have time to review the consent form that I emailed you. Before we begin with the interview, I would like to answer any questions you have related with the consent form and I would appreciate you signed the form. I made a copy for your records. May I turn on the recording and start the interview?*

Interviewing

- I will paraphrase each response to ensure an accurate understanding and note any confusion (e.g., so, what I hear you saying is; this is what I thought I heard). Also, I will take note of nonverbal cues.
- I will start asking the first three questions and encourage in-depth responses using probing questions (e.g., Could you please tell me more about. Could you give me an example of? I'm not quite sure I understand.)

1. What strategies do you use to control cyberloafing in your unit?

Comments:

2. How do you react when you walk around and observe your subordinates conducting personal business on their computers at work?

Comments:

3. How do you react when you are conducting personal business on your computer and a coworker interrupts you?

Comments:

- I will remind participants of the purpose of the study before questions 4. The purpose of the case study is to explore how functional managers use strategies to control cyberloafing.

4. How do you react when you are conducting personal business on your computer and your manager interrupts you?

Comments:

5. How do cyberloafing activities affect the performance evaluation of your subordinates?

Comments:

6. How do you and your team responded to the company leadership using Internet monitoring software as a strategy to determine Internet use?

Comments:

7. What else that I may be missing, would you like to discuss regarding cyberloafing?

Comments:

- I will announce to the participant when the interpretation of the interview will be available for review and schedule a meeting for conducting

> **Script***: I will transcribe and analyze this interview and schedule a follow up meeting with you to review my interpretations. In that meeting, you will have opportunity to add or correct my understanding of your responses.*

- To conclude the interview, I will remind participants in the study that at the end of the study, I will share via email a summary of the findings. I will thank the participant for taking the time and collaborate in the study.

> **Script***: Your collaboration is making possible that I move forward to accomplish the purpose of the study. At the end of the study, I will share via email a summary of the findings. Thank you for taking the time to participate.*

Closing time: _____

Interview Follow-Up

Script: *Good morning/afternoon, [Participant's name], Thank you for accepting my invitation. Today, I will read my interpretation and give you the opportunity to correct mistakes, clarify information or add more details. May I turn on the recording and start the follow-up process?*

Interview Questions	**Did I miss anything? Or, What would you like to add?**
1. What strategies do you use to control cyberloafing in your area?	**Interpretation:**
	Comments:
2. How do you react when you walk around and observe your subordinates conducting personal business on their computers at work?	**Interpretation:**
	Comments:
3. How do you react when you are conducting personal business on your computer and a coworker interrupts you?	**Interpretation:**
	Comments:
4. How do you react when you are conducting personal business on your computer and your manager interrupts you?	**Interpretation:**
	Comments:
5. How do cyberloafing activities affect the performance evaluation of your subordinates?	**Interpretation:**
	Comments:
6. How do you and your team respond to company leadership using Internet monitoring software as a strategy to determine Internet use?	**Interpretation:**
	Comments:
7. What else that I may be missing, would you like to discuss regarding cyberloafing?	**Interpretation:**
	Comments: