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## Networking in the 21st century: The influence of self-esteem on networking behaviors

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NETWORKING IN THE 21<sup>st</sup> CENTURY: THE INFLUENCE OF  
SELF-ESTEEM ON NETWORKING BEHAVIORS

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A Thesis  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science  
in  
Psychology:  
Industrial/Organizational

---

by  
Cassandra Renee Leier

June 2008

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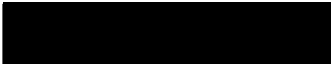
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June 2008

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*May 19<sup>th</sup> 2008*  
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## ABSTRACT

Networking has been demonstrated as an effective strategy for attaining career success. Previous research reveals individuals with low self-esteem are less likely to network than individuals with high self-esteem. Today, networking can be done on the Internet, which may be the method preferred by individuals with low self-esteem. Therefore, the present study examined the relationship between self-esteem and media preference for engaging in social networking. The results of this study demonstrate self-esteem can significantly predict face-to-face networking, and can marginally predict online networking. In addition, there is some evidence that suggests presentation style mediates the relationship between self-esteem and networking activity. The findings of this study demonstrate the importance of self-esteem for engaging in social networking activities. Additionally, this study demonstrates that online networking should be a tool available to individuals with low self-esteem. The implications of our findings and ideas for future research are discussed.

## ACKNOWLEDGMENTS

I would like to express my most sincere appreciation to my thesis advisor Dr. Mark Agars, and the members of my thesis committee, Dr. Janet Kottke and Dr. Kristy Dean. Thank you for your dedication and persistence throughout this project. Your contributions to this paper have been overwhelmingly valuable and are exceedingly appreciated.

In addition, I would like to express my gratitude to the faculty, peers, and participants that assisted me in the tedious data collection process.

Lastly, I would like to thank my family. My grandparents, for always believing in me. My parents, for teaching me the value of strength and independence. Most importantly, my brothers and sisters, who have taught me more than anyone.

## DEDICATION

To my step-father Rory and my mother Victoria. For all that you are, and everything that I am because of you.

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## CHAPTER ONE

### INTRODUCTION

Today, it is common for individuals to shift between several organizations throughout their career (Arthur & Rousseau, 1996). This decrease in company and employee loyalty has caused a major shift in the responsibility of employee career development. Frequently shifting employers implies that an individual can no longer rely on an organization for career development and must now become actively involved in seeking better job opportunities (Arthur & Rousseau, 1996). One tactic that has proven quite advantageous for locating career prospects is social networking. Social networking is the process of forming and maintaining relationships with resourceful individuals with the objective of gaining career-related benefits (Kram, 1985). Networking behaviors have been found to assist individuals with locating new job opportunities (Eby, 2001), earning promotions, and enhancing salary (Forret & Dougherty, 2001). Despite these benefits, there are still many who refrain from participating in networking behaviors. It has been demonstrated, for example, that individuals with low self-esteem are less likely to network than those with high self-esteem (Forret

& Dougherty, 2001). Individuals with low self-esteem may expect failure in social efforts such as networking, and therefore may refrain from these activities in order to avoid public humiliation. Consequently, individuals with low self-esteem may be limiting their career successes by abstaining from networking involvement. Evading networking activities becomes particularly problematic as the need for networking increases in a tumultuous job market. Fortunately, alternative methods of traditional communication, such as communicating through the Internet, may provide low self-esteem individuals with a socially safe approach for engaging in social networking.

Internet communication has become increasingly popular in today's technological world and is quickly becoming as common as traditional face-to-face communication. Online communities have been established to connect individuals for social as well as professional purposes. Professional networking sites connect individuals to others who possess similar career interests. Once networking connection is formed the relationship can result in friendships, employee referrals, career advice, or possibly job opportunities. Individuals with low self-esteem may prefer these online networking relationships in comparison with face-to-face

relationships, likely because the Internet involves less social risk. The Internet differs from face-to-face communication in that it affords the user numerous protective features, such as the ability to respond asynchronously, the option to remain unidentifiable, as well as visual anonymity (Walther, 1996). Research has demonstrated that individuals with low self-esteem prefer the mediated communication for initiating romantic relationships (Scharlott & Christ, 1995) as well as communicating socially risky information (Joinson, 2004). Consequently, the purpose of the current study was to examine self-esteem as a predictor of media preference for engaging in social networking in a work-based context.

CHAPTER TWO  
LITERATURE REVIEW

Social Networking

What is Social Networking?

Individuals are changing companies more frequently now than they ever have before. Longitudinal research indicates that the younger baby boomers, individuals born between 1957 and 1964, changed jobs more than ten times prior to reaching the age of 40 (Bureau of Labor Statistics, 2004). Arthur and Rousseau (1996) argue that careers in the 21<sup>st</sup> century are no longer defined as one's progression in a single organization, but rather a series of work experiences one has over time. Consequently, it has become important for individuals to remain employable and competitive with the current workforce by maintaining relationships with professionals in their field, making the ability to network an essential skill for effective career management (Forret & Sullivan, 2002).

Career-related social networking is a proactive process of forming and maintaining relationships with individuals who can possibly provide career assistance. There are a number of specific behaviors that can be regarded as traditional networking, such as going to lunch

with a supervisor, distributing business cards, and talking with others at a professional seminar. Individuals form and maintain these constellations of relationships with professionals both inside and outside of their current organization (Kram, 1985). While networking relationships have the potential to benefit one's social and personal life, the focus of the present study is on developing relationships to build social capital and advance one's career.

#### Human Capital and Social Capital

In order to attain career success it has been accepted that "it's what you know and who you know" (Caproni, p. 246). 'What you know' is viewed as human capital, and 'who you know' is acknowledged as social capital (Forret & Sullivan, 2002). In order to advance one's position in the workforce it is important to possess both human and social capital.

The internal investments individuals make to increase their value and marketability is known as human capital. Human capital includes the knowledge, experiences, skills, and abilities that make an individual qualified to fill a specific job position (Becker, 1964). Although human capital is critical, it is not the only factor contributing to career success. Many individuals possess

equivalent levels of human capital, such as level of education and years of work experience, making it difficult to stand out among numerous job applicants. A more effective way to gain an edge in the labor market is to become competent with cultivating social capital (Forret & Sullivan, 2002).

Networking is done with the intention of gaining social capital. Social capital is the amount of information and resources that are available through one's constellation of relationships (Burt, 1992). The capital exists in the ties between individuals and reinforces the value of knowing people to gain an edge over others in the workforce. Contacts with individuals are very unique and personalized, and difficult for others to compete with. These personal relationships can be considered a resource, which can provide exclusive career-related benefits (Forret & Sullivan, 2002).

Successful network constellations serve different purposes than typical friendship constellations. Friendships, marriages, and work friends are meant to meet social needs, while network contacts are meant to provide career support. For this reason, effective social networking will sometimes involve socializing with diverse individuals in order to gain access to diverse knowledge.



These relationships are quite different from social relationships, which tend to be homophilious. Homophily is the notion that individuals typically group with those similar to themselves in demographics such as age, gender and ethnicity (Lazarsfeld & Merton, 1954). Homophily can be advantageous in the formation and maintenance of friendships. These relationships are formed based on similarities and can be successfully maintained based on these similarities. Homophilious relationships limit the diversity of information that exchanged (McPherson, Smith-Lovin, & Cook, 2001). However, while this limitation may be acceptable for social relationships, it can present a problem for networking. Consequently, career-related networks necessarily have a different structure than social relationships (Burt, 1992). To understand why certain individuals may choose to abstain from networking it is worthwhile to examine the structure of useful social networks.

An effective way of gaining social capital is by structuring networks with a minimal amount of connectedness between contacts. A pattern of contacts will either be redundant or there will be gaps between contacts. A gap, or structural hole, implies there is a lack of redundancy in networking connections. As the

number of structural holes increases, there is a corresponding increase in the amount of unique work related information this contact can provide. Involvement in a social circle equates to access to the job related information held within that circle. Therefore, the more social circles one is involved in, the greater the quantity and diversity of information one can access. The diverse information that is accompanied by structural holes causes these networks to lead to positive career outcomes (Burt, 1992).

Network research also suggests that strength of the relationship tie is useful in determining its value. In particular, it is suggested that the best strategy is to form numerous weak ties, rather than a few strong ties (Granovetter, 1974). The strength of the tie is determined by evaluating the amount of emotional closeness that is involved in the networking relationship. Strong network ties are typically very intimate relationships and are more likely to involve the exchange of personal information that is associated with social life. Conversely, weak ties are typically less intimate and involve the exchange of valuable work-related information (Granovetter, 1974).

Due to the decreased intimacy of weak relationships they tend to be formed between individuals with diverse backgrounds and interests. Diverse relationships are more likely to possess novel information, and will therefore be a more beneficial network connection. In order to gain the maximum amount of job related information one should maintain a large number of weak ties. Research findings have demonstrated the value of weak ties in the job search process. Specifically, professional and managerial job hunters found higher paying jobs, and found them faster, with the use of weak ties rather than with strong ties (Van Rooy, Alonso, & Fairchild, 2003).

A final consideration in evaluating the value of a tie is the resources that may be available through that tie. The resources of a tie can be evaluated by considering the power and status linked with the networking contact. Powerful contacts are shown to connect individuals with superior job positions. This is likely due to the increased influence that powerful contacts have in organizational processes such as hiring and promotion decisions (Forret & Sullivan, 2002). Therefore, relationships with influential individuals can prove to be beneficial for building social capital. Overall, effectively structuring a network with numerous holes and

with weak, resourceful ties is an effective strategy for building social capital. Though effective, this network structure may be viewed as intimidating by some individuals. Socializing with many unfamiliar and diverse individuals could be perceived as having a high amount of interpersonal risk. Forming networks with this type of structure, however, can ultimately result in many career-related benefits.

#### Benefits of Social Networking

The benefits of social networking are quite extensive and have been well demonstrated in the literature. Having extensive network connections integrates individuals into numerous communication constellations, which can lead to increased access to job related information (Nahapiet & Ghoshal, 1998), increased exposure to business leads (Marsden, 1990), and career opportunities (Brass, 1984). In fact, many organizations refrain from advertising job openings to the public, which may explain why approximately 60 to 90 percent of jobs are located with the help of personal contacts or network connections (Logue, 1993). Although networking activities are multifaceted (cf., Forret & Dougherty, 2001), the outcomes of networking are relatively straightforward. Social networking has been positively related with compensation,

number of promotions, and perceived career success (Forret & Dougherty, 2004).

Although networking has been found to be highly advantageous for career advancement, there are still many who choose to refrain from traditional social networking because of the perceived social costs (Forret & Dougherty, 2001). It may be intimidating to initiate relationships with individuals who are outside of one's immediate social circle. In addition, it may be difficult to approach resourceful individuals with a large amount of power and organizational influence. Some may not feel assured in their level of social competence and ability to interact with others. Indeed, one characteristic, self-esteem, has been closely linked to involvement in social networking (Forret & Dougherty, 2001).

## Self-Esteem

### What is Self-Esteem?

Self-esteem is the amount of value or self-worth that one believes he or she possesses (Rosenberg, 1965). Individuals with a high amount of self-esteem have an overall positive and favorable view of themselves. Alternatively, individuals with low self-esteem have a negative or adverse opinion of themselves. Not only does

self-esteem influence the beliefs one has about themselves, but it can also influence their beliefs in their abilities and level of competence. Individuals with high self-esteem will feel secure in their abilities, while individuals with low self-esteem have uncertainties in their capacity to perform (Blaine & Crocker, 1993). These self-beliefs influence whether one expects to succeed or to fail in certain situations. It has been determined that individuals with high self-esteem have a higher expectation in their ability to succeed (McFarlin & Blascovich, 1981). For example, individuals with high self-esteem are more likely to set higher goals and persist to achieve these goals throughout life. This persistence may result in higher educational attainment and superior career outcomes (Bachman & O'Malley, 1977). The way in which one views themselves will not only influence behaviors they select to engage in, but also the way in which one approaches social situations.

#### Self-Esteem and Social Interaction

Self-esteem influences one's level of confidence in interpersonal relations. A high amount of self-esteem has been demonstrated to cause individuals to be more comfortable in social situations, and therefore may lead higher levels of extraversion (Robins et al., 2001). A

high level of social confidence leads individuals to expect those they approach will share the same positive opinion of them. Similarly, research with school-aged children reveals that students with high self-esteem believe they are popular among their classmates, regardless of their actual peer evaluations (Battistich, Solomon, & Delucchi, 1993).

Similarly, self-esteem also influences social interactions among adults in organizations. Confidence in one's personal value causes individuals to believe they possess valuable capital to exchange in social relationships. Consequently, individuals with high self-esteem are more likely to initiate relationships that could advance their careers to the level of excellence they know they are able to achieve (Turban & Dougherty, 1994).

Alternatively, individuals with low self-esteem often doubt their abilities and self-worth and are therefore less likely to engage in social interactions. Those with low self-esteem typically have social skills that are poorer than those with high self-esteem (Berger, 1952). More recently, research has demonstrated individuals with poor self-esteem have weaker social relationships than those with high self-esteem (Stinson, Logel, & Zanna,

2008). In addition, individuals with low self-esteem report experiencing more negative social interactions than those with higher self-esteem, which may cause them to be more hesitant to engage in social relationships (Lakey, Tardiff, & Drew, 1994). In general, individuals with low self-esteem feel they have less to offer or exchange with others (Brockner, 1988), and will likely be hesitant to engage in social networking behaviors. Because networking is a nonspecific and broadly applied social activity, it is likely the decision to engage in networking will be influenced by an individual's general self-perception, rather than their personal beliefs in specific domain. Therefore, global self-esteem is likely more closely related to social networking behavior than specific self-esteem.

#### Global versus Specific Self-Esteem

Individuals possess both global and specific forms of self-esteem, which are also referred to as trait and state self-esteem. Global self-esteem is the general or overall value one believes they possess. Specific self-esteem is one's self-esteem in relation to a particular situation or at one specific time (Rosenberg, 1979). In other words, global self-esteem can be viewed as the whole and the specific self-esteem can be conceptualized as its parts.



The two forms of self-esteem are highly interrelated and can certainly affect one another (Rosenberg, 1979). An individual's specific self-esteem can fluctuate across certain domains and thus enhance or reduce one's level of global self-esteem (Brockner, 1988). It has been noted that the more one's specific self-esteem is important to the individual and his or her self-concept, the more it will influence one's global self-esteem. It is additionally noted that an individual's global self-esteem can influence the amount of confidence one has when approaching ambiguous situations, such as social situations (Rosenberg, 1979).

It is important to make the distinction between global and specific self-esteem in order to evaluate the form of self-esteem that most closely relates to social networking. Both global and specific self-esteem have been studied widely in psychological literature, although an informal review of the literature suggests that global self-esteem is used more frequently in examining network behavior (e.g., Forret & Dougherty, 2001; Saks & Ashforth, 2000; Turban & Dougherty, 1994). Global self-esteem is likely used more frequently due to the broad scope of social activities that encompass networking behavior. Social networking requires confidence in a wide range of

situations, and may require the individual to feel comfortable playing a sport, speaking in public, or chatting about the weather with colleagues. Due to the wide array of activities that one could encounter in networking, global self-esteem is more likely to predict networking behavior than any one form of specific self-esteem (Brockner, 1988). Additionally, global self-esteem has been described as having a social component related to self-esteem, which is particularly essential to examine when evaluating interpersonal dealings (Helmreich, Stapp, & Ervin, 1974) such as social networking. Therefore, for the purposes of the present study, an individual's global self-esteem was considered most useful in predicting networking strategies.

#### Function of Self-Esteem and Sociometer Theory

Many researchers have speculated on the purpose of self-esteem and how it influences behavior. A recent approach, sociometer theory, has been effective at explaining the purpose of self-esteem and is supported by empirical research (Leary, et al., 1995). Sociometer theory is grounded in the early psychological research of James (1890) who postulated that the way in which an individual views him or herself is largely constructed by how they feel they are viewed by others such as friends

and lovers. Sociometer theory posits that self-esteem is an internal gauge a person employs to measure his or her level of belongingness and integration into social groups. This gauge of acceptance provides the individual with feedback regarding the degree of success in his or her interpersonal relationships. If other members of the group value the individual, he or she will then feel like a necessary addition to the network, and subsequently experience high self-esteem. People will continually assess their social interactions and their success in these interactions in order to determine their level of acceptance within their social circles (Leary et al., 1995).

Previous theories have maintained that self-esteem is a fundamental human need (e.g., Bednar, Wells, & Peterson, 1989; James, 1890). Sociometer theory offers an alternative perspective in that social acceptance is the fundamental human need, and self-esteem is an indication of the degree to which this need is being met. With social acceptance being so critical it will motivate individuals to behave in ways that will minimize the possibility of social rejection and maximize the chance of social acceptance (Leary et al., 1995). The high value individuals place on social acceptance clarifies why

public behaviors have a greater impact on self-esteem in comparison to private behaviors.

There have been a number of empirical studies that have supported sociometer theory. In the first test of his theory, Leary et al. (1995) tested how self-esteem fluctuates based on group inclusion or exclusion. Individuals completed questionnaires about themselves and then shared these questionnaires with the three other individuals in their group. Individuals then privately indicated which two individuals in the group they would prefer to work with. The participants were then randomly assigned to either work in a group of three, implying group inclusion, or work alone which would be suggesting group exclusion. When groups were told the groups were formed based on peer preferences, the excluded individual had a significant decrease in self-esteem. Alternatively, there was no decrease in self-esteem when the excluded individual was told groups were formed by random assignment. This study reveals that the primary explanation for decreased self-esteem was the acceptance of others.

Research by Srivastava and Beer (2005) provides additional support for the sociometer theory. Their study illustrates that being liked by others leads to a more

positive social self-evaluation, rather than an opposing theory which posits positive self-evaluations lead to being liked by others (Srivastava & Beer, 2005). Indeed, this notion is supported by findings that individuals with high self-esteem are more likely to perceive social acceptance (Leary, Tambor, Terdal, & Downs, 1995). Sociometer effects have also been demonstrated in task accomplishment (Jones, Brenner, & Knight, 1990). Specifically, failing to accomplish a task can actually increase self-esteem when behavior results in positive reactions from other individuals. Alternatively, successfully accomplishing a task can decrease self-esteem when feedback from others is negative. Therefore, it is the perception that others have of us, rather than the receipt of actual and accurate performance feedback, that has the larger impact on self-esteem. Another study supporting the theory of the sociometer revealed that individuals with low self-esteem are more likely to join a social group in which social acceptance is guaranteed. Alternatively, individuals with high self-esteem are eager to join social groups whether social acceptance is guaranteed or not (Anthony, Wood, & Holmes, 2007). These studies emphasize the importance of reactions of others, and that the perspectives of other individuals may

actually prevail over one's self-evaluation in directing behavior.

Sociometer theory emphasizes the importance of monitoring social acceptance in order to protect or maintain self-esteem. In order to gain social acceptance and maintain self-esteem individuals are motivated to project an image that will result in positive feedback from others. Consequently, sociometer perspective served as a useful foundation for examining social networking. It was expected that individuals will select to engage in networking behaviors that will protect their level of social acceptance, and ultimately their self-esteem.

#### Presentation Style

The sociometer theory is helpful for understanding the way in which individual prefer to present themselves in social scenarios, and ultimately, in networking behaviors. Individuals will desire to maximize and protect their self-esteem, and will employ strategies to maintain social acceptance (Leary et al., 1995). This will cause individuals to select a networking strategy that is aligned with their preferred style of presentation. Individuals with low self-esteem will choose to protect their self-esteem by networking with a protective

presentation strategy. Presentation style will be different for individuals with high self-esteem, who will prefer networking with an enhancing presentation strategy.

It has been found that individuals with low self-esteem will adopt a self-protecting presentation style (Baumeister, Tice, & Hutton, 1989). One with low self-esteem will expect to fail, and any additional failure could further diminish how they feel about themselves (Brockner, 1988). In an attempt to maintain self-esteem and appear competent to others, those with low self-esteem will typically chose to behave in a self-protecting manner. Self-protecting involves an unwillingness to take social risks, and the avoidance of situations that may be particularly threatening to self-esteem. Activities of those with low self-esteem are typically very safe and have a high probability of success (Baumeister et al., 1989). Choices related to self-protective behaviors have been demonstrated in romantic relationships. In a study by Murray and colleagues (2002), romantic couples were led to believe there was a possibility of a future rejection by their current partner. The possibility of rejection led individuals with low self-esteem to distance themselves and minimize emotional closeness with their partner, in an

attempt to self-protect. Individuals with high self-esteem were not threatened by the possibility of rejection and did not engage in any protective actions.

Contrary to those with low self-esteem, those with high self-esteem will prefer a self-enhancing presentation style. Individuals with high self-esteem expect success in their social endeavors. Expectations of success will influence individuals to take part in risky behaviors that may result in more praise than safe behaviors. They are also likely to call attention to themselves, in hopes their behaviors will result in public recognition. It is argued that individuals with high self-esteem will enjoy any opportunity to augment their image and will be motivated to assume a self-enhancing presentation style (Baumeister et al., 1989). Research supports this argument and indeed those with high self-esteem are more likely to self-enhance than those with low self-esteem (Anthony et al., 2007; Joinson, 2004; Roth, Snyder, & Pace, 1986). Publicly drawing attention to their successful behaviors will lead to positive evaluations by others and further enhance their level of self-esteem (Roth et al., 1986).

The examination of presentation style provides a more precise understanding why individuals select to use one media over another. It is argued media selection is a



motivated choice that an individual makes. In particular, media choice is made based the ability of that media to allow the individual to present themselves in the specific manner they prefer (Joinson, 2004). This motivated choice and self-presentation concern was expected to serve as evidence for the sociometer hypothesis.

### Self-Esteem and Networking

It has been noted that one's self-esteem will influence the level of comfort in approaching social interactions (Lakey, Tardiff, & Drew, 1994). Self-esteem will therefore largely influence one's decision to either engage in or withdraw from specific types of social activities. In particular, a study by Forret and Dougherty (2001) revealed that those with high self-esteem are more likely to engage in traditional networking activities than those with low self-esteem. The authors suggest individuals with low self-esteem avoid networking because they expect they will fail in risky networking endeavors.

Literature has also demonstrated that self-esteem influences one's preferred style of presentation once engaged in these social situations. Specifically, individuals with high self-esteem prefer to self-enhance and individuals with low self-esteem will self-protect (Anthony et al., 2007). Fortunately for those with low

self-esteem, relationships no longer need to be initiated and maintained in traditional face-to-face situations. Networking relationships are now frequently formed with the use of the Internet. The Internet offers many protective features characterizing it as a less risky method of communication (Walther, 1996). These protective features are quite different from the potentially enhancing features that are associated with face-to-face communication. Due to the decreased social risk associated with the Internet, individuals with low self-esteem prefer this medium to engage in a variety of social behaviors (e.g. Faulkner & Culwin; 2005; Joinson, 2004; Scharlott & Christ, 1995). Because individuals with low self-esteem view the Internet positively for its protective features, it is likely this media will also be viewed positively for initiating social networking relationships. Consequently, the Internet may serve as an effective medium for low self-esteem individuals to increase their involvement in social networking activities. Ultimately, increased involvement in networking should increase exposure to job opportunities as well as career successes.

## Media Selection

At any given time, an individual may have numerous media available to communicate a message, make a contact, or form a social connection. Media selection may be influenced by the perceived effectiveness of that media to communicate the message. Media effectiveness is an important consideration, however, research suggests that face-to-face and Internet relationships are nearly equivalent in their usefulness for networking. For example, face-to-face relationships may involve more loyalty than online relationships, although the two relationships did not differ in level of trust (Wellman, Haase, Witte, & Hampton, 2001). Furthermore, both media have been determined to complement each other and can equally build social capital (Wellman et al., 2001). For this reason, media selection is likely based on factors in addition to the utility of the media.

### Traditional Communication

Traditional networking is done in face-to-face interactions. These face-to-face interactions are public in which behaviors and reactions are openly visible to all within the immediate proximity. This type of communication will not be threatening to individuals with high self-esteem who are confident in their knowledge and

abilities (McFarlin & Blascovich, 1981). Therefore, individuals with high self-esteem welcome the opportunity to publicly demonstrate their skills in social interactions. Individuals with high self-esteem expect their efforts to result in praise and warm responses (Baumeister et al., 1989) and will therefore prefer the immediate and tangible feedback provided by face-to-face interactions (O'Sullivan, 2000). The self-enhancing features of face-to-face communication make this method highly desirable by those with high self-esteem.

Conversely, individuals with low self-esteem will view face-to-face communication as less desirable. Those with low self-esteem generally have a more pessimistic self-perception (Campbell, 1990) and therefore may fear public efforts could result in an embarrassing failure. A public failure could further reduce their level of self-esteem, causing these individuals to withdraw from threatening or ambiguous situations (Brockner, 1988). It is likely individuals with low self-esteem will prefer a method of communication that offers self-protecting features.

#### Internet Communication

It is estimated that nearly 1.13 billion people use the Internet (Internet World Stats, 2003) to accomplish a

variety of home tasks such as checking the weather, purchasing groceries, and even paying taxes. The Internet has quickly become an asset to daily individual functioning. The most popular function of Internet is for the purpose of interpersonal communication (Kraut et al., 1998). In 2003, the Current Population Survey reported that of all adult Internet users 88% utilized it for the purpose of sending electronic mail (e-mail).

In addition to home use, the Internet has expanded in scope and has become rather customary in the workplace. For example, as of 2003, 77 million people used a computer at work, and 42 % of these individuals had Internet access (Current Population Survey, 2003). In the business world, professionals can now use the Internet to form network connections with powerful individuals at an alarmingly rapid pace. By searching a company website, one can locate the e-mail address of individuals that could prove to be advantageous sources of career information. In addition, many career oriented networking sites have been created to connect individuals across organizations and professions for career opportunities. Although some networking sites may serve largely as an avenue for social interaction, they are also being utilized to form relationships with resourceful contacts. Numerous business related networking

sites have been created such as LinkedIn, Ryze, Spoke, ZeroDegrees, Doostang, and Orkut, which are frequently visited by executives and recruiters searching for qualified job applicants. LinkedIn claims to have an executive member from each of the Fortune 500 participating in their website (LinkedIn, 2007), which validates the Internet as an effective avenue to engage in social networking.

Individuals with low self-esteem view Internet communication positively because it enables them the opportunity to protect their self-esteem (Joinson, 2004). Technology mediates communication and is sometimes viewed as a barrier or protective shield (McKenna & Bargh, 2000) which makes it easier to talk to strangers (Kang, 2000). The Internet has been described as a liberating mode of communication, one that may be particularly liberating and preferred by those who have low self-esteem.

It is often difficult for individuals to communicate information when the nature of the message is personal, intimate, or may result in rejection (O'Sullivan, 2000). For example, many individuals are hesitant to ask for a pay raise due to the possibility of rejection (Joinson, 2004). In these threatening situations it may be less intimidating to communicate with the use of the Internet.

The Internet provides its users with features that allow the user the opportunity to protect their identity (Walther, 1996) as well as their level of self-esteem. The features of the Internet make it a protective way for individuals to communicate a message and may alleviate worries of public rejection. Because individuals with low self-esteem desire to self-protect, it is likely they will enjoy the protective features of the Internet and will prefer online behaviors such as social networking. The specific protective characteristics the Internet provides its' users include visual anonymity, lack of identifiability and asynchronous interaction.

Visual Anonymity. One of the most apparent characteristics of the Internet is that it can provide the user with complete visual anonymity. Joinson (2001) determined that visually anonymous individuals are more likely to disclose private information individuals that are not given this anonymity. The substantial user volume of the World Wide Web can make people feel anonymous and well concealed within the billions of Internet users. Communicating with the use of a computer device is often referred to as computer-mediated communication. The mediation of communication can prevent the display of public humiliation that follows a failed endeavor.

Asynchronous Communication. The Internet allows communication to be done in an asynchronous manner. The sender can send an e-mail message or post on a web site at their leisure. In addition, the receiver can view the message at any time that is convenient to them. There are some types of computer-mediated communication which take place instantly, meaning the sender and receiver are communicating through an avenue in which they are able to send and receive messages without delay (Walther, 1996). Examples of this instant communication include Short Message Service (SMS), which is also referred to as text messaging. While the communication message is sent instantly, there is likely a short delay in the communication reply.

Individuals with low self-esteem may feel apprehensive when involved in interactions that are immediate. By allowing individuals the ability to control the pace of the interaction, they will have the ability to carefully devise a response before replying (Walther, 1996). An individual with low self-esteem will prefer this method in comparison to rapid face-to-face interactions.

Lack of Identifiability. The Internet also provides users with a lack of identifiability. Typically the only information that is exposed in an online relationship is



the net address and name of the sender. The sender has the power to determine if any further information is going to be exchanged. The sender has complete control over the image they are projecting and they have the opportunity to present themselves in any manner they desire (McKenna & Bargh, 2000). An individual with low self-esteem will expect their efforts will result in failure and they will want to conceal any feelings of hurt associated with the disappointment (Walther, 1996). Consequently, the privacy afforded by Internet communication will be attractive to the low self-esteem individual.

#### Supporting Research

It has recently been posited that individuals are strategic in selecting a communication media, based on the ability of that media to provide them with their protection needs (Joinson, 2001; Joinson, 2004). Literature supports the notion that media selection is influenced by an individuals' self-esteem. According to sociometer theory, self-esteem will motivate an individual to select a media that allows the individual with the opportunity to present themselves in the self-protecting or self-enhancing manner he or she desires. Different communication medias allow the user different presentation

styles. More specifically, face-to-face communication is potentially self-enhancing while the Internet allows the user to self-protect.

Research has demonstrated that self-esteem influences media preference in a variety of social contexts. Faulkner and Culwin (2005) examined text message users and the types of messages that are being relayed, finding that text messaging is used frequently to send private information or information that one may be hesitant to say in face-to-face interactions. Mediated messages prevent public rejection and are viewed more positively for communicating private information. One such example is the finding that young women use text messaging to send flirtatious comments or extend dating invitations to love interests (Faulkner & Culwin, 2005). Asking for a date by sending a text message is not as threatening as it is in person, particularly for those who are uncertain in their likelihood of success. This research finding reinforces the argument that those with low self-esteem will prefer mediated communication to engage in risky behaviors.

A similar study demonstrated that the features of mediated communication make dating online preferred by those with low self-esteem. Members of the Texas online dating service called Matchmaker were surveyed to

determine their motivation for using the website. It was concluded that those who are shy or have low self-esteem regarding their appearance felt more confident when trying to initiate relationships through Matchmaker, rather than face-to-face. The majority of participants indicated they enjoy the ability to keep their identity a secret while communicating (Scharlott & Christ, 1995). The anonymity of online encounters makes them less threatening than face-to-face interactions, thus more preferred by individuals with low self-esteem.

Self-esteem also influences media selection for communicating in risky situations that are unrelated to dating. Joinson (2004) presented participants with socially risky scenarios, such as asking for a pay raise or asking for time off of work. Participants then rated which type of communication media they would prefer to utilize in the corresponding behaviors. Individuals with high self-esteem preferred face-to-face communication, while individuals with low self-esteem preferred using the Internet. The experimenter also found their results were more pronounced as the manipulated chance of interpersonal rejection increased (25%, 50%, or 75%). Like dating and asking for a raise, social networking also involves a high amount of interpersonal risk and we expect mediated

communication to be preferred by low self-esteem to network.

### The Present Study

In the present study, we selected to investigate the influence of self-esteem on presentation style in networking activities in the workplace. Sociometer theory emphasizes the importance of maintaining social acceptance in order to sustain or increase self-esteem (Leary et al., 1995). To ensure social acceptance, individuals with high self-esteem were expected to choose to engage in behaviors that further enhance their self-esteem, whereas individuals with low self-esteem would choose to behave in ways that protect their self-esteem. Conveniently, different communication media allow the user to either self-protect or self-enhance. More specifically, Internet communication has been characterized as a self-protective media, while face-to-face communication has been described as a self-enhancing media. Individuals with low self-esteem feel less anxious about the possibility of receiving poor evaluations and negative feedback when his or her identity is concealed with a mediated form of communication, such as the Internet (Walther, 1996). Therefore, it was expected that individuals with high

self-esteem would prefer to network face-to-face due to its self-enhancing features. Alternatively, individuals with low self-esteem would prefer to network using the Internet given that it provides them the opportunity to self-protect. Consequently, the following hypotheses were proposed:

Hypothesis 1: Self-esteem will influence networking preference. Individuals with high self-esteem will prefer to network face-to-face, while individuals with low self-esteem will prefer to network online.

Hypothesis 2: Self-esteem will influence network choice. Individuals with high self-esteem will select to network in person, while individuals with low self-esteem will select to network online.

Hypothesis 3: Presentation style will mediate the relationship between self-esteem and networking behaviors. Specifically, those with high self-esteem will prefer a self-enhancing presentation style and will prefer and choose to network face-to-face. Conversely, those with low self-esteem will prefer a self-protecting

presentation style and will prefer and choose to  
network online.

## CHAPTER THREE

### METHODOLOGY

#### Participants

Participants in this study were recruited from undergraduate Psychology classes at a mid-sized University in the southwest. Participants signed up for a specified time they could come into the lab to complete the survey. Participants received course credit in exchange for their voluntary participation. In addition, participants were given the opportunity to learn about job searching strategies.

For trustworthy results conducting a structural equation model, it is recommended approximately five to 10 times as many participants as there are parameters (Kline, 1998). Our model contains 17 parameters, therefore following Kline's suggestion we collected data from 150 individuals. The sample consisted of 106 females (71%) and 44 males (29%) and had a mean age of 25 (SD = 7.7). The majority of our sample was Hispanic (43%), followed by Caucasian (30%), African-American (14%), Asian (9%), other (3%), and Native American (1%). The education level of participants was determined to be 7% high school graduates, 83% were college students, 9% were college

graduates, and 1% were post-graduates. Well over half (65%) of the participants were single, 7% were cohabitating, 19% were married, 6 % of participants were divorced and 3 % of participants were divorced.

Sixty-one percent of participants were working part-time with an organization, 23% were unemployed, 13% were working full-time, and 3% were self-employed. The average number of years of fulltime work experience was 4 years.

Twenty-eight percent of participants reported computer access at home, 27% of participants have computer access at home and school, and 42% have computer access at home, school, and work. Two percent of participants have been using a computer less than a year, 8% have one to two years of computer experience, 46% have been using a computer for five to ten years, and 43% of participants have been using a computer more than ten years. Forty-two percent of participants were members of Myspace, 7% were members of the website Facebook, and 21% were members of both Myspace and Facebook.

Those who participated in this study were treated in accordance with the "Ethical Principles of Psychologists and Code of Conduct" (American Psychological Association, 1992).



## Procedures

Once participants came into the laboratory they were provided with an informed consent. The consent informed the participant they were about to take part in a study designed to investigate self-perceptions as they relate to workplace behavior. At the end of the informed consent they marked an X to indicate they would like to participate in the study. After giving their consent, the participant was led into an adjacent room. The participant was told "there is currently another student taking the survey, but while you are waiting, we have the opportunity for you to learn about some great job opportunities. The research director is currently here and you may speak with him directly in room A, or you can go in room B and send him an e-mail. Either way will take about 5 minutes so it's up to you."

Both rooms A and B were empty with the same survey packet placed on a table. In room A, the face-to-face room, a post-it note was left on the table that read "Be right back, but while you are waiting fill out the survey". In room B, the e-mail room, there will be a note that reads "Please fill out the survey, and return to the research assistant to get the director's e-mail address."

The participant next completed the survey individually, in a quiet, well-lit room. The first page was blank in order to keep the items in the packet confidential. The paper and pencil survey included a 10 item scale to assess one's trait self-esteem (Global self-esteem scale; Rosenberg, 1965), 16 items to assess social self-esteem (Texas Social Behaviors Inventory of social self-esteem; Helmreich & Stapp, 1974), 10 items that assess an individuals' preference for a protective or enhancing presentation style (Self-Presentation scale; scale constructed for this study), 10 items that assess Need for Achievement (Lang & Fries, 2006), 11 items assessing networking media preference (Networking preference scale; created by the author for this study), 14 items that measure one's social and performance self-esteem (state self-esteem; Heatherton & Polivy, 1991), and 10 items to evaluate one's level of attitudes towards computers (The computer efficacy scale; Schulenberg, Yutreszenka and Gohm, 2006). A demographic questionnaire was also included which asked participants to indicate their gender, age, marital status, highest level of education completed, years of full-time work experience, ethnic background, current employment status, and number of hours worked per week.

Once the participant returned the survey to the main room they were provided with a debriefing packet. This packet first included a debriefing sheet which explained the nature of the study. It was explained that the current study was examining whether people with different levels of self-esteem would prefer to speak directly to another person regarding job opportunities, or whether they would prefer to communicate with the Internet. The participant was also notified that there were never any job opportunities, nor was a researcher meant to be present in either room. We were interested in which door people would choose to walk through.

In addition to the debriefing explanation, the participant was provided with a list of methods that could be useful in locating a job. Job search methods that were mentioned include strategies such as the newspaper, friends and family, the Internet, and involvement in faculty research. Lastly, they were provided with an extra credit slip and thanked for participating in the study.

## Measures

### Computer Efficacy

As manipulation checks, questions were asked to evaluate one's familiarity with computers. The specific

questions include "in what places do you have access to a computer?" and "about how many hours per week do you use a personal computer?" A scale of attitudes towards computers (Schulenberg, Yutrzezenka, & Gohm, 2006) was also used identify individuals who may be atypical in their use of computers. The 10-item measure was answered on a scale of -3 to +3 ranging from absolutely false, to absolutely true. Sample items include "E-mail is an easy way to communicate with people" and "I like using word-processing programs". This scale was used to identify individuals who have a negative attitude or aversion toward computer use, which may ultimately influence their networking decisions. The attitudes towards computers scale was determined to have an alpha reliability coefficient of .85.

#### Self-Esteem

The construct of self-esteem was evaluated with the use of three separate measures. Global self-esteem was assessed using Rosenberg's 10-item scale of Global Self-Esteem (1965). This measure was developed with the intention of assessing individual's overall self-worth and self-acceptance. Items were answered on a four-point scale from "strongly disagree" to "strongly agree". The directions instructed the participant to read a list of statements that deal with how they generally feel about

themselves. They then circled the corresponding answer that was most representative of their feelings. If they strongly agreed with the statement, they would circle SA. If they agreed with the statement, they would circle A. If they disagreed, they would circle D. If they strongly disagreed, they would circle SD. The alpha reliability coefficient for this scale was .88.

Individual self-esteem was also examined by testing social self-esteem. Subjective social self-esteem or social competence was assessed with the use of The Short Form of the Texas Social Behaviors Inventory (TSBI), which was developed by Helmreich and Stapp (1974). The TSBI is a 16-item subjective measure of social competence and is generally viewed as social self-esteem. This scale is related to confidence, dominance and social competence. Sample items include "I would describe myself as socially unskilled (reverse scored)" and "I feel confident about my social behavior." Items were answered on a five-point Likert scale, ranging from 0 (not at all characteristic of me) to 4 (very characteristic of me). The original 32-item measure is highly correlated with the short form measure ( $r = .97$ ). The alpha reliability coefficient for this scale was determined to be .90.

We also tested specific self-esteem with a scale that was constructed by Heatherton and Polivy, 1991. This scale was constructed in order to evaluate the specific and temporary changes in individual self-esteem after an experimental manipulation has taken place. The factors that this scale evaluated include the individuals' performance and social self-esteem. The alpha reliability coefficient for the performance scale was .78, and for the social scale was .83.

#### Presentation Style

Presentation style was assessed in two ways. The first was a self-reported presentation style that was provided by the participant. The participant was asked to "please describe in three to five sentences your rationale in deciding to choose the job inquiry method you did". Following this question, there were six blank lines in which the participant was able to provide their response. Participant responses were then analyzed and coded by a panel of subject matter experts using a qualitative content analysis approach. The subject matter experts evaluated the responses and coded whether their responses are indicative of a presentation style that is protective, enhancing or neither. There have been numerous attempts to illustrate the process of evaluating qualitative data,

though most methods are relatively similar in their procedures (Weber, 1990). In the current study, we used the approach as described by Schilling (2006).

Qualitative content analysis is a linear and methodological analysis of communicated text with the intention of identifying themes that can be coded into data (Schilling, 2006). Following the procedures prescribed by Schilling (2006) we began by deciding the unit of analysis we would be evaluating. In our study, we examined sentence phrases. The theme we analyzed is presentation style, which will be enhancing, protecting or neither. The panel of subject matter experts included college students that had been familiarized with presentation style research and theory. Sample text was discussed to ensure agreement on the definition of the constructs. Next, we determined the coding scheme, which involved generating an initial list of coding categories. We used theory to generate a list of possible participant responses and determined which presentation style the provided answer was consistent with. We also created a list of acronyms to be utilized as a reference in order to reduce the likelihood of coding error. The construct definitions became a reference for coders to refer to in order to ensure reliability. Next, responses were coded by

a panel of subject matter experts. Multiple subject matter experts rated each of the participant response to increase the reliability of coded responses. Finally, the coded data was analyzed for inter-rater reliability.

To further assess presentation style, the authors constructed a scale to assess preference for self-enhancement, and preference for self-protection. There were five items included for each of the two presentation preferences. Items were answered on a four-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly disagree). A sample self-enhancement question is "The opportunity to excel at something is worth taking a risk of looking foolish". A question aimed at measuring self-protection asks "I am intimidated by the process of working on a task in front of others. The alpha reliability coefficient for this scale was .79. The enhancing subset of the scale had an alpha reliability coefficient of .63, and the protecting subset of the scale had an alpha reliability coefficient of .76.

### Social Networking

Social networking was assessed in two ways. First, networking was examined by a scale of networking preference, and second by actual networking choice. Each of these outcomes was examined in a separate analysis.



Networking preference was assessed with a scale including a series of hypothetical networking scenarios. Because there were no existing measures of networking media preference, the items were generated from information gathered in a review of literature on networking behaviors (Forret & Dougherty, 2001; Hanson, 1990). A networking activities scale was constructed to assess individual preference for different networking strategies.

Participants were given a list of networking situations and they were asked to rate how likely they are to engage in the networking activity. There were five scenarios included to assess media preference in relationship initiation, and five scenarios included to assess media preference for relationship maintenance. Items were answered on a four-point Likert scale, ranging from 1 (not very likely) to 4 (very likely). For example, one question asked participants to imagine "You have recently met a manager in your organization that has a great job opportunity you might be interested in. How likely are you to contact this person by emailing them?" The next question asked "How likely are you to contact this person by dropping by their office?" The alpha reliability coefficient for this scale was .61. The face-to-face subset of the scale had an alpha reliability coefficient

of .64, and the Internet subset of the scale had an alpha reliability coefficient of .58.

Networking activity was also measured by actual network choice. In the experimental manipulation of this study, participants were informed there are two possible choices for contacting an individual to gain information regarding the job opportunity, with the use of the Internet, or meeting face-to-face with someone. Within the survey packet, the participant was asked to indicate the method they selected to inquire about the job opportunity. They were asked to circle either "I chose to inquire with the research director" or "I selected to e-mail the research director. The method they chose to contact the director was established as their actual network choice. The choice to network face-to-face was coded as zero, and the selection to network with an e-mail was coded as one.

#### Demographic Variables

Demographic items were included in order to attain descriptive characteristics of the participants. These demographic items included gender, age, marital status, ethnicity, level of education, years of full-time work experience, current employment status, places the participant has computer access, hours per week of computer use, years of computer experience, level of

familiarity with computers, and online network membership activity.

## CHAPTER FOUR

### RESULTS

Prior to conducting the primary analyses, the variables global self-esteem, social self-esteem, enhancing presentation style, protecting presentation style, preference for face-to-face networking, and preference for online networking were examined with SPSS and EQS for accuracy of data entry, outliers, patterns of missing data, and violations of normality.

A missing values analysis revealed there were no variables that were missing more than 5% of data. Additionally, the t-tests in the missing values analysis did not find any significant patterns of missing data. Consequently, it was not necessary to replace missing data or delete any incomplete cases from our sample. Using the criteria of  $z = 3.3$ ,  $p < .001$ , there were no univariate outliers detected. Using the same criteria of  $z = 3.3$ ,  $p < .001$ , there were no variables that appeared to be skewed or kurtotic, and therefore it was determined the variables appeared normal. Multivariate outliers among the IV's were examined using Mahalanobis distance with a criterion of  $p < .001$ . There were no multivariate outliers detected. The assumptions of normality, linearity, and

homoscedasticity were examined through examination of scatterplots of residuals and predicted scores. An examination of the scatterplots for regression predicted values and regression standardized residuals does not indicate multicollinearity or singularity because the data are small, symmetrical, and centered around zero. Therefore, it was determined that the assumptions of normality were met.

Furthermore, in relation to the assumptions regarding the path model, Mardia's Normalized coefficient was 7.22,  $p < .001$ , indicating the assumption of multivariate normality was not met. Therefore, the model was estimated with maximum likelihood estimation and tested with the Satorra-Bentler scaled chi square. We have determined that we have 28 data points and 17 parameters. We are overidentified, so we can continue with our analysis. Our sample of data included 150 complete cases for analysis.

The first hypothesis stated that self-esteem would influence networking preference. Individuals with high self-esteem would prefer to network face-to-face, while individuals with low self-esteem would prefer to network online. This hypothesis was partially supported.

Pearson correlation coefficients were calculated for the relationships between global self-esteem and

preference for networking face-to-face, and preference for networking online. A significant correlation of .36 was found between the variables global self-esteem and preference for networking face-to-face ( $r(148) = .36, p < .05$ ). Individuals with higher self-esteem tend to have a higher preference for networking face-to-face. Alternatively, there was not a significant relationship between global self-esteem and preference for networking online ( $r(148) = .12, p > .05$ ).

Social self-esteem was significantly positively correlated with preference for networking face-to-face ( $r(148) = .54, p < .05$ ), and significantly positively correlated with preference for networking online ( $r(148) = .18, p < .05$ ). In other words, as social self-esteem increases, there is a corresponding increase in preference for networking online as well as networking face-to-face. See table 1 for means, standard deviations, and bivariate correlations of all study variables. A Fisher's  $r$  to  $z$  transformation was conducted to determine if there was a significant difference in the correlations between preference for face-to-face and preference for online. Indeed, it was determined that those who chose to network face-to-face had a significantly higher social self-esteem than those who chose to network online.

Table 1. Means, Standard Deviations, and Bivariate Correlations of Study Variables

Independent Variable	M	SD	1	2	3	4	5	6
1. Self-Esteem	3.32	.52	-					
2. Social Self-Esteem	3.77	.66	.55**	-				
3. Prefer F-to-F	3.51	.39	.36**	.54**	-			
4. Prefer Online	3.09	.53	.12	.18*	.13	-		
5. Enhance Presentation	2.91	.51	.45**	.52**	.44**	.04	-	
6. Protect Presentation	2.28	.61	-.52**	-.64**	-.45**	-.16	-.50**	-
7. Computer efficacy	6.07	.87	.26**	.22**	.18*	.42**	.22**	-.16

\*\* p < .01

\* p < .05

The second hypothesis stated that self-esteem would influence network choice. Specifically, individuals with high self-esteem would select to network in person, while individuals with low self-esteem would select to network online. This hypothesis was partially supported.

An independent *t* test was calculated comparing the mean scores of individuals who chose to network online (*n* = 38) to the mean score of individuals who chose to network face-to-face (*n* = 112). Networking face-to-face was coded as zero, and networking online was coded as one. There were no significant group differences found for the

measure of global self-esteem ( $t(56.84) = 1.4, p > .05$ ). The self-esteem of individuals who selected to network face-to-face ( $M = 3.23, SD = .575$ ) was not significantly different from those who selected to network online ( $M = 3.36, SD = .496$ ).

The two groups had significantly different scores for the variable social self-esteem ( $t(90.64) = 2.41, p < .05$ ). The social self-esteem of individuals who selected to network face-to-face was significantly higher ( $M = 3.83, SD = .702$ ) than those who selected to network online ( $M = 3.23, SD = .376$ ). See Table 2 for the means and standard deviations of group differences by network choice (online or face-to-face).



Table 2. Means and Standard Deviations for Network Choice Groups

Independent Variable	Gender	N	M	SD
Global Self-Esteem	FTF	112	3.36	.50
	E-mail	38	3.22	.58
Social Self-Esteem*	FTF	112	3.83	.70
	E-mail	38	3.58	.35
Enhancing**	FTF	112	2.98	.51
	E-mail	38	2.70	.45
Protecting**	FTF	112	2.19	.64
	E-mail	38	2.54	.44
Prefer FTF**	FTF	112	3.58	.35
	E-mail	38	3.29	.43
Prefer Online**	FTF	112	3.02	.55
	E-mail	38	3.29	.39
Computer Efficacy*	FTF	112	5.97	.91
	E-mail	38	6.34	.71

\*\*  $p < .01$

\*  $p < .05$

To ensure there were no gender differences in self-esteem or networking activity, an independent  $t$  test was calculated comparing the mean scores of men ( $n = 44$ ) and women ( $n = 106$ ). Results indicate men and women were significantly different on only one variable "enhancing presentation style" ( $t(148) = 3.25, p < .05$ ). The mean enhancing presentation style for men was significantly higher ( $M = 3.11, SD = .49$ ) than women ( $M = 2.83, SD = .49$ ). See Table 3 for means and standard deviations for men and women.

An additional examination of group differences based on network choice was performed using a logistic regression analysis. We tested network choice as an outcome with two attitudinal predictors: global self-esteem and social self-esteem. We were unable to predict group membership based exclusively on the predictor variables.

Table 3. Means and Standard Deviations for Men and Women

Independent Variable	Gender	N	M	SD
Global Self-Esteem	Male	44	3.37	.54
	Female	106	3.30	.51
Social Self-Esteem	Male	44	2.23	.53
	Female	106	2.43	.59
Enhancing**	Male	44	3.11	.49
	Female	106	2.83	.49
Protecting	Male	44	2.18	.59
	Female	106	2.32	.61
Prefer FTF	Male	44	3.60	.44
	Female	106	3.50	.39
Prefer Online	Male	44	3.26	.42
	Female	106	3.35	.34
Computer Efficacy	Male	44	5.68	.67
	Female	106	5.57	.76

\*\*p < .01

The third hypothesis stated that presentation style would mediate the relationship between self-esteem and networking behaviors. Specifically, those with high

self-esteem would prefer a self-enhancing presentation style and will prefer and choose to network face-to-face. Conversely, those with low self-esteem would prefer a self-protecting presentation style and will prefer and choose to network online. This hypothesis was partially supported.

We first evaluated presentation style by examining the open ended presentation style responses. Coding the responses did not generate information that was useful for evaluating presentation style, therefore the data was not used in the formal analyses. As a result, we proceeded to evaluate presentation style by testing our structural equation model.

#### The Hypothesized Structural Equation Model

In order to test the third hypothesis, a structural equation model was performed with EQS using seven variables from the survey. The model is represented in Figure 1. Circles represent latent variables, and rectangles represent measured variables. Absence of a line connecting variables implies a lack of a hypothesized direct effect.

The hypothesized model examined the predictors of networking activity. Networking activity was a latent

variable with 3 indicators (preference for face-to-face networking, preference for Internet networking and actual network choice). It was hypothesized that self-esteem was a latent variable with 2 indicators (global self-esteem and social self-esteem) and predicts networking activity. This relationship was mediated by presentation style (self-enhancing or self-protecting, see Figure 1).

The final model examined the predictors of networking activity. This model predicted that self-esteem, a latent variable with two indicators (global self-esteem and specific self-esteem), predicts networking activity, a latent variable with two indicators (preference for face-to-face, and network choice). In addition, this relationship was mediated by presentation style (self-enhancing or self-protecting. The final model differed from the initial hypothesized model, in that the path between networking activity and preference for online was removed, and a direct path between self-esteem and networking activity was included.

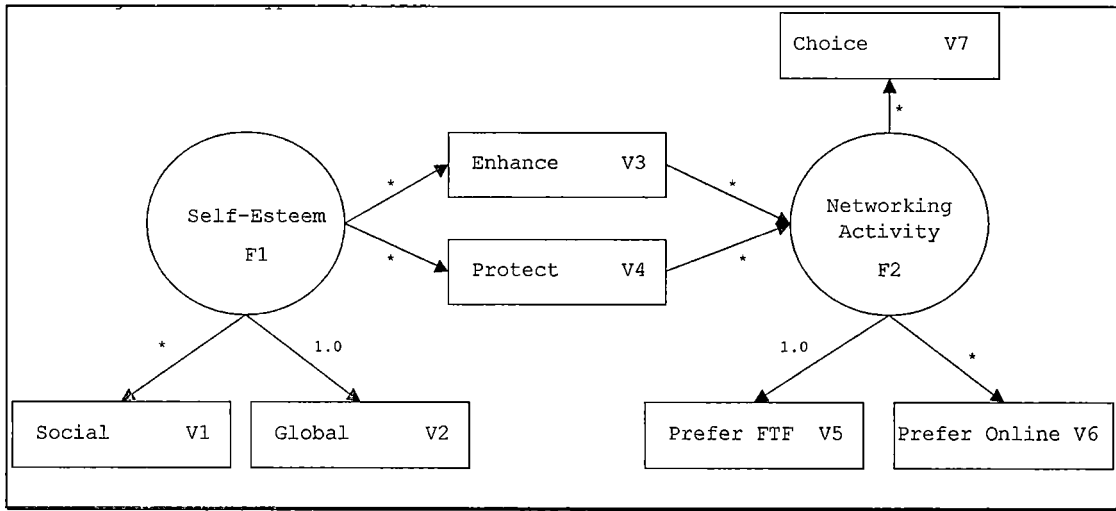


Figure 1. Hypothesized Model

#### Model Estimation

There was marginal support found for the hypothesized model. Satorra-Bentler  $\chi^2$  (12, N = 150) = 39.96,  $p < .05$ , Robust comparative fit index (CFI) = .89, root mean-square estimation (RMSEA) = .13. The hypothesized model is represented in Figure 2 with unstandardized (and standardized) coefficients.

Post hoc model modifications were performed in order to develop a better fitting and more parsimonious model. The Lagrange Multiplier test suggested that adding a path predicting networking activity from self-esteem would significantly drop the chi-square approximately 10.27 points. The regression coefficient would be .648 (unstandardized) and 5.96 (standardized). Adding this path was a logical modification based on literature that

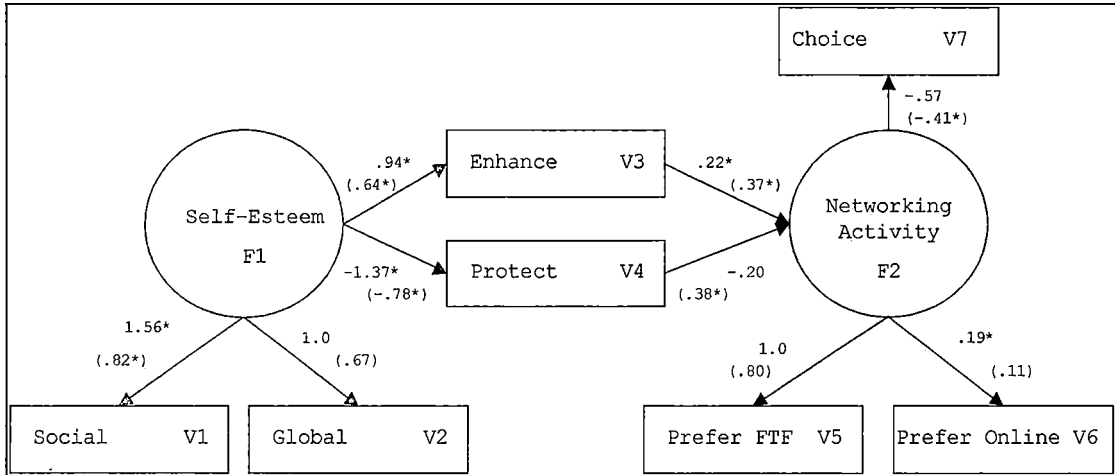


Figure 2. Hypothesized Model with Coefficients

self-esteem is significantly related to social networking behavior (Forret & Dougherty; 2001).

Therefore, we added a path that predicts networking activity from self-esteem. In addition, on the basis of the Wald test, preference for networking online was eliminated from the model.  $\chi^2 (4, N = 150) = 4.97$ ,  $p < .05$ . Dropping this variable from the model was a reasonable approach due to the evidence that this variable was not correlated with global self-esteem ( $r(148) = .12$ ,  $p > .05$ ). In addition, preference for networking online was highly correlated with computer efficacy ( $r(148) = .42$ ,  $p < .01$ ).

The final model fit the data well, Satorra-Bentler  $\chi^2 (6, N = 150) = 8.07$ ,  $p < .05$ . The Robust CFI = .99, RMSEA = .048 (See Figure 3). Figure 3 represents the final

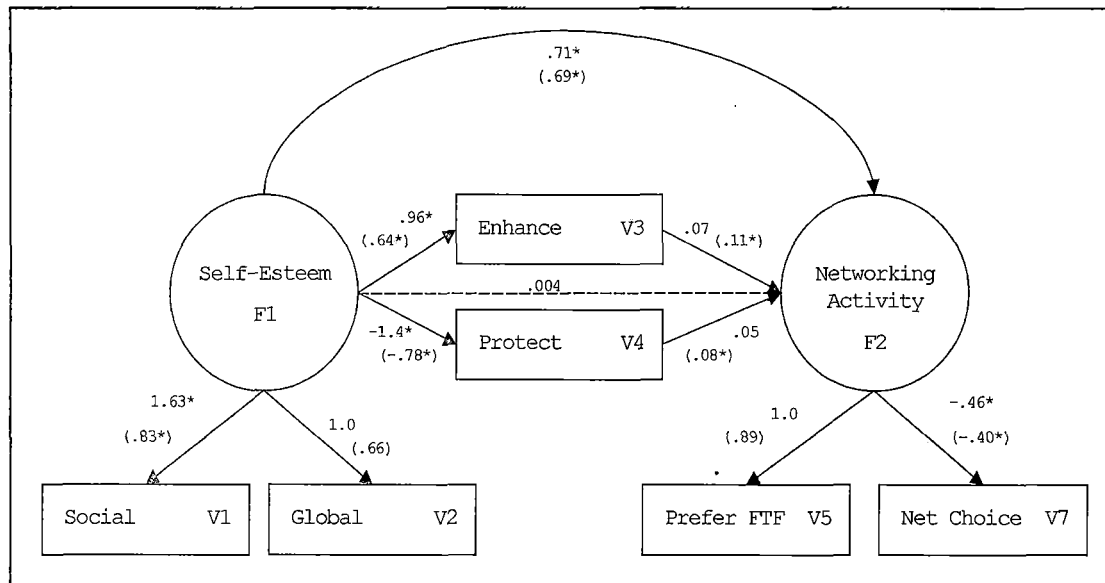


Figure 3. Final Model

model with unstandardized (and standardized) coefficients. A chi-square difference test indicated a significant increase in model fit between the hypothesized model and the final model ( $\chi^2 (6) = 29.69$ ).

#### Direct Effects

Self-esteem was a significant predictor of networking activity (unstandardized coefficient =  $.71$ ,  $p < .05$ ). In addition, self-esteem significantly predicted enhancing presentation style (unstandardized coefficient =  $.96$ ,  $p < .05$ ) as well as protecting presentation style (unstandardized coefficient =  $-1.4$ ,  $p < .05$ ). Enhancing presentation style did not significantly predict networking activity (unstandardized coefficient =  $.07$ ,

$p > .05$ ), and protecting presentation style did not significantly predict networking activity (unstandardized coefficient = .05,  $p > .05$ ).

#### Indirect Effects

The significance of the intervening variables was evaluated using tests of indirect effects through EQS. Preference for networking face-to-face was influenced by self-esteem (unstandardized indirect effect coefficient = .71,  $p < .05$ , standardized coefficient = .12) but not by presentation style. Additionally, network choice was influenced by self esteem (unstandardized indirect effect coefficient = -.33,  $p < .05$ , standardized coefficient = .12) but not by presentation style. Finally, networking activity was not indirectly influenced by self-esteem, rather the mediator was not significant (standardized indirect effect coefficient = .004,  $p > .05$ ).



## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### Discussion

The purpose of the present study was to examine the influence of self-esteem on preference and choice for social networking media. Specifically, we predicted that individuals with high self-esteem would prefer and choose to network face-to-face, given that it is an enhancing type of communication. Conversely, we predicted individuals with low self-esteem would prefer and choose to network online, given that this is a protective form of communication. In addition, we expected to find that presentation style would mediate the relationship between self-esteem and networking preference and choice. The findings of this study support that indeed individuals with high self-esteem prefer and choose to network face-to-face, rather than online. However, self-esteem was only marginally related to networking online. Finally, there is partial support that presentation style mediates the relationship between self-esteem and networking activity.

We found partial support for our hypothesis that self-esteem can be used to predict networking preference

and choice. Global self-esteem was determined to be related to preference for face-to-face networking, but not to actual networking choice. Social self-esteem, however, was determined to be significantly related to preference for face-to-face interactions as well as networking in person. Results suggest that social self-esteem can significantly predict social networking activity.

This finding is consistent with literature related to self-esteem and comfort level in relationship initiation. For instance, it has been demonstrated that individuals with high self-esteem are more confident than those with low self-esteem (Brockner & Hulton, 1978), and also believe they are skilled in initiating new social relationships (Buhrmester et al., 1988). Our study builds on their work in that we evaluated the initiation of career enhancing relationships, rather than social relationships. Additionally, we evaluated individuals' actual selection in initiating a new relationship, rather than simply asking individuals to indicate the method they would choose to initiate a networking relationship.

Our findings are also consistent with the social networking literature in confirming the importance of self-esteem for taking part in networking activities. Forret and Dougherty (2001) determined self-esteem

significantly predicts involvement in a variety of networking activities including maintaining contacts, engaging in professional activities, and increasing internal visibility. This finding demonstrates the immense value of confidence for opting to engage in social networking activities. Our study replicated the findings of Forret and Dougherty (2001), and expanded the scope to examine the actual networking choices rather than self-reported behaviors. This study also assessed preferred presentation style of the individual. The examination of presentation style provided a more complete understanding of why that particular media may have been selected. In particular, media selection was influenced by the ability of that media to either enhance or protect self-esteem. Additionally, we further developed our networking activities scale to incorporate networking strategies that could be done online.

Interestingly, we also found marginal support for our hypothesis that self-esteem is related to preference for networking online. Specifically, global self-esteem was not significantly related to preference or choice for networking online. It was determined, however, that preference for networking online was significantly correlated with global self-esteem and computer efficacy.

This finding suggests that selecting the Internet as a networking tool may be more closely related to one's level of comfort with using computers and the Internet, not just self-esteem. Using the Internet has become a routine approach for accomplishing everyday tasks, and is no longer a communication method that is solely utilized by the socially fearful. An examination of the participants' network choice explanations revealed that many who chose to e-mail the researcher did so because this strategy would be "faster", more "convenient", or "easier". Additionally, it has been demonstrated that the main purpose of Internet use is to maintain personal relationships (McKenna & Bargh, 2000). The popularity and ease of using the Internet assists in explaining why this method is commonly used to initiate social relationships.

Finally, several conclusions can be drawn from the results of our SEM analysis. First, we did not find support for our third hypothesis that presentation style mediates the relationship between self-esteem and networking activity. Although mediation was not found, a relationship was established between self-esteem and presentation style, which offers supporting evidence for sociometer theory. Sociometer theory maintains that self-esteem is most closely related to the perceptions

that other individuals have of them (Leary & Downs, 1995). Consequently, a presentation style is adopted that will either enhance or protect their current level of social acceptance (Baumeister et al., 1995). Although, it was determined that individuals do not perceive one type of media as being exclusively enhancing or protecting. In other words, both the Internet and face-to-face communication have the potential to be either protecting or enhancing. This made it difficult to evaluate the relationship between self-esteem and media selection.

While our model does not provide direct support for presentation style as a mediator, the correlations suggest that presentation style is an important factor to examine. Specifically, preference for face-to-face networking is correlated with enhancing presentation style. In addition, preference for online networking is correlated with a protecting presentation style. Therefore, an individual's presentation style is an important factor in evaluating the relationship between self-esteem and networking behavior.

Lastly, our model confirmed that both choice and preference for networking face-to-face networking were influenced by self-esteem. This is consistent with other analyses conducted in this study that support that

self-esteem is a significant predictor of networking activity.

It was not surprising to find that social self-esteem was an overall better predictor of networking activity than global self-esteem. Researchers have suggested that social self-esteem is more useful for predicting interpersonal behaviors than global measures of self-esteem (Baumeister et al., 1989; Rudich, Sedikides, & Gregg, 2007). It is argued that self-esteem measures that are specific to social activities may be particularly more insightful to the individuals' interpersonal activities and presentation preferences. Social measures may be better able to project social activities in comparison to scales that assess nonsocial self-evaluations. Indeed, this argument holds true with our study, in that social self-esteem was a stronger predictor in each of our predicted relationships. Specifically, social self-esteem was more strongly related to preference for networking online and preference for networking face-to-face. Furthermore, social self-esteem was a better predictor of both enhancing and protecting presentation style.

In summary, the present study has significantly advanced the current networking literature by developing a more intricate understanding of the underlying process

that influence networking behaviors. Self-esteem largely influences the decision to engage in networking activities, as well as the media of networking one selects to use.

### Implications

The present study provides a number of practical and empirical implications. First, our finding that individuals with low self-esteem prefer to network online should encourage organizations to provide opportunities for employees to utilize online networking strategies. Although most organizations do this to some extent (i.e., via email), creating and publicizing real opportunities for online networking may encourage otherwise reluctant employees to further engage and develop. Such individuals can continue to assume a protective presentation style by utilizing computer-mediated communication to form network connections. A study done at Michigan State University (MSU) determined that by intensely using the networking site Facebook, college students with low self-esteem were able to establish social capital that was similar to students with high self-esteem (Ellison, Steinfield, & Lampe, 2007). Their findings demonstrate that by networking online, individuals with low self-esteem will

be able to attain career successes and benefits that are attained by individuals with high self-esteem.

Furthermore, individuals can use online networking to increase their comfort level in face-to-face networking. It has been demonstrated that Internet users believe chatting online decreases their level of social fearfulness (Campbell, Cumming, & Hughes, 2006). These authors suggest that online social activities provide individuals with the opportunity to practice social interactions in an environment with minimal social risk. Furthermore, involvement in networking online could potentially result in successful social relationships and therefore cause an increase in self-esteem. Indeed, research has demonstrated that self-esteem can be influenced by means of classical conditioning (Baccus, Baldwin, & Packer, 2004). The classical conditioning strategy was a computer game presented to participants which paired self-relevant information, with smiling faces. The pairing of the positive reinforcement with their self-relevant information was found to increase the self-esteem of participants. Therefore, in relation to networking, positive networking experiences with can lead to an enhanced level of self-esteem. In turn, an enhanced level of self-esteem could possibly encourage the



individual to take part in face-to-face network activities, and possibly further enlarge one's amount of valuable social capital. The theoretical connection between global and social self-esteem assists in understanding how they can influence one another. Specifically, it has been explained that social self-esteem is constructed based on evaluative information received from others, while global self-esteem has been described as the resting state of the sociometer. Therefore by enhancing the social self-esteem it may contribute to a more positive resting state, or global self-esteem (Leary, 1999).

Additionally, organizations should expand their networking opportunities via the Internet. Organizations should facilitate online networking in order to connect individuals who may feel less comfortable with networking face-to-face. Many employees may not have the self-esteem to visibly expose themselves to available job opportunities, or may want opportunity to develop such skills. In addition, Internet based networking sites should continue to expand and reach out to those who are not participants of face-to-face networking, as there may be a substantial desire and need for such services.

## Future Research

Within the dynamic field of social networking, many opportunities for future research exist. One avenue is a consideration of the context in which networking takes place. First, it would be interesting to observe network choice in a scenario in which real job opportunities are available. It is likely individuals would possess a greater concern for one's career and therefore individuals will demonstrate greater networking intensity. Virginia Black (2008) closely evaluated the differences between laboratory studies and field research studies in psychology. It has been conjectured that there is a distortion that occurs in lab studies in comparison to field studies. Specifically, lab studies occur without "consequence" to the participant. In other words, the individual does not have to deal with any behavioral repercussion as a result of their behavior in the study. It is likely that a field study would influence a stronger behavior because they would have a much greater concern for the outcomes associated with their networking activity.

Also, future research should examine how networking strategies are perceived in their effectiveness. It is possible that individuals may believe that one networking

media may be more effective than another for attaining career success. In the networking choice explanation of our study, some participants justified their networking choice by explaining it would be a better strategy for getting the job. By considering perceptions of media effectiveness, we may be able to develop a more comprehensive understanding of networking media choices.

Finally, scale development of networking behaviors and networking medium preferences would be useful. Additionally, the scale of networking behaviors created by Forret and Dougherty (2001) may need further work and consideration. As technology becomes increasingly popular for communication, it is likely that networking behaviors will expand to encompass more online networking activities. In creating online networking scenarios for this study, there were many online networking activities that surfaced. A scale that includes such online networking strategies would be valuable to further networking research.

#### Limitations

There are several limitations to the present study that deserve recognition. To begin, the sample comprised only college students with little to no professional

experience. Consequently the generalizability of our findings to full-time managerial and professional employees is questionable.

As previously mentioned, there is necessarily a lack of realism in laboratory settings. In this study, participants were given the opportunity to learn about possible job opportunities. Participants may have suspected there were no actual job opportunities available, and this may have influenced their networking choices. Had actual job positions been available, and had the individuals been intense job seekers, it is possible that more individuals may have chosen to network face-to-face.

It should also be noted that a much larger fraction of the participants chose to network face-to-face rather than online. This large sample size difference may have skewed our statistical results and the inferences we were able to draw from them. It is probable that individuals who decide to participate in laboratory studies may be different from the general population. These differences may exist in relation to characteristics that are relevant to our questions of interest. Participants are likely individuals who feel fairly comfortable engaging in social interactions and may possibly have a higher level of

self-esteem. Individuals with low self-esteem may choose to participate in paper and pencil surveys or refrain from extra credit opportunities altogether. In addition, upon entering the lab participants may be primed for social interaction, and may therefore choose to communicate face-to-face for this reason. Therefore, because this study took place in an artificial setting, it may have increased participant willingness to choose the face-to-face networking option. Had this study taken place in the field individuals may have been more inclined to network online.

One final limitation is that our assessment of networking choice may include a confounding variable. Our goal was to assess the relationship between self-esteem and networking choice, but online preferences may have been largely influenced by participant computer efficacy. The individuals' comfort level and experience with computers explained the majority of the variance in networking choice. This confound prevented us from fully testing the influence of self-esteem on networking choice.

### Conclusion

The literature on social networking emphasizes the importance of self-esteem for participating in traditional

networking activities. The present study provides  
consenting evidence with this suggestion, that indeed  
self-esteem is highly related to networking activity.  
Furthermore, we advocate the expansion of self-protecting  
networking strategies within organizations. These  
self-protecting strategies, such as the Internet, are  
preferred by individuals with low self-esteem and  
therefore may be their ticket to attaining career  
successes.

APPENDIX  
SURVEY PACKET

## Informed Consent

You are invited to participate in a study designed to investigate self-perceptions as they relate to workplace behavior. This study is being conducted by Cassaundra Leier under the supervision of Dr. Mark Agars. This study has been approved by the Department of Psychology Institutional Review Board Sub-Committee of the California State University, San Bernardino, and a copy of the official Psychology IRB stamp of approval should appear somewhere on this consent form.

In this study you will be asked to answer questions in a survey and make decisions about behavioral choices in various contexts. The survey should take approximately 30 to 40 minutes to complete. All of your responses will be held in the strictest of confidence by the researchers. Since no identifying information is collected on the survey, all your responses will be completely anonymous. All data will be reported in group form only. You will also be given the opportunity to learn about research opportunities. You may receive the group results of this study after August 30, 2008 from Dr. Agars.

Your participation in this study is completely voluntary. You are free not to answer any questions and to withdraw at any time during this study without penalty. This study involves no risk beyond those of everyday life, nor any direct benefits to you as an individual other than possible extra credit for one of your psychology courses (if you are a CSUSB student, you may receive 4 points of extra credit in a selected Psychology class at your instructor's discretion).

When you have completed the survey, you will receive a debriefing statement describing the study in more detail. To ensure the validity of the study we ask that you not discuss this study with other participants. If you have any questions or concerns about this study, please feel free to contact Dr. Agars at [magars@csusb.edu](mailto:magars@csusb.edu)

By placing an X in the space below, I acknowledge that I have been informed of, and that I understand, the nature and purpose of this study, and I freely consent to participate. I also acknowledge that I am at least 18 years of age.

Participant's X \_\_\_\_\_

Date: \_\_\_\_\_



**General Instructions:** The following questionnaire contains a number of questions regarding your self-perceptions. Please take your time and answer each question openly and honestly. Your participation is anonymous. Some items will seem redundant and repetitive, but it is important to our research that you take your time and answer each question honestly.

**Survey #1:** Below is a list of statements dealing with your general feelings about yourself. While keeping your personal feelings in mind, please use the scale below to indicate the extent to which you agree or disagree with the statement. Indicate your level of agreement by marking the appropriate number.

1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
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1. On the whole, I am satisfied with myself.	①	②	③	④
2. At times, I think I am no good at all.	①	②	③	④
3. I feel that I have a number of good qualities.	①	②	③	④
4. I am able to do things as well as most.	①	②	③	④
5. I feel I do not have much to be proud of.	①	②	③	④
6. I certainly feel useless at times.	①	②	③	④
7. I feel that I'm a person of worth, at least on an equal.	①	②	③	④
8. I wish I could have more respect for myself.	①	②	③	④
9. All in all, I am inclined to feel that I am a failure.	①	②	③	④
10. I take a positive attitude toward myself.	①	②	③	④

**Survey #2:** The items in this survey contain questions about your beliefs about yourself in social situations that are publicly observable. While thinking about your own behavior, please use the scale below to indicate the extent to which you agree or disagree with the statement. Indicate your level of agreement by marking the appropriate number.

1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
------------------------	------------	---------------	---------------------------

1. I seek out situations that provide me an opportunity to demonstrate my talents and abilities.	①	②	③	④
2. When working on projects/tasks with others, I prefer that the tasks are challenging.	①	②	③	④
3. I am intimidated by the process of working on a task in front of others.	①	②	③	④
4. If I don't know the answer to a question, I am not afraid to ask someone who does.	①	②	③	④
5. The doubts that I have about my abilities often prevent me from sharing my ideas with others.	①	②	③	④
6. The opportunity to excel at something is worth taking a risk of looking foolish.	①	②	③	④
7. I avoid working with others when there is the possibility I might fail.	①	②	③	④
8. I am cautious when reaching out to meet new people.	①	②	③	④
9. I don't like to speak in public unless I am in a friendly environment.	①	②	③	④
10. I like to perform in front of others because I believe my performance will lead to acceptance.	①	②	③	④

**Survey #3:** The items in this survey contain questions about your beliefs about your abilities to achieve general tasks. While thinking about your own behavior, please use the scale below to indicate the extent to which you agree or disagree with the statement. Indicate your level of agreement by marking the appropriate number.

1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
------------------------	------------	---------------	---------------------------

1. I like situations, in which I can find out how capable I am.	①	②	③	④
2. I am afraid of failing in somewhat difficult situations, when a lot depends on me.	①	②	③	④
3. I feel uneasy to do something if I am not sure of succeeding.	①	②	③	④
4. When I am confronted with a problem, which I can possibly solve, I am enticed to start working on it immediately.	①	②	③	④
5. I enjoy situations, in which I can make use of my abilities.	①	②	③	④
6. I am appealed by situations allowing me to test my abilities.	①	②	③	④
7. Even if nobody would notice my failure, I'm afraid of tasks, which I'm not able to solve.	①	②	③	④
8. Even if nobody is watching, I feel quite anxious in new situations.	①	②	③	④
9. I am attracted by tasks, in which I can test my abilities.	①	②	③	④
10. If I do not understand a problem immediately I start feeling anxious.	①	②	③	④

**Survey #4:** The items in this survey include questions regarding your beliefs about yourself in social situations. While thinking about your own behavior, please use the scale below to indicate the extent to which the statement is characteristic of you or not characteristic of you. Indicate your level of agreement by marking the appropriate number.

1 Not at All Characteristic of Me	2 Not Very	3 Slightly	4 Fairly	5 Very Much Characteristic of Me
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1. I would describe myself as socially unskilled.	①	②	③	④	⑤
2. I frequently find it difficult to defend my point of view when confronted with the opinions of others.	①	②	③	④	⑤
3. I would be willing to describe myself as a pretty “strong” personality.	①	②	③	④	⑤
4. When I work on a committee I like to take charge of things.	①	②	③	④	⑤
5. I usually expect to succeed in the things I do.	①	②	③	④	⑤
6. I feel comfortable approaching someone in a position of authority over me.	①	②	③	④	⑤
7. I enjoy being around other people, and seek out social encounters frequently.	①	②	③	④	⑤
8. I feel confident of my social behavior.	①	②	③	④	⑤
9. I feel I can confidently approach and deal with anyone I meet.	①	②	③	④	⑤
10. I would describe myself as happy.	①	②	③	④	⑤
11. I enjoy being in front of large audiences.	①	②	③	④	⑤
12. When I meet a stranger, I often think that he is better than I am.	①	②	③	④	⑤
13. It is hard for me to start a conversation with strangers.	①	②	③	④	⑤
14. People seem naturally to turn to me when decisions have to be made.	①	②	③	④	⑤
15. I feel secure in social situations.	①	②	③	④	⑤
16. I like to exert my influence over people.	①	②	③	④	⑤

How did you select to inquire about the job opportunities in this study? (Circle One)

I chose to inquire with the research director *OR* I selected to e-mail the research director

Please describe in 3 to 5 sentences your rationale in deciding to choose the job inquiry method that you did.

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How interested were you in learning about possible job opportunities?

1-----2-----3-----4  
Not at All                  Somewhat                  Fairly                  Very Much

If offered a new job, how likely would you be to accept the position?

1-----2-----3-----4  
Not Very Likely          Somewhat Likely                  Likely                  Very Likely

**Survey #5:** The items in this questionnaire are designed to measure what you are thinking at this moment. There is, of course, no right answer for any statement. The best answer is what you feel is true of yourself at this moment. Be sure to answer all of the items, even if you are not certain of the best answer. Again, answer these questions as they are true for you **RIGHT NOW**. Indicate your level of agreement by marking the appropriate number.

1 Not at All	2 A Little Bit	3 Somewhat	4 Very Much	5 Extremely
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1. I feel confident about my abilities.	① ② ③ ④ ⑤
2. I am worried about whether I am regarded as a success or failure.	① ② ③ ④ ⑤
3. I feel frustrated or rattled about my performance.	① ② ③ ④ ⑤
4. I feel that I am having trouble understanding things that I read.	① ② ③ ④ ⑤
5. I feel self-conscious.	① ② ③ ④ ⑤
6. I feel as smart as others.	① ② ③ ④ ⑤
7. I feel displeased with myself.	① ② ③ ④ ⑤
8. I am worried about what other people think of me.	① ② ③ ④ ⑤
9. I feel confident that I understand things.	① ② ③ ④ ⑤
10. I feel inferior to others at this moment.	① ② ③ ④ ⑤
11. I feel concerned about the impression I am making.	① ② ③ ④ ⑤
12. I feel that I have less scholastic ability right now than others.	① ② ③ ④ ⑤
13. I feel like I'm not doing well.	① ② ③ ④ ⑤
14. I am worried about looking foolish.	① ② ③ ④ ⑤

**Survey #6:** For this survey, please imagine you have just finished school and you know the exact organization that you would like to work for. The organization has an excellent reputation and can provide excellent job security, benefits and a substantial salary. While keeping this in mind, please answer the following questions.

	1 Highly Unlikely	2 Unlikely	3 Likely	4 Highly Likely
1. The organization you are very interested in working for is holding a job fair. How likely are you attend this job fair and speak with representative about job opportunities?				① ② ③ ④
2. How likely are you to submit a job application online through the company website?				① ② ③ ④
3. You have recently heard a lecture given by a manager working for your dream organization. How likely are you to send him an E-mail inquiring about job openings?				① ② ③ ④
4. You are out with a group of friends and overhear that the group of people next to you work at your dream organization. How likely are you to talk to them about your interest in working for the organization?				① ② ③ ④

**Survey #7:** Now please imagine that you are working in an organization that you really enjoy. You like your current position and are looking forward to advancing your responsibilities as well as moving up in the organization. Please keep this in mind while answering the following questions.

	1 Highly Unlikely	2 Unlikely	3 Likely	4 Highly Likely
1. There is a new manager in your department. How likely are you do drop by their office and introduce yourself?				① ② ③ ④
2. You have recently met a manager in your organization that could have a great job promotion opportunity. How likely are you to speak with this person directly about the opportunity?				① ② ③ ④
3. Your manager wants to be updated on your recent work project. How likely are you to write a report about your project and e-mail it to him, rather than the alternative option of giving him a presentation about your project?				① ② ③ ④
4. You are interested in taking part in a challenging new task force within your organization. How likely are you to initially inquire about joining the task force by sending him an e-mail?				① ② ③ ④
5. You want to thank your manager for helping you with a big project he or she helped you to complete. How likely are you to drop by his or her office and thank them in person?				① ② ③ ④
6. Your supervisor, who is the same gender as you, asks if you'd like to go to lunch. How likely are you to attend lunch with them?				① ② ③ ④



**Survey #8:** For this survey, use the scale below and indicate how true or false the statement is in relation to your personal attitudes towards computers.

1	2	3	4	5	6	7
Absolutely False	False	Somewhat False	Neutral	Somewhat True	True	Absolutely True

1. I enjoy using computers.	① ② ③ ④ ⑤ ⑥ ⑦
2. I avoid using computers whenever possible.	① ② ③ ④ ⑤ ⑥ ⑦
3. Using a computer is entertaining.	① ② ③ ④ ⑤ ⑥ ⑦
4. I like to use computer input devices such as a keyboard, a touch pad, a mouse, etc.	① ② ③ ④ ⑤ ⑥ ⑦
5. Being able to use a computer is important to me.	① ② ③ ④ ⑤ ⑥ ⑦
6. E-mail is an easy way to communicate with people.	① ② ③ ④ ⑤ ⑥ ⑦
7. Computers are beneficial because they save people time.	① ② ③ ④ ⑤ ⑥ ⑦
8. I like using word-processing programs.	① ② ③ ④ ⑤ ⑥ ⑦
9. I use e-mail every day.	① ② ③ ④ ⑤ ⑥ ⑦
10. I use a computer input device every day (e.g., a keyboard, a touch pad, a mouse).	① ② ③ ④ ⑤ ⑥ ⑦

**Demographic Questions:** Please provide the following information. These questions will help us describe the population of people who participated in the study. Again, all information is anonymous.

1. Age: \_\_\_\_\_
2. Sex (circle): Male Female
3. Employment status (circle):  
Full time      Part time      Self employed      Not currently employed
4. Number of years of full-time work experience: \_\_\_\_\_
5. Ethnicity (circle):
  - a. Asian-American
  - b. Black (African-American)
  - c. Hispanic-American
  - d. Native-American
  - e. White (Caucasian, non-Hispanic)
  - f. Other: \_\_\_\_\_
6. What is your marital status:
  - a. Single
  - b. Cohabiting
  - c. Married
  - d. Separated
  - e. Divorced
  - f. Widowed/Widower
7. Please circle your HIGHEST level of education attained:
  - a. Less than high school
  - b. High school graduate
  - c. Some college
  - d. College graduate
  - e. Some post-graduate
  - f. Post graduate
8. In what places do you have a personal computer? (Circle all that apply)
  - a. Home
  - b. School
  - c. Work
  - d. Other \_\_\_\_\_
9. About how long have you been using a personal computer? (Circle one)
  - a. Less than one year
  - b. One to two years
  - c. Five to ten years
  - d. More than ten years

10. Please indicate which of these network websites you are a member of (Circle all that apply):
- a. Myspace
  - b. Facebook
  - c. LinkedIn
  - d. Ryze
  - e. Orkut
  - f. Doostang
  - g. ZeroDegrees

You have completed the survey. Thank you for your participation! Please bring this packet to the main room to receive your extra credit.

## HERE ARE SOME GREAT STRATEGIES FOR LOCATING A JOB!

### Private employment agencies

Many private employment agencies specialize in particular types of work, such as trade, secretarial, administrative, temporary or computer-related.

### Newspapers

Local, state and interstate newspapers publish job vacancies. In addition to looking through the 'Employment Section', you should look elsewhere, as vacancies may also be scattered throughout the rest of the newspaper.

### Internet

The Internet has a number of sites that list job vacancies. Visit web sites such as [www.Monster.com](http://www.Monster.com) and [www.Careerbuilder.com](http://www.Careerbuilder.com).

### Self-advertisements

Many people looking for work place advertisements in the 'Work Wanted' columns of newspapers. Some papers offer free space to unemployed people who wish to advertise under these headers. If you are going to do this, have a good look at some of the advertisements beforehand and be very careful of the wording of your advertisement.

### Friends and relatives

Ask friends and relatives who work in companies and organizations in which you are interested to check with their personnel or recruiting officer to see if there is a suitable position for you. Tell them the type of occupation you are looking for and give them some information about yourself, your school results and any work experience you have completed.

### Employers

You may know of companies that you would like to work for. Telephone, write or call in person to ask if there are any suitable vacancies. Although you may not be offered a job immediately, the employer knows that you have initiative and are keen to work. The Yellow Pages telephone directory is useful for finding the names of firms specializing in particular services and products.

## California State University of San Bernardino

### Career Development Center

The mission of the Career Development Center is to support the academic purpose of the University by providing comprehensive career services, which result in a successful culmination of the educational experience. They can assist with career placement and counseling, resume construction and interview training. They also have information regarding mock interviews, actual on-campus interviews and career fairs in the community. The Career Development Center is located on the third floor of University Hall, Room 329. The telephone number is: (909) 537-5250

### Campus Website

You can also visit the campus website which posts job opportunities for students on campus.  
<http://career.csusb.edu/>

### Faculty Research

Get involvement with faculty in research projects. This is an excellent way to get experience with research and looks good on job applications and applications to graduate school. These research projects also have the possibility to lead to job recommendations. See the attached sheet for a list of faculty members and their research interests.

## Study of Self-Esteem

### DEBRIEFING STATEMENT

This study you have just completed was designed to examine how self-esteem influences media preference for engaging in social networking. In particular, we wanted to examine whether people with different levels of self-esteem would prefer to speak directly to another person regarding job opportunities, or whether they would prefer to communicate by using the Internet. There were never any job opportunities, nor was a researcher meant to be present in either room. We were simply interested in which door people would choose to walk through. Thank you for your participation and for not discussing anything about this study with classmates or other participants. It is imperative to our study that other students do not know the nature of our research. If you have any questions about the study, please feel free to contact Dr. Mark Agars at [magars@csusb.edu](mailto:magars@csusb.edu). If you would like to obtain a copy of the group results of this study, please contact Dr. Agars after August 30, 2008.

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