Are you still on Facebook? Towards an understanding of Facebook usage during working hours among students

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ABSTRACT

This paper describes how one research team uses a combination of quantitative survey techniques and qualitative interview techniques to understand why and how students are using Facebook during working hours. The team used a quantitative survey method for an initial questionnaire to investigate a possible correlation between feeling of boredom and time spent on Facebook. Data from the quantitative study were used to set up a focus group to obtain rich qualitative insights to explain the phenomenon. The statistical analysis of the questionnaire results indicated that no apparent correlation between feeling of boredom and time spent on Facebook could be found. The transcript of the focus group was analysed with a thematic deductive-inductive analysis approach. The insights gained from the analysis suggest that although students have predominantly negative views of their own Facebook usage and Facebook in general, there are a multitude of incentives that keep them going to the platform every day. Because it is not immediately clear why these incentives outweigh the negative associations with the platform, the authors suggest further research into the use of Facebook as a habit, compulsion or even addiction instead of a satisfactory experience.

Author Keywords
Facebook, work hours, social networking, psychological incentives, gratification, habits, boredom, mixed method.

INTRODUCTION
Media use provides an important backdrop for the social, emotional, and cognitive development of youth, accounting for a large portion of their time [13]. Nowadays the growth and popularity of social networks among students has created new ways of collaboration, communication, and new patterns of how students spend their time online during

working hours. For this reason, the focus of this research has been put on the use of Facebook. It explores the time spent on it and the existing patterns of use of Facebook among students. The research is set to evaluate the trend of Facebook usage and how it might be used as a relevant tool for students during working hours.

Facebook has become a part of the daily life, where browsing shared content takes up more time and the visits during the day are more frequent. The use of Facebook has a series of psychological personality and motivational factors that make users visit Facebook [3]. Gratification from the content and building social capital are the incentives for browsing the social networking site (SNS) [6]. Furthermore, the amount of people using Facebook is vast, in Europe alone Facebook has 307 million users. Highest traffic occurs mid-week between 13:00 and 15:00 hours, and every 60 seconds 510.000 comments are posted and 136.000 photos are uploaded [21].

The increase of Facebook usage during work hours has influenced the way people arrange their job tasks and has led to companies deciding on using measures against Facebook, for example blocking the platform or restricting the amount of time people can spend browsing social media websites. It is therefore important to understand the behaviour and reasoning behind using Facebook during working hours. A variety of studies have investigated the incentives of SNS usage and what underlying triggers the user experience in order to share content to a global community [5, 9]. The launching of the mobile phones further increased the accessibility and frequent visits, which raised the concern of Facebook being addicting and cases show that some people spend up to 8 hours a day on SNS [17]. Moreover, such extreme usage has been predicted to be due to a series of different gratifications where self-representation and self-esteem are factors [18]. A recent study created a multidimensional Facebook intensity scale that predicts Facebook related activities and intensity in usage where four factors are identified among users (persistence, boredom, overuse, and self-expression) [11]. Interestingly, the incentive towards using Facebook seems to have changed over the years, where boredom has been a prevalent factor [8]. Users have become passive observers rather than active creators of content [13]. Pempek et al. (2009) reported that, already in its early days, Facebook

was used to fight boredom and to take a break from work. The lack of active sharing of content but continuing frequent visits to Facebook may be caused by the gratification itself that can be measured psychophysiological in user's high positive valence and arousal [10]. The question remains if SNS are counterproductive in a work environment and if users tend to this behaviour only in moments of boredom.

- RQ1: 'what is the pattern of use of social media during working hours among students?'
- RQ1.1: 'is there a relationship between the feeling of boredom and Facebook usage during working hours among students?'
- RQ1.2: 'how do students experience Facebook in their daily routine?'

To answer these questions, the research was approached with an explanatory mixed method, (QUAN-qual) and divided in two phases: a custom online survey published by the authors on Facebook, followed by a focus group session to discuss the results from the online survey. The survey was available for one week on Facebook, and had two sections, a total of 16 questions, with multiple-choice answers. The first section of the survey consists of 8 multiple-choice questions from the Dutch Boredom Scale (DUBS) [14]. The second section of the survey consists of three multiple-choice questions about the opinion of Facebook and the time spent on this social media during working hours. The survey ends with a final question about whether the respondent would like to take part in the following focus group.

The focus group was organized five weeks after the launch of the online survey, and was conducted at the department of Industrial Design at Eindhoven University of Technology. With a total amount of six participants and one hour and twenty minutes of discussion together, the focus group contributed with suggestions on how Facebook could meet new/different users' needs in the future, and how it could be possible to improve the experience of Facebook usage during working hours.

METHODS

Quantitative

Procedure
The survey was conducted within the network of the authors. An invitation was uploaded on Facebook, for convenience purposes, but also for reaching the desired participants. By sending the invitations on the platform, we ensured the majority, or all respondents would have a Facebook account and were active users.

The link in the invitation redirected to an online survey environment. The survey consisted out of three pages and could be completed within 5 minutes. After completion, the participant was thanked for their input. The survey

environment was open for submissions for one full week, after which it was closed. The results were exported, anonymised and converted to comma-separated csv for use with analytical software.

Data collection
A custom 2-part questionnaire was developed for the purpose of this study. Effort was taken to limit the size of the questionnaire to limit the amount of time respondents would need to complete it. Therefore, the questionnaire was set up to collect two main variables: the feeling of boredom, and the amount of time spent on Facebook, both in the context of "a typical work day".

The first part of the questionnaire aimed at measuring the feeling of boredom, for this the so-called Dutch Boredom Scale (DUBS) was borrowed from Reijsiger et al.'s work [14]. This 8-item scale has been previously validated to measure the feeling of boredom during work hours. For this study, phrasing of the individual items in the scale has been adapted slightly to also make the items also fit for students.

The second part of the questionnaire contained items about Facebook usage in terms of time and activity, along with several qualitative questions of attitudes towards Facebook. A safeguard question "Do you have a Facebook account" was added to be able to filter students who don't have a Facebook account.

In the last question of the survey, the respondents were asked if they were interested in participating in a follow-up focus group. If so, they could leave their e-mail address.

Sample
The sample consisted of 66 participants, gathered through a convenience random sampling [12], using Facebook as sample frame, of which 56 % were male and 44% were female. 77% had a university education and 30% of the respondents lived in Eindhoven. The participants had an average age of 24 (SD=5,12). All respondents positively responded on the control question whether they used Facebook, which means that all 66 responses could be used for analysis.

Analysis
The data returned from the survey tool was analysed using IBM SPSS. First, the scale reliability was tested using Cronbach's Alpha. This test provided an indication of the internal consistency of the "Boredom" construct. It also exposed items that showed deviating correlations, thus decreasing the alpha coefficient.

The second part of the analysis involved the discovery of the uni-dimensionality of the Boredom scale. For this, a principal component analysis (PCA) was performed. Items that were grouped together were presumed to be measuring the same underlying dimension [16]. The outcome of this

analysis can be compared to the original work by Reijsiger et al. [14]. If the items of the Boredom scale all load on one component, this component is a usable measure for "Feeling of boredom".

Next to the boredom scale, the respondents were asked in the survey to indicate how much time they spent on Facebook during a working day. This rating was used as a variable for determining the Facebook usage per participant. Using a Pearson correlation analysis, a correlation between the feeling of boredom and Facebook usage during work hours could be discovered.

Qualitative

Sample
Participants for the focus group were gathered through criterion purposeful sampling [12] with the use of the online questionnaire. This led to 5 participants of whom 4 male and 1 female. One more participant (male) was recruited by means of opportunistic sampling as he deleted his Facebook account shortly before the focus group. This would allow for different viewpoints during the discussion. All participants were students with an average age of 23 (SD=1,265). The participants' contributions were treated as the qualitative data of the study.

Ethical considerations
The participants received an invitation letter containing information about the focus group via mail. Additionally, they received the consent form beforehand, allowing for declines preceding the session. A friendly reminder was sent to them a few days before the session to make sure that they would not forget about it. The participants received a printed consent form before the start of the focus group and were asked to sign it. No risks were expected and none appeared throughout the session.

Procedure
The participants received information about the focus group before participation through the invitation letter. This information included everything they needed to know about the session (time, number of participants, kind of exercise and data collected). The date was agreed upon with the participants. The procedure of the focus group was based on guidelines of other researchers in the field [4,7].

The researchers took upon different roles during the session. A moderator was in charge of the discussion and made sure that everyone could have a say. A second moderator was in charge of the time. The assistant moderator took notes during the session and made sure that the discussions were recorded.

Prior to the session, participants had a 15 minute walk-in where refreshments were served; these remained available throughout the session. The time before the session was used to create a comfortable environment, to make sharing of opinions easier throughout the session. The focus group started with an introductory presentation about the program of the day, the topic and the findings from the survey study. This was followed by a closed card sorting exercise [15], which was used as a familiarisation exercise on the topic. The participants received 10 cards each, 5 blank and 5 actions. Categories were shown in pairs, giving participants the chance to add cards from their hand to a category while explaining the match. Blank cards could be added as well by writing own keywords down. After each round, two new categories were shown until all six were covered (time, work, information, socializes, fun, boredom). These categories were based on the questions asked in the survey. At the end of the exercise, participants were asked if they had any remaining cards that could still be placed in a category and whether they wanted to reposition cards. The cards remained on the table during the discussion, giving participants a reference point if needed.

The card sorting was followed by several questions to initiate a discussion amongst the participants:

- How and when do you use Facebook?
- Tell me about positive experiences you've had with Facebook...
- Tell me about disappointments you've had with Facebook...
- What influences your decision to use Facebook during working hours?
- In what situations was Facebook useful during work hours?
- In what situations was Facebook counterproductive during work hours?
- Which role should social media have in a work day?

At the end of the session, participants were asked if there was something not covered by the questions and discussion. All concluded that everything was covered to satisfaction, after which a more general discussion arose about the fact that the participants enjoyed discussing Facebook and expressed a desire to debate their own struggles with the usefulness of the platform.

Qualitative analysis
Before starting the analysis, a transcript was made of the focus group session. The transcript was analysed with a deductive-inductive thematic analysis approach [2]. The topics of the questions led to the first set of clusters: complaints, positive experiences, specific/personal experiences, detailed usage and comparisons with other social media (see table 1). The largest cluster (complaints), which was also the source of the most critical views of what Facebook was missing/causing, was categorised further to create new clusters. The coding looked at the specific

chunks separated from the transcript, leading to more detailed clusters (see figure 1). The content of the positive and personal experiences were analysed alongside the negative content, making similar clusters i.e. work and motivation was regarded both in positive and negative aspects, while new clusters were continuously added. The categorised chunks were related to positive, neutral and negative feelings resulting in a total of 20 clusters. These clusters were annotated and particulars were subsumed into the general. The clusters were correlated to find connections in the data before drawing conclusions. The analysis was completed with a group reflection.

Categories	Examples statements from focus group
Complaints	- Shows all these things that no longer holds value… and the mind is not emptied… - It keeps track of everything you do… - More and more friends are added but the content is disappointing - Feels like an addiction…. Fb makes it too easy a distraction - It hardly has any place during work…

Categories	Examples statements from focus group
Positive	- Reconnecting with friends… - Finding nice events… - Sharing content with friends and family while traveling…
Personal Experiences	- Ending on fb is almost per automation - Feels more distracted and difficult to focus in longer time intervals - It's filled with information of all kinds…
Use of Facebook	- Sending and sharing files… - For news and events… - Closed group from Industrial design…
Comparisons with other media	- Slack* as chatting platform during work… - What's App with friends… - Cycling through different SNS applications, from fb, Instagram to Reddit…

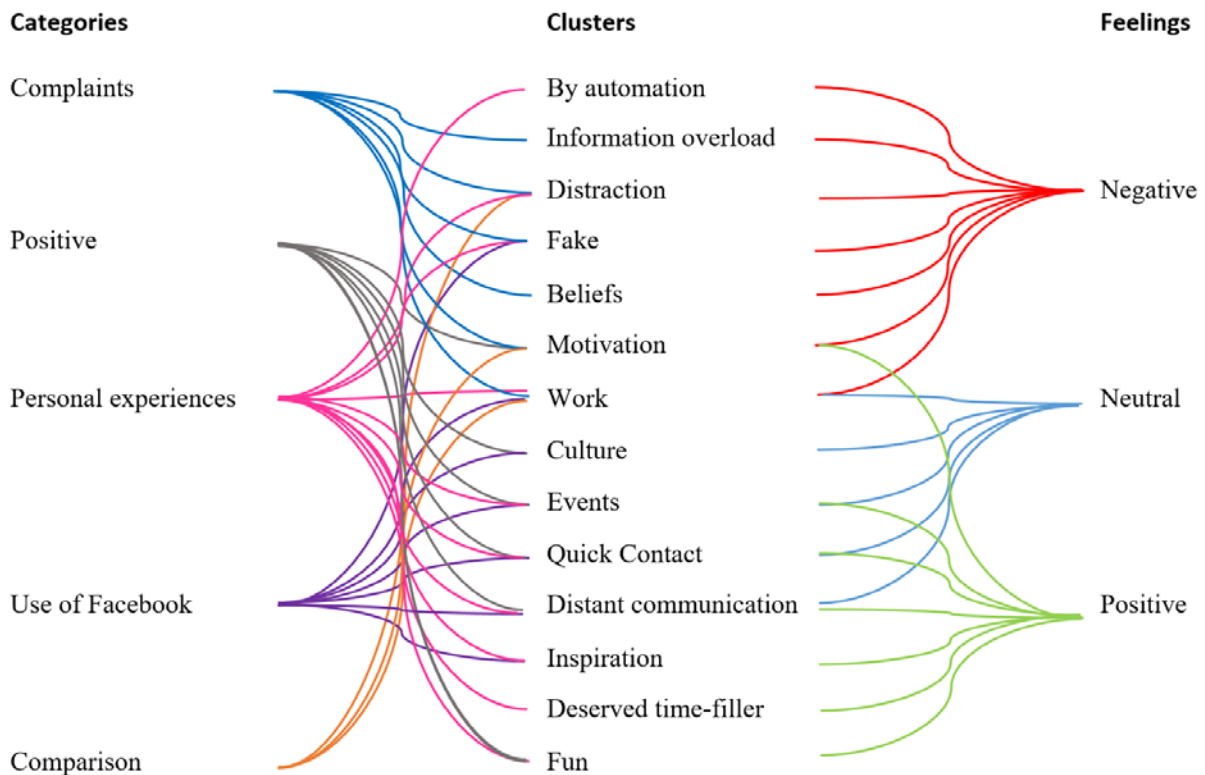**Table 1. Closed coding with 5 categories. Summary of content is described in the right column**

Figure 1. Map of the first five categories linked to the 14 clusters, which were mapped to the contents' negative, neutral or positive nature.

RESULTS

Quantitative results

The first part of the online questionnaire consists out of the Dutch Boredom Scale (DUBS) [14]. The 8 items refer to perception of time passage, feeling of boredom, feeling of restlessness, engaging in task-unrelated thoughts and tendencies to do task-unrelated things during work hours. In their own psychometric analysis of the scale, Reijsiger et al. discovered two items loading on a second factor, which would comprise the unidimensionality of the scale. Therefore they recommend omitting the items for further use, which has been done for this study.

The 6 item scale in the online questionnaire was filled in 66 times. In order to determine the internal reliability of the scale, Cronbach's alpha coefficient was calculated. The alpha coefficient for the 6 items is 0.750, showing decent internal consistency. The next step is to confirm the unidimensionality of the scale as has been done in the original study by Reijsiger [14]. For this, Principal Component Analysis was executed, of which the result can be found in Table 2. Most of the items load on one factor although one item of the DUBS "During work hours, I daydream" loads highly on a second factor. The very same item also had a relatively low corrected item-total correlation and would improve the alpha coefficient of the whole scale if deleted. Therefore, this item is omitted from the analysis. The remaining 5 items load on one factor, which indicates the unidimensionality of the scale.

Items	Component	
	1	2
During working hours, time goes by very slowly	,775	
I feel bored when working/studying	,794	
During work hours, I daydream	,444	,776
It seems as if my working day never ends	,693	
I tend to do other things during my work	,654	
When at work, there is not so much to do	,665	

Table 2. Factor loadings of the items of the Dutch Boredom Scale

To determine whether there is a correlation between the experience of boredom at the workplace and the amount of time spent on Facebook, two computations were made. First, based on the outcome of the factor analysis, the 5

remaining items were added together into one variable. For determining the Facebook usage per respondent, a second variable was calculated. On the survey, the possible rating answers for Facebook usage were stated in increments, e.g. "0 to 15 minutes". Each increment was assigned a number, starting with 1. With these two variables, a simple Pearson correlation analysis could be performed. The outcome can be found in Table 3. Unfortunately, there appears to be no correlation between the two variables.

	feeling_bore dom	time_facebook
feeling_boredom		
Pearson Correlation	1	,131
Sig. (2-tailed)		,147
N	66	66
fime_facebook		
Pearson Correlation	,131	1
Sig. (2-tailed)	,147	
N	66	66

Table 3. Pearson correlation analysis of the variables feeling of boredom and time spent on Facebook

However, the questionnaire contained more items than only the DUBS and the amount of time spent on Facebook. Respondents also answered some additional questions about their social media usage and their experience on the medium. As could be expected, most people used Facebook to socialize (51,5%), stay updated (56,5%) or leisure (47%). The questionnaire also included a question about the respondent's general opinion of their Facebook usage. Although 31,8% indicate Facebook is a great tool to stay updated, a striking 51,5% indicate they feel they could spend their time better than to be on Facebook.

Qualitative Results

The analysis of the qualitative data and the combination between the different clusters led to the creation of five different topics as result of the focus group, derived from the annotations taken in the analysis of the focus group

Facebook lacks on satisfaction: the first topic that emerged from the analysis of the clusters, was that Facebook was perceived as an unrewarding activity for the users. It lacked satisfaction, and the general experience was that once you were scrolling the main Facebook wall, it felt like the information was not relevant. *"lot of the time you end up on Facebook without even noticing and then after 5 minutes you think: hey what am I doing, I should not be doing this".* The experienced lack of satisfaction with Facebook derived from different ideas. Some of the participants mentioned that Facebook had no relation to

personal interests, *"because I also know, I want to see what people are doing, but the only things in my newsfeed are a lot from like communities and that's less interesting, and it's even more distracting than just seeing what people are doing"*; *"for me that was the case I guess four or five years ago, but last few years is really only news on events and ads, stuff like that, and only sometimes I see something from my friends, is when they are going to a new event or when they are reacting to some posts, is the only thing I see"*. Other reasons originated from an experienced overload of information on Facebook, *"the problem right now is that you get too much access to information |...| FB keeps track of everything that you do, and after a while you forget what's on there, so you go to your pictures and you find an album from 2012, 2011, and you think wow, what else is on there? And then you check the privacy setting, and everything is public."*

Facebook is not used as a professional tool: Facebook was experienced in the work environment only as a distraction tool, or as a time-filler for short breaks, *"so that's the thing, it is just a time waster. For me it's a distraction"*. Sometimes, it can be used to send files and documents, since *"it seems that people do not check their e-mail anymore"*. Regarding the time spent looking for online inspiration during working hours, Facebook was compared to other social media, such as Pinterest, Instagram and LinkedIn, and the general opinion among the participants is that, when looking for inspiration, Facebook was not the first choice. *"I actually used to do this (go on Facebook) for work: explore interests, but I think it is more and more better to go on other platforms than Facebook for this type of activities. So things like Pinterest work better now, but it used to be a really good interest exploration"*.

Facebook as a platform for fake news and fake people: the general opinion about Facebook was viewed increasingly as a tool to spread fake news and to share political opinions. *"In the news and stuff about current events is often a very disappointing place (Facebook) to learn about other people's opinions, because it's just people fighting and typing huge paragraphs. I am interested in what people think about it, I am interested in their points of view but it's mostly disappointing to go through the comments and read people's opinions, especially with news articles it's sometimes really a hate machine, especially with current events..."*

Facebook as an unconscious habit: although people mostly had negative opinions about Facebook, they keep on using it. During the focus group, Facebook was compared to drugs and alcohol, calling it an addiction. A visit to Facebook was regarded as an unconscious action that we do throughout the day, sometimes with no specific reason. *"I really think Facebook makes it too easy to get distracted so it's so super easy that's why I also deleted Facebook from my phone, but it did not delete the account yet. But I deleted it from my phone because it's too easy, it's in the pocket"*.

"It enables you to really quickly go to Facebook and even when you don't click on the app. It's almost muscle memory". *"What's funny is that now that I don't have Facebook anymore, it's really obvious when I go to Facebook 'cause I still do it. Cause it's ready on my brain that whenever I have some sort of lapse of thought or something, I have nothing on my mind, I'm just typing 'f enter' (on the keyboard) and then I get it on the unlocking screen of Facebook. But it's almost automated"*. *"Sometimes I just find myself on Facebook and then I don't cycle through all my apps anymore because then I'm like wasting time, let's stop this. Go back to work"*. *"I think everyone has had this once that they were on their phone checking Facebook, and you're done on Facebook on your phone. And then you're like okay I'll close it right now. And then you go on your laptop and you find yourself on Facebook again."*

Facebook as a tool for distant communication: a positive insight about the role of Facebook in the daily routine was that it was considered a quick and accessible tool to create and maintain long distance relationships. Examples from personal experiences have been shared among the group, and they were related to distant communication, creation of new friendships, and rekindling of old friendships. *"It's the moment where I can communicate with my family. I mean, I live a thousand kilometers away from them so, if someone gets married or someone gets accepted to their universities, that's the only way I can find out. That's my only connection to my country"*. *"When I was on exchange in New Zealand, it was really nice to share what I was doing over there, and that lets to some nice discussion and I found out that a girl I went to high school with was also in New Zealand at that time"*. *"If I think of another positive experience, that could only happened through FB, it was before I went to New Zealand, they had this buddy program of the university there, so you get like a buddy who shows you there, and you have at least one friend during your exchange, which is really nice, and we actually found out about each other through FB, that how we first got in contact, while I was still in the Netherlands, and basically because of what we could find on FB we found out quickly that we had some same interests, we talked about music a lot, and when I was over there it felt like I knew him for a longer time that I actually knew him. So that was really nice."*

CONCLUSION, DISCUSSION & LIMITATIONS

Conclusion
The analysis of the online survey led to the conclusion that there is no correlation between the feeling of boredom and the Facebook usage during working hours; the reason why people are on Facebook is not related only to the feeling of boredom, but likely a multitude of gratifying and personal incentives. Several points came out from the analysis of the

focus group discussion as incentives for visiting Facebook, indicating that Facebook is not only related to the feeling of boredom, but it an easy distraction and it has become an automated gesture that users perform throughout the day. Even though, the general opinion about Facebook was considered negative. We envision that, since Facebook is part of our daily routine and the positive aspects outweigh the negative associations, users will search for alternatives for socialising and receiving satisfactory content. Designers would have the role of creating new features in order to meet users' needs in order to share their positive experiences.

Limitations

This research has to be seen as a starting point for follow up research on the selected topic as this study only shows a glimpse of the problems and opportunities. The quantitative part of the study was limited by the size of the time slots that was used to find out how much time people spent on Facebook during a working day. With the right incrementations of the slots there might have already been a correlation between the usage of Facebook during the work day and boredom. In this study only one focus group was conducted. This makes it impossible to compare the answers of one group to another and does not lead to saturation in answers, which is normally required for this approach. Another thing that would ideally be avoided is that participants are familiar with the moderators. The familiarity between the researchers and participants in the focus group served to create a comfortable setting for sharing thoughts. However, the friendliness may have yielded other responses than if the participants were not familiar with the researchers. As aforementioned, multiple focus groups would have credited to the reliability of the students' opinions.

Discussion

The remarkable ~57 % of the survey that reported Facebook was a waste of time or could be used better, provides evidence that the SNS is a guilty habit, which is designed to keep your attention. It seems reasonable that such distractions should not be appropriate in a work environment unless the service specifically supported the productivity, or the break from work, which our data suggested. There remains an unanswered question of whether to restrict or adjust the use of Facebook during working hours. This study provides an indication of the underlying realisation that young professionals maintain a working style notably different from adolescents. Furthermore, we found clear evidence from the analysis of the focus group that Facebook no longer offers the same gratification as before, and as the users have grown, their attitude towards Facebook changed considerably. Namely, the use of the platform and the attitude has become passive and negative. The participants confessed that despite the

missing gratification of visiting Facebook, they will maintain their account and activities. Future work must investigate this relation and assess certain design solutions in a working environment. In addition, the user demographic should be adjusted in order to include the attitudes of full-time workers that are working primarily behind a desk. In a follow-up study a research of company policies regarding SNS usage should be taken into account with the purpose to offer suitable design solutions for an improved Facebook platform. The focus group discussion provided with an indication that the amount of information on the Facebook walls could be appropriately adjusted in a selective wall, where users can decide on the information they want to see. Moreover, the policies from companies could actively integrate inspiring and work related content, in order to gratify and maintain the employee's productivity.

One aspect that gained our interest during the focus group was that participants regard Facebook use as a negative habit and compared it to drugs. The Oxford dictionary [19, 20] describes habits as: "a settled or regular tendency or practice, especially one that is hard to give up" and addictions as: "physically and mentally dependent on a particular substance". There is some overlap between the two as addictions can be seen as strong habits, but this does not make strong habits addictions [1]. Participants in the study mentioned that they go on Facebook to find some kind of gratification. Unfortunately, Facebook does not give the gratification that the users are looking for (anymore). Though, users indicate that they keep going there, which could be a signal for an addiction [17]. The current study does not investigate the feeling of satisfaction further nor physical and mental dependability on the use of Facebook. Therefore, further research needs to be done in order to find out how satisfaction can be achieved and whether Facebook is an addiction or a (strong) habit. Knowing more about achieving satisfaction on Facebook can help to come up with more design recommendations for the social media platform.

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Appendix 1

FOCUS GROUP GUIDELINES

"What is the pattern of use of social media during working hours among students?"

Defining focus group guidelines [4,7]:
- 6-10 people → possible to include everyone
- 45-90 minutes → not productive beyond this
- focus group moderator nurtures disclosure in open and spontaneous format
- structured around carefully predetermined questions (max 10) → free discussion
- a homogeneous group levels the playing field and reduces inhibitions among people who will probably never see each other again
- 3-4 focus groups are needed to produce valid results → not hearing anything new
- It is not: a debate, group theory, conflict resolution, educational, an opportunity to collaborate

Recruiting/preparing participants:
- participants do not know each other, but ideally they should be comfortable with each other
- homogeneity:
    - gender: do both feel comfortable discussing in a mixed group?
    - age: intimidating for old or young person in other group?
    - power: remarks when other participants can influence your job?
    - cliques: too many of the same group leads to more influence
- exclusion/inclusion criteria based on purpose of study
- recruitment:
    - nomination: know topic, respectfully share opinion, willing to volunteer
    - random selection: large defined group, many eager participants
    - all members of same group: existing group is ideal for focus group
    - same role/job
    - volunteers
- Always prepare an ice-breaker question
- Prepare some probes for moderator to get more insights:
    - can you talk about that more?
    - help me understand what you mean?
    - can you give me an example?
- Moderators should paraphrase and summarize long, complex or ambiguous comments.
- Moderators should remain neutral (no nodding, eyebrow raises, praising etc.)
- give times and locations to participants, secure verbal communication, send mail with confirmation and call 2 days before scheduled group (example page 5 paper)
- dealing with challenging participants:
    - self-appointed expert: Thank you. What do other people think?

- - the dominator: let's have some other comments
    - the rambler: Stop eye contact look at your watch; jump in at their inhale
    - shy participant: make eye contact; call on them; slime at them
    - participant who talks quietly: ask to repeat answer more loudly
  - over invite in anticipation of a no-show of 10-20% (not more than 10)
  - tell that starting time is 15 minutes before actual start (paperwork/drink)
  - offer beverages and light snacks at a minimum
  - when done, thank participants and distribute incentive
  - assistant and moderator debrief directly after session when recorder is still on
  - name all tapes and notes with date, time and name of group.

SET UP FOCUS GROUP ON SOCIAL MEDIA USAGE

- **Participants** 5-10 preferred per group (minimum for us to do it is 5 people) participants should have name tents with numbers for anonymity when making comments and if they want they can write their name on them
- **Environment** Comfortable put the chairs in a U shape
- **The setting:** the room has to be comfortable and it would be nice to provide some soft drinks (coffee, tea and juices) and small snacks to create a nice atmosphere. Arrange the space in advance, so when the people come in they can easily find a sit and there is no confusion. (Maybe give already a name to the chair so they know where to sit). The room should have a door for privacy.
- **Moderator:**
  - can listen attentively with sensitivity and empathy
  - can listen and think at the same time
  - believes that everyone has something to share/offer
  - has adequate knowledge of the topic
  - keeps personal views out of facilitation
  - people should relate to and give authority to
  - can manage challenging group dynamics
- **Assistant moderator:**
  - runs a tape during session
  - takes notes in case recorder fails/tape not clear
  - notes/records body language or other cues
  - allows moderator to do all the talking to the group
- **Preparation**
  - Let participants sign the consent form
  - Let them have a drink
  - Tell them that the focus group will start soon
  - (invite them 15 minutes before the actual starts to avoid delay and to have the time to sign the consent form etc.)
- **Make a smooth introduction:**
  1. **Welcome…**
  2. **Introduce moderator and assistant...**
  3. **Our topic is…**
  4. **The results will be used for...**
  5. **Your were selected because…**

6. **Guidelines** No right or wrong answers, only differing points of view We're tape recording, one person speaking at a time We're on a first name basis You don't need to agree with others, but you must listen respectfully as others share their views Rules for cellular phones and pagers if applicable. For example: We ask that your turn off your phones or pagers. If you cannot and if you must respond to a call, please do so as quietly as possible and rejoin us as quickly as you can. My role as moderator will be to guide the discussion Talk to each other Opening question.

7. ***Example:*** *Good evening and welcome to our session. Thanks for taking the time to join us to talk about Facebook usage among students during working hours. The focus group will start with an initial presentation of the results from the online survey, a card sorting game to better get to know each other and the topic, and some more open questions about the topic.*

8. **So let's start!** We start showing them the presentation with the results of our survey. In this way we can start asking questions to them and engage them in the conversation. (Did you know that 60 percent of people use Facebook more than one hour during their working hours? What do you think about it?)

    a. first part will be a group discussion about the results of the survey;

    b. the second part will be the card sorting warming up exercise;

        i. The exercise: everyone gets 10 cards, 5 filled and 5 blank, then the moderator starts the round with one category that is shuffled before. The rotation goes clockwise and the participants are asked to put down a card they think fit to that category, or fill one blank out to get rid of their cards quicker. After all the categories have been put down the rounds continue until everyone has put their cards down. This will create a clustering and mapping of pre-set labels and new labels linked to specific categories. We ask them if they have any additional categories they wish to include in what Facebook currently is to them.

    c. the third part will start with this kind of open question (When you decide to use Facebook, what do you look for? Take a piece of paper and write down three things that are important to you when you use Facebook);

    d. the final part will be the reflection and discussion on the card sorting and the closing part of the discussion (Of all the things we've talked about, what is most important to you?) with the debriefing made by the moderators.

    ● **The questions:** Use open-ended questions and avoid dichotomous questions, use "think back" questions.

        ○ 8 questions is ideal

        ○ Participants do not see the questions so they should be:

            ■ short and to the point
            ■ focussed on one dimension
            ■ unambiguous
            ■ open-ended or sentence completion (answering yes/no not possible)
            ■ non-threatening or embarrassing

- - - type of questions (example page 3 of paper)
      - engagement: introduce to and make comfortable with the topic
      - exploration: meat of the discussion
      - exit: anything missed in the discussion?
- **Example:**
  - How and when do you use Facebook?
  - Tell me about positive experiences you've had with Facebook?
  - Tell me about disappointments you've had with Facebook?
  - What influences your decision to use Facebook during working hours?