New Concept of Social Network Citizenship Behavior: Definition and Elements

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Abstract: Attracting more and more people, many scholars, managers and experts pay much more attentions on social networks to find out the reason and result of increasing social network membership. In the other hand, social networks are community which organizational characteristics (like citizenship behavior) can be investigated on. In the other hand they are widely become important part of our daily and work lives. The purpose of this phenomenological study was to explore new term of social network citizenship behaviors. This descriptive phenomenological approach interviewed with forty members of social networks. Collected Data were analyzed by Colaizzi’s phenomenological method. Data were analyzed using Colaizzi’s phenomenological method. Finally, four themes were identified: existence, civility, humanity, and empathy. It was concluded that these are social network citizenship behaviors.

Key words: social media, social network; citizenship behavior; phenomenology

INTRODUCTION

The web changed everything. During the 1990s, the rapid rise of the internet and applications supporting the World Wide Web changed our expectations about access to information. The organizational learning professions – trainers, librarians, technical writers – were early adopters of web technologies to support knowledge capture and transfer (Anklam, 2009).

The year 2006 can be regarded as the break-through year of social media. At that point, the popular early applications like Wikipedia and MySpace had gathered significant numbers of users, and the currently hugely popular Facebook and YouTube had just been introduced to the public (Fernando, 2010).

Practices induced by social media have potential to open up a new virtual culture of participation. The development is already under way – there are massive amounts of applications that can be used to share, compare and exchange information, opinions, gossip, pictures, and user generated videos and programs. Social media channels are widely used as spaces for self expression and grass-root activism. Social media applications have also resulted in disruptions in business models of cultural industries, social behavioral sciences, social networks and even environment (Ahlqvist et al., 2010).

New social media technologies in their very nature are extensions of the human faculty of exchange and collaboration (Fernando, 2010). Collectively, social media software is a reaction to the inherent human need “to build and sustain relationships in disperse social communities, to create and extend networks, and to produce synergy effects through aggregated interaction” (Schneckenberg, 2009). Although there is some contention around a formal definition, social media can be loosely classified as a collection of software tools which enables individuals to share information, collaborate and create and grow communities (Berners-Lee et al., 2006).

The definition of social media is built on three key elements: content, communities and Web 2.0 (Ahlqvist et al., 2010). First, content refers to user created content which may be of very different types; it may be photos, pictures or videos, but also presence information, tags, reviews and play-lists, to mention some examples. Second, social media is based on communities and social interaction among users. Social media applications typically enable communication either directly – which has been common on the internet since early days – or via media objects. This was made possible during the last eight years when digital cameras and video cameras, camera phones and broadband connections became widely available. The development of digital technologies for content creation and sharing, together with web technologies and applications that let people easily participate on the internet, is the third corner stone. These technologies have usually been packed under the umbrella term web 2.0 (O’Reilly, 2005).

As faculty, administrators, and staff in higher education, we must recognize that the role of social media in our institutions, on our campuses and in our lives is not entirely in our hands.

Therefore identifying the elements of Social Medias can help us to better recognitions of their effects, consequences and antecedents.

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In this study we focus on the most complicated elements of social Medias which are communities. In the other word, internet and social Media's tools facilitated emerging online virtual communities or better said social networks (Neumann et al., 2005).

Online social networking sites introduce a new quality of social participation in online environments through identification and motivation to contribute to the community, to share experience and discover expertise in the organization (Dawley, 2009).

Online Social networks introduce a new quality of social participation in online environments through identification and motivation to contribute to the community, to share experience and discover expertise in the organization. It is important to understand the exposure people have had with social networking as a communication mechanism. In the other hand, the behaviors which the social networks require are vital to explore. We called such behaviors which social networks' members admire, social network citizenship behaviors. Therefore, the main aim of this study is to develop the concept of social network citizenship behaviors and then to recognize such behaviors by interviewing with social networks' members through Colaizzi’s phenomenological method.

2. Literature Review:

2.1. Online Social Network:

The Internet and, in particular, the web has enabled a communication revolution: the ability to send and retrieve information everywhere has changed the way we work and live. Web portals, as content aggregators, provide efficient access to information and services online: they are electronic gateways or entrances that provide hypertext links to other sites and collect information. They provide a focal point and an information source that can be personalized, allowing people to gather detailed information, on demand. Web portals play an increasingly important role amongst online communities as audiences seek out more specific information, providing valuable opportunities for both profit and non-profit communities to introduce basic collaborative knowledge management, group administration to reduce time-consuming tasks (Neumann et. al, 2005).

Social media, or shortly Web 2.0 applications, allow users to contribute to discussions, see and hear streaming video and audio, give feedback, and participate in conversations (Dearstyne, 2007). This highlights a shift towards interactive and collective media (Constantinides and Fountain, 2008), changing the emphasis from browsing and consuming to participating and contributing (Dearstyne, 2007), and providing new opportunities for engagement (Henderson, 2010).

Social media encourage all users to participate, providing a channel to give feedback and share information (Ashling, 2007). These results a collaborative, participatory culture where users feel comfortable expressing themselves, creating and sharing their creations and communicating with a variety of people across the world (Henderson, 2010). Social media have created a new connectivity, or platform, for the global community to communicate online (McAfee, 2006). Conversations are created in real time allowing users to “discuss, debate, and collaborate with one another as millions more watch, listen and learn” (Henderson, 2010). Social media allow users to share content, creations, thoughts, views, information and personal details (Beer and Burrows, 2007; O’Reilly, 2005) in contrast to traditional web site content that is created, selected and filtered by organisational or media gatekeepers.

Henderson (2010) defined social media as collaborative online applications and technologies that enable participation, connectivity, user-generated content, sharing of information, and collaboration amongst a community of users. These include social networking sites, wikis, blogs, podcasts, videocasts (or vlogs), mashups, folksonomies and online virtual worlds.

Social media create the perception of close interaction regardless of time and space, connecting individuals and groups to produce, transfer, negotiate, simplify, and record social knowledge and cultural norms, values, and ideologies (Fuchs, 2004).

Typically they are created using highly accessible (easy to get to) and scalable (can be used to reach large numbers) publishing techniques (Brogan, 2010; Zarella, 2010). Social media use internet and web-based technologies to transform broadcast media monologues (one to many) into social media dialogues (many to many).

We focus on social network sites or briefly social networks in this study. Some use the term community networks or online community networks which have the same meaning as social networks.

There has been a rapid rise in the popularity of social media and social networking sites over the last few years. As social networks (such as Facebook, Twitter, YouTube, and Wikipedia) are become prevalent in the private lives of individuals, these individuals will come to expect these same techniques from corporations (Fernando, 2010).

Social networking web sites are services on which users can find and add friends and contacts, and send them messages, and update their personal profiles to notify friends, contacts or colleagues about themselves. Additionally, on some social networking web sites, users can join networks organized by workplace, school, or college (Reyneke, et al. 2011).
Khan et al. (2012) used the term community network instead of social network. Online communities transform the regimen and practice of marketing “at” people into an opportunity to engage and interact with people. The social web is not just a fad; it is a fundamental shift in how humans communicate, interact, collaborate, create, inform themselves, priorities, organize, buy, sell, and play (Khan, 2012).

Online communities or virtual communities describe a general gathering of interest, without the condition and organizational basis of residential proximity or the goal of affecting real-world events or interactions (Preece and Maloney-Krichmar, 2003). Similarly, as O’Neil (2002) looks at community informatics indicators that can be used to gauge successful communication technologies, she thinks of social networks as supporting territorial communities.

Schuler’s definition of community includes three aspects of membership: common residential location, “like minded” in the performance of daily activities, and a sense of belonging with a larger social unity (Chewar, 2005). The importance of social network lies in the interaction between consumers and the community and in the facilitation of “asynchronous, immediate, interactive, low-cost communications” (Miller et al., 2009).

Some believed that social network sites can be seen as alternative communication tools which support existing relationships and activities in a fun and colorful way that can enrich the users’ experiences (Palmer, 2009).

A social networking site connects people based on data about them, stored in user profiles. These user profiles determine the way in which users present themselves to other users. The most important distinguishing factor between the various sites is the range of profile information that they hold, store and can perform operations on. Social networking technology enables people to connect in a way that closely mirrors natural social behaviour.

But, why did they emerge? For sociologists, the resulting online community is thus a postmodern aggregate of daily life, feelings and imagination that represents a desire to be together and share emotions (Boulaire et. al, 2008). Recent efforts within the research community have begun to clarify the important characteristics and questions for emerging and developing community networks.

Mynatt et al. (1997) develop a set of characteristics uniquely demonstrated by network communities, which can be summarized as a multi-user, technologically mediated, persistent context for activity and real-time interaction – strongly suggesting an expectation of user identity rather than anonymity. They also describe important design dimensions that apply to social networks, which include managing linkages between real and virtual elements. They characterize “success” as supporting long-term participation, a variety of social rhythms for interaction, a sense of membership, and understanding of conventions and trust (Chewar, 2005).

### 2.2. Citizenship Behavior:

The concept of Citizenship behavior has been studied more in organizations because of their public nature. For example, Going above and beyond the job includes engaging in discretionary behaviors, termed spontaneous behaviors by Katz (1964), that contribute to the overall effectiveness of the communities. Spontaneous behaviors are not explicit job requirements and do not result in formal rewards for the individual performing them (Organ, 1988). Katz and Kahn (1966) suggested that innovative and spontaneous behaviors do not necessarily directly contribute to the genotypic function of an organization, but are “vital to organizational survival and effectiveness” and include cooperating with fellow members, protecting the organization (or subsystem), suggesting organizational improvements, self-training for additional organizational responsibility, and creating a favorable climate for the organization in the external environment. More contemporary concepts, modeled after Katz and Kahn’s (1966) essence of “going above and beyond” formalized job requirements, include pro-social organizational behavior, extra-role behavior, contextual performance, and organizational citizenship behavior (OCB) (Mayfield et al, 2010).

But we aim to investigate and explain the concept of citizenship behaviors among social networks.

One explanation is that “strong” situations, in which the presence of large rewards/punishments or strong social cues about appropriate behavior, may suppress the effects of individual differences that might be more evident in weaker contexts (Organ and McFall, 2004). These behaviors include “pro-social behavior”, “extra-role behavior”, and “social network citizenship behavior”. A common objective of these studies has been to define a type of individual behavior which is believed admirable for social networks' members.

Such behaviors are not an enforceable requirement of the role or social network memberships, that are, the clearly specifiable terms of the person’s moral contract with the community; the behavior is rather a matter of personal choice, such that its omission is not generally understood as punishable (Chompoonuk, 2004).

A number of predictors of related citizenship behaviors have been identified, including: civic citizenship and covenantal relationship (e.g. Dyne et al., 1994), dispositional influences (e.g. Dyne et al., 1994), and contextual influences (e.g. Netemeyer et al., 1997).

Dispositional factors were thought to be useful for predicting and recognizing citizenship behavior because individuals tend to differ in their levels of pro-social behavior, and it was reasoned that some individuals would
naturally be willing to go the extra mile and help co-workers or organizations whereas others would not (Organ, 1998).

Some researchers identified activities such as volunteering, persisting, helping, following rules and endorsing objectives as citizenship behaviors in most of organizations (Oplatka, 2009).

In the other hand, there are some classifications for citizenship behaviors in organizations which can be adjusted in social networks. Podsakoff et al. (2000) compiled a detailed classification of such behaviors, which were grouped into seven categories: Helping behavior; Sportsmanship; Individual initiative; Civic virtue; Organizational commitment; Complacency; and Personal development.

These classifications have enabled the development of relevant measures for the topic. Some other studies use the approach described by Netemeyer et al. (1997), in which OCB was classified into four categories: Sportsmanship; Civic virtue; Conscientiousness; Altruism.

Sportsmanship can be defined as the employees’ goodwill in tolerating less than ideal circumstances without “complaining . . .” and making a federal case out of small potatoes” (Organ, 1988). Civic virtue is defined as behavior that shows a concern for participating in corporate life – for example, by performing tasks that they are not required to perform, and doing so for the benefit of the organization. Conscientiousness is behavior that goes beyond the requirements established by the organization in the workplace – for example, working after hours for the benefit of the organization. Finally, altruism is helping colleagues in the performance of their tasks. Altruism and conscientiousness have been grouped together by some researchers and referred to helping behavior (Castro et al., 2004).

2.3. Social Network Citizenship Behavior (SNCB):

The objective of this study is to develop the concept of social network citizenship and propose a complete definition. Also we aim to identify social network citizenship behaviors. Social networks citizenship behaviors can be considered in the category of digital citizenship behaviors. Gerald Bailey and Mike Ribble (2007) address in the first book of this field, "Digital Citizenship in Schools": Today, billions of people all over the planet interact using various technologies. This interaction has created a digital society that affords its members opportunities for education, employment, entertainment, and social interaction. As in any society, it is expected that digital citizens act in a certain way—according to accepted norms, rules, and law. Digital citizenship can be described as the norms of appropriate, responsible behavior with regard to technology use (Bailey and Ribble, 2007).

After that in 2011, Mina Seraj and Aysegul Toker in one of the chapters of "handbook of research on business social networking", introduce the new concept of social network citizenship. They describe and discuss the specificities of membership commitment to online social networks. While delineating these specificities, they introduce the concept of social network citizenship to define the characteristics of committed network members. A conceptual model involving commencement, creation, change, and commitment is developed in order to establish the antecedents of this new concept (Cruz-Cunha et al., 2011).

A digital citizen commonly refers to a person utilizing information technology information technology (IT) in order to engage in society, politics, and government participation. K. Mossberger, et al. (2011) define digital citizens as "those who use the Internet regularly and effectively" (Mossberger et al., 2011) In qualifying as a digital citizen, a person generally must have extensive skills, knowledge, and access of using the internet through computers, mobile phones, and web-ready devices to interact with private and public organizations. People characterizing themselves as digital citizens often use IT extensively, creating blogs, using social networks, and participating in web journalism site (BBC News, 2005).

To explore and determine social network citizenship behavior, initially, a comprehensive and complete definition of it should be provided. We conduct the following definition:

Social network citizenship behaviors emerge within online virtual communities. It is about appropriate behaviors which are pro-social, extra- role and spontaneous. They are above and beyond the formalized membership requirements. By deeply engaging, the members behave committed although there is no reward or punishment. Social network citizenship behavior is member's moral contract with the social network more than just following rules. It refers to the norms of appropriate, responsible behavior with regards to social networks membership.

The members who behave such a way are called admirable members, who are not just good members of social networks. It may cause close friendship, emotional communication, intimacy, sense of effectiveness and usefulness, and enhance virtual life within online community.

For discussing the reasons of developing attraction of social networks identity theories are useful. Identity theorists argue that the self is a product of society and it is in social networks and social interactions that selves are produced (Stryker, 1987). Individuals, groups, and organizations continuously create and recreate themselves through dialogues with others that serve as processes of interpretation and enactment (Humphreys and Brown, 2002).
"Through social interaction and internalization of collective values, meanings, and standards, one comes to see oneself through the eyes of others and constructs a more or less stable sense of self" (Volpe et al., 2011). It may explain one of the reasons of extending memberships in social networks.

Social networks provide the structural context through which individuals are proximate to the opinions and behaviors of salient others and serve as prime mechanisms for social influence. The mechanism used by social network theorists to explain the influence of close relationships is cohesion. Cohesion focuses on the direct connection between an individual and others, viewing ties among these individuals as pipes transferring flows of information and resources. In the context of Volpe's (2011) research, the people to whom a woman is directly connected (e.g. social network ties such as family, friends, organizational and occupational colleagues) influence her identity by providing important feedback regarding acceptable or normative career behaviors.

By reviewing previous researches in the fields of social networks and citizenship behaviors, we finally came to conclusion that identifying such behaviors is necessary which may include: helping behavior; Sportsmanship; Conscientiousness; Altruism and etc.

Therefore, as another of objective of this study, we aim to identify and investigate such behaviors by interviewing with social networks' members.

3. Methodology:

3.1. Procedure:

Two main field of study is quantitative and qualitative methods. Denzin and Lincoln (1994) assert that the qualitative research field is "defined by a series of tensions, contradictions, and hesitations". Many different research methods and techniques (especially qualitative methods) are practiced under the banner of phenomenological research.

Phenomenological researchers generally agree that our central concern is to return to embodied, experiential meanings aiming for a fresh, complex, rich description of a phenomenon as it is concretely lived (Finlay, 2009). Phenomenology is the study of lived experience in which the researcher is discovery oriented.

The researcher is on a quest to know answers to the following questions. “What is this every day experience like? What is its meaning? How is it experienced?” Through reflection, a deeper knowing of the essence of an experience emerges (Van Manen, 1990).

Edmund Husserl, a German philosopher, developed phenomenology as a response to the traditional scientific method, which measures and values concrete, observable events (Powers & Knapp, 1995). He argued that the scientific method could not appropriately capture the abstractness of phenomena. Husserl recommended a “return to ‘the things themselves,’ essences that constitute the pre scientific world of human consciousness and perception” (Powers & Knapp). Husserl described a life world (Lebenswelt) or lived experience. In order to understand this experience, a person reflects on a realm of what persons normally “…take for granted and therefore fail to explore…” (Powers & Knapp). To explain this idea, persons do not really think about their day-to-day experiences unless they critically reflect on them. Phenomenology, then, provides the tools for deep exploration into human existence and experience (Munhall & Oiler, 1986) in order to understand the actual lived experience of a phenomenon by examining persons’ accounts of their experiences.

Phenomenology served as the methodological framework for this descriptive – qualitative study.

3.2. Purpose:

The aim of phenomenology is to produce a description of a phenomenon of everyday experience, in order to understand its essential structure. Therefore, the main aim of this study is to explore social network citizenship behaviors among social networks members.

3.3. Participants:

We conducted this study with thirty participants (users of LinkedIn and Facebook) using unstructured interviewing techniques asking open-ended questions over, the phone about social network citizenship behaviors. We posted an announcement in Facebook and LinkedIn, asking anyone interested in participating in a research study about "admirable members of social networks (LinkedIn and Facebook)" to contact the researcher.

Among all interested people we chose thirty users from Iran, Pakistan, China, Malaysia, USA, Germany, Poland, Netherland, and Canada. They were chosen by regarding to the following characteristics:

- between 20-40 years old
- Membership of more than 4 years in social networks (LinkedIn and Facebook)
- Good English speaking

Interviews lasted between 20-30 minutes. We transcribed the interviews verbatim.
3.4. Data Collection:
The interview began with the researcher asking participants to, "Talk me about good member of LinkedIn (Facebook)". Questions related to specific experiences of membership in social networks, satisfaction or dissatisfaction of other members, their feelings, their expectations, and rating themselves as good or bad member. We also wanted them to name all characteristics which a remarkable member or admirable member should have. The researcher transcribed the interviews verbatim.

3.5. Data Analysis:
Data were analyzed using Colaizzi’s (1978) phenomenological method because this method of data analysis is associated with descriptive phenomenology (Cohen et al., 2000). Colaizzi’s data analysis method was determined to be an appropriate methodology for this study with its focus on finding the essence and meaning of the experience of membership in social networks. This method consists of six steps: dwelling with the data, extracting significant statements, formulating meanings into clusters or themes, creating an exhaustive description of the phenomenon, and reducing the description to a statement of the fundamental structure of the phenomenon.

Therefore, the analysis included the following procedural steps suggested by Coliazzzi.
First, we read all participants’ descriptions of the phenomenon for a general overview. We then read each interview two times and began to color code with the highlighter function the various themes for each interview. We read through the highlighted areas and searched for specific statements for each theme. Each statement was analyzed for its significance and where it might fit in the different theme areas. Statements from all participants that were similar were grouped together or clustered into one list of themes.

3.6. Rigor:
According to Lincoln and Guba (1985) the criteria for rigor in qualitative research are to be expressed as trustworthiness and are credibility, transferability, dependability, and Confirmability. Conclusions of the researcher are credible if they express the realities expressed by the participants. In lieu of generalizability, the reader of qualitative research looks to see if results are in any way transferable to a similar context, or if they can identify with findings. Dependability implies relative replicability, because a basic assumption of qualitative research is that a particular reality is true at one point in time, for one particular set of participants. Confirmability refers to whether another researcher would arrive at a similar understanding or conclusion looking at the data (Deal, 2010). Techniques used to meet criteria for trustworthiness were (1) peer debriefing, in which coding schemes and themes were examined by professors and experts; (2) member checks, in which participants were asked to validate emerging themes; (3) search for negative cases, by which the data were scrutinized for elements that did not fit the emerging pattern; and (4) audit by professors and experts of social science field to check for adherence to criteria for trustworthiness.

4. Finding: Themes:
Following Colaizzi’s data analysis method, each interview was read then specific statements were extracted and repeated statements were eliminated. The process of identifying themes involved highlighting and color coding statements by the participants. Statements that had similar meanings were coded in the same color. All the same color statements were put in a separate document (category) for further consideration. At last we have 98 codes and 16 documents. Following Colaizzi’s data analysis method, the subsequent themes were identified as existence, civility, humanity, and sympathy.

Some important statements are briefly explained in table 1:

<table>
<thead>
<tr>
<th>Participant no.</th>
<th>Statement</th>
<th>theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An admirable member of the social network is always updated and accessible.</td>
<td>existence</td>
</tr>
<tr>
<td>2</td>
<td>... not misuses others’ information.</td>
<td>civility</td>
</tr>
<tr>
<td>3</td>
<td>... respects others in any conversations.</td>
<td>civility</td>
</tr>
<tr>
<td>4</td>
<td>... never lies in virtual environment.</td>
<td>civility</td>
</tr>
<tr>
<td>5</td>
<td>... uses social networks to learn others new- useful things.</td>
<td>existence</td>
</tr>
<tr>
<td>6</td>
<td>... is an active member.</td>
<td>existence</td>
</tr>
<tr>
<td>7</td>
<td>... does not irritates others with his/her words or behaviors.</td>
<td>humanity</td>
</tr>
<tr>
<td>8</td>
<td>... helps others to reveal from real world's difficulties.</td>
<td>humanity</td>
</tr>
<tr>
<td>9</td>
<td>... can be counted on as a friend.</td>
<td>humanity</td>
</tr>
<tr>
<td>10</td>
<td>... reflects well on conversations.</td>
<td>civility</td>
</tr>
<tr>
<td>11</td>
<td>... shares his/her ideas, thoughts, and feelings.</td>
<td>sympathy</td>
</tr>
<tr>
<td>12</td>
<td>... esteems others' characteristics, beliefs, behaviors.</td>
<td>civility</td>
</tr>
<tr>
<td>13</td>
<td>... has empathy with others.</td>
<td>sympathy</td>
</tr>
<tr>
<td>14</td>
<td>... suggests good ideas when is necessary.</td>
<td>sympathy</td>
</tr>
<tr>
<td>15</td>
<td>... links events of real world to virtual world.</td>
<td>existence</td>
</tr>
<tr>
<td>16</td>
<td>... respects others' various ideas, thoughts, and feelings.</td>
<td>humanity</td>
</tr>
</tbody>
</table>
17 … reduces others' loneliness. sympathy
18 … feels emotional attachment. sympathy
19 … feels emotional vacuum when there is no access to web. sympathy
20 … encourages their friends or family to take part in. existence
21 … gives others appropriate feedbacks in right time. civility
22 … makes other satisfy of his/her conversations. civility
23 … is easy to be trusted and relied on. humanity

By investigating and analyzing the interviews we finally obtained and interpret these four themes.

Existence: it refers to spend time for being online in social networks. As results found, it includes: sending messages; taking part in conversations; sharing writings, photos, news and etc.

Civility: it refers to such behaviors which remark civility. It also means respecting others' attitudes and behaviors and considering others' rights.

Humanity: it remarks such behaviors which are morally and heartily right and humankinds intend to do to satisfy themselves.

Sympathy: it refers to feel deep pity because of others, to understand and care about others' problem and feelings.

Although exploring the characteristics and behaviors of admirable members of social networks is very important, it has been neglected in all previous researches in the field of management and social sciences. Characteristics and behaviors of admirable members which we called social networks citizenship behavior is such behaviors which all members of social networks care to be treated like that. Social networks citizenship behaviors help researchers to find out the reason of today's developing trend to spending more time online in social networks. It is important why and how social networks attract many people as their members. Social networks citizenship behavior can be the answers of some unsolved questions in this field. By existence in social networks, people make this opportunity to behave and be behaved humanly and genteelly. It facilitates appearing sympathy which fastens people together. Coming out in sympathy with others may be caused by human beings' loneliness in today's modern world, lack of friendship in speedy life, preferring spending time in internet and virtual world.

5. Conclusion:
Practices induced by social media have potential to open up a new virtual culture of participation. There has been a rapid rise in the popularity of social media and social networking sites over the last few years. As social networks (such as Facebook, Twitter, YouTube, and Wikipedia) become prevalent in the private lives of individuals, these individuals will come to expect these same techniques from corporations (Fernando, 2010).

The social network is not just a fad; it is a fundamental shift in how humans communicate, interact, collaborate, create, inform themselves, priorities, organize, buy, sell, and play (Khan, 2012). These make a sense of belonging with a larger social unity as performing daily activities. They can be seen as alternative communication tools which support existing relationships and activities in a fun and colorful way that can enrich the users' experiences (Palmer, 2009). Paying more attentions to social networks and their consequences leads to emerge new concepts such as social network citizenship behavior. Social network citizenship behavior refers to the norms of appropriate, responsible behavior with regards to social networks use. The first aim of the present study was to expand the new concept of social network citizenship behavior and introduce its elements.

As the second object, we indentified such behaviors within social networks through Phenomenological method and by interviews. Analyzing data using Colaizzi's (1978) phenomenological method, led to find four themes as Social network citizenship behaviors which are: existence, civility, humanity, and sympathy.

These themes were extracted from interview reports of forty social networks' members.

Widely expressing new concept of Social network citizenship behavior was faced many barriers. Lack of related studies, papers and books was emerged as the first. Merging social sciences, management, information technologies was needed to gather few experts and professors in these fields to provide a comprehensive and complete definition of Social network citizenship behavior which was significant to determine such behaviors. We recommend focusing deeply on each of these fields.

As another limitation, accessing to social networks' members all over the world and interviewing with them faced us with so many difficulties. The perspectives of social networks' members were presented in the present study. We suggest viewing Social network citizenship behavior from the view points of who are not networks' members, opponents of them and networks' managers.

The importance of defining Social network citizenship behavior refers to its wide extension. It seems that many role players should pay more attention to social networks: teachers because of their communication with students of C generations (who are the main members of social networks), managers because of intervention of social networks in organizations performance, and governors because of becoming of citizens to digital citizens.
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