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I'LL SEE YOU ON MYSPACE:

SELF-PRESENTATION IN A SOCIAL NETWORK WEBSITE

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THESIS APPROVAL

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I'LL SEE YOU ON MYSPACE: SELF-PRESENTATION IN A SOCIAL

NETWORK WEBSITE

CAROLYN M. KANE

ABSTRACT

Social network sites like MySpace and Facebook are a popular online venue for interaction and expression. This study was designed to identify the ways in which people present themselves online in the social network environment of MySpace.com. To examine the types of self-presentation displayed in MySpace profiles, this study drew from current online research, self-presentation theory (Goffman, 1959; Jones, 1990), nonverbal traditions, and the field of visual communication to develop a novel measurement scheme which could be used to analyze photographic and textual elements. Content analysis of a random sample of public profiles selected from MySpace.com focused primarily on the photographic self-presentation found in the primary profile photograph. The content analysis revealed that competence and ingratiation were the most commonly used strategies exhibited in the sampled profiles. Additionally, significant relationships were found between intimidating behaviors and the intended audience, and intimidating behaviors and the user's sex. Demographic information revealed that males and females were equally represented in the sample, and racial/ethnic diversity closely resembled the U.S. population as reported in the 2000 U.S. Census. Furthermore, non-significant results suggest a possible relationship between the user's sex and the types of nonverbal behaviors demonstrated in the photograph, similar to Goffman's (1979) work on gender displays in commercial advertising photography.

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CHAPTER I

INTRODUCTION

1.1. Rationale

Social network websites like MySpace and Facebook have exploded in popularity in recent years, with users numbering in the hundreds of millions (Kornblum, 2006; Newland, 2007). MySpace.com recently ranked number one on the August 2007 Hitwise internet rankings, with a larger (US) market share of visits than Google, Yahoo and MSN (Hitwise, 2007). According to comScore (2008), visitors to social network websites have grown 34% in the past year to 530 million visits, which represent two out of every three internet users. Social network websites are becoming an increasingly popular form of computer-mediated communication (CMC), combining many of the features that once required membership to several websites and services, but are now available in a "one stop shop" at sites like MySpace and Facebook. The burgeoning popularity of social network websites is in stark contrast to declining email use amongst teens, leading some

to believe that young people prefer the multimodal communication design (Lorenz, 2007) available through social network websites.

Social network websites are relatively new interfaces to internet communication. boyd (sic) and Ellison (2007) ventured a definition that will be used to identify and define the concept of a social network site in the current study. Their definition is quite broad, but is applicable to the type social network website referenced in this paper. According to their definition, social network sites are:

 web-based services that allow individuals to (1) construct a semi-public

profile within a bounded system, (2) articulate a list of other users with

whom they share a connection, and (3) view and traverse their list of

connections and those made by others within the system. (boyd & Ellison,

¶4)

The terms "social network sites" and "social networking sites" have often been used interchangeably; however, boyd and Ellison (2007) argue that sites like MySpace and Facebook should be referred to as "social network websites." They maintain that the term "networking" emphasizes the initiation of new relationships, which is possible on these sites, but is not the primary focus of a site like MySpace. MySpace and Facebook are primarily designed to provide an online place for users to create and store information about themselves, and to create networks of "friends" that are connected through links on their pages. Social network sites allow users to "articulate and make visible their social network" (boyd & Ellison, 2007, ¶ 6) which are frequently comprised of acquaintances with whom they share an offline connection (boyd & Ellison, 2007; Ellison, Steinfield & Lampe, 2006). Privacy settings vary by provider, but some allow users to specify

whether the public is able to see limited information, at the same time allowing the people connected to them as friends to see their complete information. Whereas some users do choose to make their profiles "private", others do not specify privacy settings, allowing the general public to search for and view their profiles, networks and pictures.

The top social network websites in the United States are MySpace and Facebook, with MySpace leading in sheer numbers of members (Newland, 2007) and visits (Hitwise, 2007). This immense popularity makes MySpace a particularly compelling social phenomenon for research. Additionally, Facebook users are limited to "browsing" only the profiles within their own network. Much Facebook research, therefore, has focused on college students within their own network (Ellison, Steinfield & Lampe, 2006; Shelton & Skalski, 2007). This study is interested not only in self-presentation of college students on a social network site, but in gaining a broader perspective of the overall self-presentation of many different types of users.   This study will concentrate exclusively on self-presentation within MySpace profiles due to the current popularity of MySpace, coupled with the freedom to study a wider range of users,

MySpace is designed to be interactive rather than just a collection of information about people. Built-in feedback features include the ability to leave "comments" on the user's main page, photo albums, and blogs. This facilitates interactivity between the authors of the pages and their audience. Additionally, users are able to email and instant message (IM) other users directly through the site, thus eliminating the need to remember and store email addresses and IM usernames. MySpace also offers its users cell-phone access to services, which means that users can be "online" all the time, not just when they are within reach of a computer and internet connection. These features are certainly

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attractive in terms of the convenience of being able to keep "in touch" with a large

number of individuals using one interface for multiple modes of communication.

On MySpace, each user has a virtual "space" for personal information, which is

designed to be ideally suited for use as an online representation of self. MySpace allows

users to customize their own online environment with an open format in which design

elements, text, video, music, graphics and photographs can be changed to reflect the

user's online personality and can be updated frequently. The default setup provides pre-

set "fill in the blank" components with titles such as "About me" and "Interests" that

encourage users to display their personal information and interests in their profiles. Other

customizable features include photo albums, a blog section, and a "bulletin board" where

users can instantly send all their friends quick updates. MySpace has also become a

popular place for people to access streaming music and video and display these features

on their pages.

One of the most prominent features on the page in the default setup is the user

photograph, which is displayed in the upper left-hand corner of the page. As the viewer

reads left to right from the top of the page, the photo is the first thing that they will see.

The profile picture will be the primary profile feature analyzed in this study because of its

prominence on the page. Photographs have not been analyzed in previous studies

examining self-presentation on personal homepages (Dominick, 1999; Papacharissi,

2002) or blogs (Trammell & Keshelashvili, 2005), so one of the goals of this study will

be to develop a framework in which photographs can be analyzed for self-presentation in

the context of social network websites.

All of the features offered by MySpace combine popular existing modes of communication and information (email, IM, blogs, personal homepages, photo-sharing, online dating sites, and information/entertainment seeking) into one place geared towards socializing and entertainment. The existing research in computer-mediated communication is generally limited to a single mode of communication, whereas social network websites present a unique challenge for researchers because they offer multiple communication options in one location. They are visually rich, interactive environments in which people create an online representation of themselves and create networks of friends and acquaintances. The research potential in such an environment is practically limitless in terms of mass media, interpersonal, and organizational communication research.

There is much debate over the positive (Ellison, Steinfield, & Lampe, 2006; Kornblum, 2006) and negative (Lorenz, 2007; Shelton & Skalski, 2007; Stevens, 2007) social consequences of widespread adoption of this social medium. Despite the widespread use of social network websites, there is a void in the research of the self-presentational opportunities available on such sites. Furthermore, current research is inadequate to address the ways in which people utilize the available tools to present themselves to a viewing audience. Studying the ways in which people present themselves online continues to be important as technologies develop and online self-presentation becomes as common and natural as offline self-presentation.

1.2. Purpose

One of the underlying questions in the development of this study asks how people present themselves on MySpace and whether these presentations may be compared to self-presentation in offline or other online environments. An analysis of self-presentational strategies would necessitate a new perspective in order to examine both the visual and textual elements that comprise a MySpace profile. Current research modes are not suited to the task of addressing the relationship between photographic and textual content in an online self-presentational context. This study intends to address this problem by drawing from literature in the fields of verbal and nonverbal interpersonal communication, visual communication, photography and portraiture. A large part of this study will be dedicated to analyzing the profile photograph, which is a prominent component in the MySpace profile. This will necessitate the creation of valid measures that may be applied to the visual, photographic medium. The purpose of this study is to develop a new self-presentation measurement scheme tailored to a photographic and textual online environment and apply the measurement scheme using content analysis.

CHAPTER II

LITERATURE REVIEW

2.1. Computer-Mediated Communication

Social network sites are relatively new interfaces for computer-mediated communication (CMC). Text-based electronic mail and newsgroups were the first popular forms of CMC to be widely researched (Culnan & Markus, 1987; Kiesler, 1987; Sproull & Kiesler, 1986), followed by internet-based forms of CMC like personal homepages (Dominick, 1999; Papacharissi, 2002), web logs (Bortree, 2005; Trammell & Keshelashvili, 2005), and online dating sites (Ellison, Heino & Gibbs, 2006; Gibbs, Ellison & Heino, 2006). Because social network sites are modern incarnations of all of these modes of communication, a review of CMC research is necessary to understand how research of online social technologies is currently viewed.

Early research in CMC focused on the absence of nonverbal cues available to users of email and other text-based media (Culnan & Markus, 1987; Kiesler, 1987; Sproull & Kiesler, 1986; Sussman & Sproull, 1999). The "cues filtered out model"

explains that some types of mediated communication are low in social cues like physical environment and nonverbal behaviors that give clues to the nature of the interaction and the social status of the participants (Sproull & Kiesler, 1986). According to this model, text based media are inappropriate for some social tasks because of the reduced social cues available in these types of mediated communication (Duthler, 2006). Toxic disinhibited behavior like "flaming" and other aggressive behaviors were attributed to this lack of cues, and some researchers interpreted their findings to mean that the internet was an impersonal form of communication (Walther & Parks, 2002).

A study by Kiesler (1987) reported that groups using computers to make decisions in a company made different decisions and interacted differently than face-to-face (FtF) groups. This study found that computer-mediated groups were more willing to make risky decisions than their FtF counterparts. According to Kiesler, risk-taking is traditionally seen as socially undesirable and members of FtF groups were therefore less likely to support risky ideas. Computer-mediated groups, however, were less inhibited to conform to societal norms and were more likely to support risky ideas. She also found that "group members spoke uninhibitedly when they used the computer, engaging in name calling or making personal remarks to others" (Kiesler, 1987, p. 21). Furthermore, members of computer-mediated groups were more willing to participate in computer-mediated discussions than they would in FtF encounters.

More recently, research has identified a "hyperpersonal" model that stands in contrast to the cues filtered out model (Duthler, 2006; Walther, 1996; 2007). Joseph Walther introduced the hyperpersonal model, which suggests that CMC media actually facilitate social interaction because authors are able to take more time to develop message

content and put more thought into the composition of the messages. The components of

the hyperpersonal model include selective self-presentation, idealization of the sender,

asynchronicity, and feedback. In terms of selective self-presentation, senders have more

control over computer-mediated interactions than FtF interactions; therefore, senders can

craft more socially desirable messages using this medium. Idealization of the sender is

Walther's interpretation of Lea and Spears' SIDE theory (1992), in which they posited

that receivers make flattering constructions from messages when there is a perceived

commonality or relationship. The third aspect of the hyperpersonal model, the

asynchronicity of interactions, allows partners unlimited time to craft and edit messages

because the communication is not instantaneous. Finally, an important component of the

hyperpersonal model is the ability to send and receive feedback. CMC becomes

hyperpersonal when users have the ability to receive feedback about themselves in their

relationships. Walther cites Schlenker (1985) to explain the role of feedback in relational

satisfaction: "People are more satisfied in particular relationships and situations to the

extent that their desired identity images are supported, validated, or elicited" (Schlenker

[1985] as quoted in Walther, 1996, p. 28). Feedback is an important part of social

network websites, as built-in features encourage viewers to leave "comments" on other

users' profiles, photographs and blogs.

In his 2007 study on the hyperpersonal model, Walther summarizes the effects of

the hyperpersonal model on senders and receivers of messages composed and sent

through CMC channels:

As receivers, CMC users idealize partners based on the circumstances or

message elements that suggest minimal similarity or desirability. As

senders, CMC users selectively self-present, revealing attitudes and

aspects of the self in a controlled and socially desirable fashion.

(Walther, 2007, p. 2539)

Walther's 2007 study examined how much time subjects spent composing and

editing messages intended for faculty and other students. He found that students

targeted the language of their messages to the intended audience, using more

formal language with faculty members than with students. It was also observed

that they spent considerable time and cognitive resources in the composition and

editing of messages, as predicted by the hyperpersonal model.

In his 2006 study, Kirk Duthler compared the politeness of requests made using

email and voicemail in high and low imposition situations. The study found that

messages sent by email, overall, were more polite than messages left on voicemail. This

was attributed to the extra time to craft message content allowed by the nature of the

medium. This strategic crafting of messages is an important idea emerging in current

CMC research because it begins to move in a direction indicating that computer-mediated

methods of communication may be ideally suited to crafting the presentation of oneself in

an online environment.

Sex-based differences in CMC have been researched to discover whether sex

plays a major role in online behavior. Guiller and Durndell (2007) used qualitative

analysis to examine interactions between psychology students in a computer-mediated

discussion group. They found that women employed more personal and emotional forms

of language, such as disclosing personal information beyond opinions and feelings, while men tended to be more informative in nature. Studies by Herring (as cited in Yates, 2001) and Barrett and Lally (as cited in Yates, 2001) found that messages from women in task-related CMC tended to be shorter than the messages posted by men. Additionally, Sussman and Tyson (2000) found similar results in their analysis of a newsgroup, where men were found to use more words than women in the postings. However, these studies have all focused on task-based CMC, which may or may not be comparable to the interactions within social network environment in which the focus is more social in nature.

Research has continued to move towards the recognition of CMC as a natural environment for social interaction. Joseph Walther and Malcolm Parks (2002) noted the deep interpersonal relationships forming on the internet and stated that "the internet is a profoundly social medium" (p. 530). They found that online relationships developed at a slower pace than FtF relationships, but they are no less personal. It is exactly the personal, interactive nature of MySpace that makes it unique among text-based CMC and stand-alone personal homepages. MySpace allows users to interact with each other in a visually rich atmosphere, with tools designed to facilitate relationship formation and maintenance. The ability to have maximum control over the presentation of self and the social nature of the internet are keys to understanding the overwhelming popularity of social network websites. Furthermore, internet communication and self-presentation are natural additions to communication research, an idea elaborated by Steven Jones (1997):

> The internet…was to result in a community free of the constraints of space
> and time, and so free us to engage with fellow humans irrespective of

geographic proximity and the clock, and it would construct that

community from *communication*, rather than inhabitance and being, which

do not guarantee communication. (1997, p. 10)

A decade after Jones wrote those words, social network websites like MySpace

and Facebook seem to have fulfilled that prophecy, transcending space, time, and even

physical computer interfaces, now that users can access their accounts through cell

phones. Ellison, Steinfield and Lampe (2006) suggest that social network websites may

be a way for people to maintain pre-existing relationships as well as keep in casual touch

with acquaintances.   Websites like MySpace offer a way for people to interact without

the boundaries of space and time, allowing relationships to be maintained even at a

distance.

 2.2. Self Presentation Theory

One of the fundamental questions underlying development of this study asked

how people present themselves on MySpace, and whether these presentations are

comparable to other online or offline contexts. Erving Goffman's (1959) self-

presentation theory was originally developed to explain self-presentational behaviors in

FtF interactions, and has since been applied to various interactional settings, including

everyday situations (Nezlek & Leary, 2002), driving (Bassett, Cate & Dabbs, 2002), and

mediated interactions (Dominick, 1999; Papacharissi, 2002).   Goffman's (1959) original

theory used dramatic metaphors to explain the way people presented themselves in

different everyday situations. He theorized that people act as "performers" who

strategically present certain impressions by accentuating some things about themselves

and concealing others from the audience. In the dramatic metaphor, the "performer" uses available tools and techniques to form a set of impressions. Tools available to a dramatic performer create the "setting" in a play, including things like backdrop, costumes, and stage props. In FtF interactions, performers can use similar props like dress, grooming, and sometimes furniture and surroundings to "set the stage". Nonverbal cues like facial expressions, posture, and gestures are other tools that a performer may use in addition to speech to convey these impressions. Papacharissi (2002) describes personal homepages as ideally suited to self-presentation performances according to Goffman's theory, because "the expressions given off are either minimal, or carefully controlled, or both" (p. 644).

In MySpace, the tools available to the performers (users) are html-based, but users are able to creatively customize their own setting. Graphics, fonts, music and video "set the stage" for the information that the user wishes to convey to the audience. Photographs in users' profiles are able to convey not only their appearance, but also information about their personality through nonverbal cues and photographic technique or manipulation. Profile information and user-generated text approximate spoken information, while photographs and images approximate non-verbal communication and information about the setting. Users receive feedback from their audience through tools that allow viewers to "comment" on the user's main page, blog, or photo albums. Similar to a live performance, where audience feedback is likely to influence an actor's portrayal, feedback on MySpace can help a user tailor their information so that it presents their image in the best light.

Goffman's theory explains that people, as performers, play different parts depending on situation and the audience. He calls this "region behavior" (1959, p. 106) and "audience segregation" (p. 49). According to Goffman, a region is "any place that is bounded to some degree by barriers to perception" (p. 106), for example, the front stage and back stage areas of a theater. Most people have work and home regions that define their behavior in their everyday lives. Goffman writes that each region may have different "standards" of behavior that may dictate aspects of the performer's presentation. Social network websites certainly could be considered a "region" existing solely in online space. Furthermore, the standards of behavior on social network websites may be considerably different than the standards you would find in FtF situations (Key, 2007). Yet, region behavior may be managed differently in the context of MySpace, because audiences residing in multiple regions may have access to the information that a user presents on their MySpace page. To manage this "new region" that may have crossover implications into other existing regions, the user may construct a presentation that is tailored to more than one viewing audience so that their profile is appropriate for viewing by people from several different regions. Alternately, users may manage their region behavior by tailoring their profile content to just one region audience and ignoring the consequences of crossover audiences.

Audience segregation allows a performer control over which audiences see particular performance. Goffman (1959) posited that "individuals often foster the impression that the routine they are presenting is their only routine or at least their most essential one" (p. 48). When the performer is careful that the audiences remain segregated, the performer ensures that he or she may be free to present different

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performances in different settings without overlap. In the context of MySpace, users do not have individual control over who views their profile unless they set their profile to "private". MySpace provides four pre-set categories for users to report their motives for using MySpace: Dating, Serious Relationships, Friends, and Networking. Users may select any combination of the four categories or leave the field blank. According to Goffman's ideas of audience segregation, users would be likely to arrange their content to be appropriate for the intended audience. They would not, however, have complete control over who views their information. Overlapping audiences may be problematic on social network websites for people who want to tailor performances for specialized audiences such as "work friends" and "social friends" (Stevens, 2007).

Jones (1990) further conceptualized self-presentation by identifying common strategies for self-presentation. His work suggested five strategies, which he called ingratiation, competence (self-promotion), intimidation, supplication and exemplification. Overall, ingratiation and competence have been found to be the most commonly used strategies in FtF situations (Jones, 1990). Subsequent studies in CMC have also found ingratiation and competence to be the predominant strategies used in online content (Bortree, 2005; Dominick, 1999; Trammell & Keshelashvili, 2005). Jones' strategies have been summarized by Dominick (1999), whose definitions have been used in further self-presentation research (Trammell & Keshelashvili, 2005). These definitions are used in the current study in addition to Jones' (1990) conceptualizations of self-presentation:

> *Ingratiation*: A person using this strategy has a goal of being liked by
>
> others. Some common characteristics of ingratiation are saying positive

things about others or saying mildly negative things about yourself,

statements of modesty, familiarity, and humor.

Competence: The goal of this strategy is to be perceived as skilled and

qualified. Common characteristics include claims about abilities,

accomplishments, performance, and qualifications.

Intimidation: Persons using this strategy have power as their goal. Typical

characteristics are threats, statements of anger, and potential

unpleasantness.

Exemplification: The goal of this strategy is to be perceived as morally

superior or possessing high moral standards. Characteristics include

ideological commitment or militancy for a cause, self sacrifice, and self

discipline.

Supplication: The goal is nurturance or appearing helpless so that others

will come to your aid. Characteristics of this self-presentational approach

include entreaties for help and self-deprecation. (Dominick, 1999, p. 648)

To examine Goffman's (1959) and Jones' (1990) concepts of self-presentation in

the social network environment of MySpace, the following research questions will be

posed:

RQ1: Do Jones' self-presentation strategies appear in the context of MySpace?

RQ2: Using Jones' self-presentation strategies, what are the most common

strategies exhibited in MySpace profiles?

RQ3: Are the types of self-presentation exhibited by users significantly related to the intended audience (as reported in the "here for" profile section: friends, networking, dating, and serious relationships)?

When Goffman published his seminal work entitled *Gender Advertisements* (1979), he extended his work in self-presentation to explain gender displays featured in advertising photographs of popular magazines. He posited that advertisements displayed "hyper-ritualizations" of social scenes, the majority of which served to subordinate females and reinforce the idea of male dominance. He identified several categories of behavior found in commercial photography: Relative size, feminine touch, function ranking, family, ritualization of subordination and licensed withdrawal. Goffman's sampling technique and coding methodology have received some criticism (Belknap & Leonard, 1991); however subsequent studies reporting more reliable methodologies have continued to find support for his ideas over time (Belknap & Leonard, 1991; Kang, 1997). Whereas there is no evidence that connects Goffman's (1979) gender portrayals in advertising to the type of personal photography found in MySpace profiles his gender variables may be found in the types of poses exhibited in photographs on MySpace. Replicating Goffman's gender advertisement analysis in the context of MySpace is beyond the scope of this study, but his definitions of dominating and supplicating postures will be added to the measures from nonverbal communication research in this analysis. To further connect Goffman's ideas of self-presentation and his ideas of gender portrayals in photography, the following research question will be asked:

RQ4: Is there a relationship between a user's self-reported sex and the types of self-presentation exhibited on MySpace?

The theories of self-presentation have previously been applied to computer-mediated communication (CMC) in relation to email (Gradis, 2003), personal websites (Dominick, 1999; Kim & Papacharissi, 2003; Papacharissi, 2002), web logs (Bortree, 2005; Trammell & Keshelashvili, 2005), and online personals (Ellison, Heino & Gibbs, 2006; Gibbs, Ellison & Heino, 2006). Dominick (1999) conducted a landmark study using content analysis to examine personal homepages from a self-presentation perspective. He identified common features of homepages and examined how people used self-presentation strategies to present themselves online. Dominick used Jones' (1990) five self-presentation strategies to categorize home pages and measured levels of self-disclosure by the presence or absence of personal information. He found that ingratiation was the strategy used the most, followed by competence. These results are consistent with findings in FtF interactions. Although the majority of the sample contained pages authored by males, Dominick found sex differences between the amount of self-disclosure on the pages. Consistent with FtF interaction, females tended to disclose more personal information about themselves.

Trammell and Keshelashvili (2005) examined "A-list" blogs from a listing of most popular blogs. Building on Goffman's self-presentation theory, and using Jones' strategies for self-presentation, this study content analyzed blogs for self-disclosure and self-presentation strategies. They found that bloggers disclosed a moderate amount of personal information about themselves, and used the strategies of ingratiation and competence most frequently. The study found that the majority of the blogs were authored by males (70.8%), and that there were sex differences in the types of information presented in the blog. The results of this study showed that female bloggers

tended to write about more personal subject matter and men's blogs tended to be more informational in nature.

Given the amount of information available about each presentation strategy from previous research, the concepts of ingratiation and competence may be explored confidently using nonverbal behaviors and visual elements as indicators in the current study. The remaining three strategies have not been investigated as thoroughly, perhaps because they are exhibited less frequently. The information available for the intimidation and supplication strategies indicates that there are some nonverbal behaviors associated with those two strategies (Jones, 1990). Nonverbal indicators are necessary in order to assess whether the strategies are present in the profile photographs. Exemplification, however, is primarily assessed using spoken indicators (Jones, 1990), which means that may not be able to be identified through photography. The focus of the current study is the relationship between the profile photograph and the profile information; therefore, measures of exemplification will not be appropriate for the research being undertaken in this context. The remaining strategies (ingratiation, competence, intimidation and supplication) will be assessed in the profile photographs and profile information of MySpace users.

Gibbs et al. (2006) and Ellison, Heino, and Gibbs (2006) have examined self-presentation in online personals. Ellison, Heino, and Gibbs wrote the "online dating forum is qualitatively different from many other online settings due to the anticipation of FtF interaction inherent in this context" (p. 416). Gibbs et al. (2006) analyzed self-disclosure in online dating through survey results from a sample from Match.com. Self-disclosure was measured using general questions about honesty, amount of disclosure,

intent and valence in online disclosures. They also found that anticipated FtF interaction

had a positive effect on online self-disclosure. The authors identified predictors of

strategic success versus self-presentation success. This research extends existing theory

on CMC (social information processing and the hyperpersonal model) and relational

success to the online dating context, which is a combination of mediated and anticipated

FtF communication. Additionally, they found that the anticipation of FtF interaction

positively affected self-disclosure, which may help to guide theory that seeks to examine

social network websites. This study is an important bridge between traditional CMC

theory, which assumed an element of anonymity, and current social trends that blend

online and offline relationship generation and maintenance. Similarly, Ellison, Steinfield,

and Lampe (2006) indicated that the subjects of their Facebook study reported using the

site to maintain relationships with people they know offline rather than searching for new

people. These "online to offline" and "offline to online" directionalities challenge

traditional CMC literature that assumed anonymity of the medium, and suggest that

social network websites like MySpace may see similar trends in self-disclosure.

The gender differences in self-disclosure found in blogging and online dating

literature indicate that similar differences may be found in the context of MySpace.

Although CMC research has found that male users tend to write more text in task-related

interactions (Guiller & Durndell, 2007; Sussman & Tyson, 2000; Yates, 2001), previous

studies in online self-presentation have not examined the amount of information written

in description of the self. Online self-presentation research has found that female users

tend to disclose more personal and emotional information (Dominick, 1999; Trammell &

Keshelashvili, 2005), which is more appropriate in the context of a social network

website than in task-related interactions. Therefore, it is not known whether the amount

of text written in a profile will follow the patterns established by CMC or if they will

deviate from the results of CMC research because of the different environment in a social

network website. To build upon and add to the findings of these previous studies, the

following questions may be asked in relation to MySpace:

RQ5: Is there a relationship between user's self-reported sex and the amount of

text written in the "About me" section and "Interest" categories?

RQ6: Is there a relationship between the self-presentation strategies exhibited and

the amount of text written in the "About me" section and "Interest" categories?

Personal websites, blogging and online personals are precursors to social network

websites because they offer specific features like profile spaces, opportunities for

expression, hyperlinks to similar sites, and feedback tools that have now been

amalgamated in the form of sites like MySpace and Facebook. In the past, researchers

have identified self-presentation in these precursor environments. For instance,

Dominick (1999) studied Jones' self-presentation strategies on personal homepages;

Trammell and Keshelashvili (2005) examined blogs for similar strategies; and Ellison,

Heino and Gibbs (2006) studied online personals using Goffman's (1959) definition of

self-presentation, however, social network websites have not yet been studied using a

self-presentational context despite their popularity and opportunities for visual and

textual self-presentation. The widespread adoption of social network websites by young

adults has interesting implications in terms of self-presentation theory. Much of the

previous literature in CMC has been preoccupied with the anonymity and possibility of

deception afforded by computers and the internet (Kiesler, 1987; Turkle, 1995); however,

some more recent CMC literature has been dedicated to the concept of the "self" online

and the construction of identity on the internet (Papacharissi, 2002) and more literature is

emerging as the technologies increase in popularity.

Jones (1990) admitted that his strategies were broad and not exhaustive. He

suggested that more strategies could be developed: "Indeed…the list of relevant

strategies could be quite extensive. How extensive might depend on how many

variations we can squeeze under the rubrics of ingratiation and self-promotion, the two

major strategic categories about which we know the most" (p. 197). However, Jones'

self-presentation strategies were developed to categorize offline interactions. Interactions

involving self-presentation in a social network environment may differ, utilizing some or

all of the Jones' strategies, or requiring the identification of new or modified strategies.

In her ethnography of young girls' blogging behaviors, Bortree (2005) found that they

used a variation of self-promotion/competence she called "social competence" (p. 36).

Bortree discovered that girls who were connected to more friends through their blogs

were considered more popular, and that the number of comments one received could be

measure of the author's popularity. MySpace tracks a user's friends through an area on

their profile which lists the total number of friends connected to that user, and their "top

friends", who enjoy a prominent space that shows their username and photo. Users are

able to edit who is listed as a friend, which friends are listed as their top friends and

which ones are not displayed on the main profile at all. Some users have total friend

counts numbering in the hundreds or the thousands. The collection of friends and the

capability to show these networks are unique to social network websites. These features

that allow users to manage their networks may create a uniquely social environment in

which self-presentation is directly tied to the size of a social network. To examine these ideas of network size, social behaviors, and self-presentation, the following research questions may be asked:

RQ7: Is there a relationship between the self-presentation strategies exhibited in the photographs and the number of "friends" linked to the profile?

RQ8: Are social indicators present in profile photographs that may extend Jones' conceptualization of self-presentation to MySpace?

Despite past attempts to refine self-presentation theory, no previous research into computer-mediated self-presentation provides a comprehensive model with which we can study self-presentation using social network websites.   This study intends to extend the previous research to include analysis of the photographs in the profile, which have largely been ignored in previous studies (Dominick, 1999; Papacharissi, 2002). The prominence of the profile photograph in MySpace profiles indicates that it is an element that should not be ignored, but should be studied in tandem with the textual clues present in the profile.   The present study will explore and challenge self-presentation theory in an online context, utilizing the nonverbal and contextual clues of the photograph, in addition to the written information disclosed.

2.3. Nonverbal Communication

One of the ways in which the profile photographs on MySpace can be analyzed is through the nonverbal behavior exhibited in the profile photograph. Mehrabian (1972) defined nonverbal behavior as communication "actions distinct from speech" (p. 1).   If written text in MySpace profiles may be considered analogous to speech, then the

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behaviors exhibited in photographic representations must be considered to analyze nonverbal information. Knapp and Hall (2002) list Argyle's primary functions of nonverbal behavior in human communication, including expressing emotion, conveying interpersonal attitudes, presenting one's personality to others, and accompanying speech for the purposes of managing turn taking, feedback, attention, etc. In an online context like MySpace, most of the communication is a combination of still photography, text and emoticons or graphics. Online authors must supplement text with nonverbal cues that are usually present in FtF communication, and viewers must "fill in" information using the cues available in an online environment (Walther, 2006). A visually rich environment like MySpace offers users the ability to supplement text with photographs and graphics with which they may construct an identity for the audience.

The universal recognition of nonverbal expression of emotions has been widely studied using photographs of posed models (Gray & Ambady, 2006).   In these types of experiments, subjects have been asked to identify various emotions portrayed by actors in a photograph. Research conducted in the 1970's by Paul Ekman and Wallace Friesen (1975) used this photographic method to determine whether facial expressions were universally understood. They showed photographs of posed models displaying a variety of emotions to observers in the United States, Japan, Chile, Argentina, and Brazil. The results of the study found that observers in all five countries were remarkably consistent in their reliable assessment of the emotions in the photographs. Additionally, a more recent study by Tracy and Robbins (2003) used this method in an experiment designed to explore the expression of "pride". The researchers found that pride was an expression that could be reliably identified by people who viewed photographs of three different

emotions (happiness, surprise and pride), and that it could be decoded by both American and Italian viewers.

Nonverbal elements of self-presentation are an important part of Goffman's (1959) self-presentation theory and Jones' (1990) self-presentation strategies. Both sources emphasize the importance of the nonverbal behavior (expressions, gestures, clothing and context) that accompanies verbal behavior in FtF interactions. In the context of MySpace, senders strategically select photographs with the intention that they will be received in a particular way. They project information through their nonverbal language, clothing and context which they intend to be received by people who view their profile. Previous research in the area of nonverbal communication (Ekman & Friesen, 1975; Tracy & Robbins, 2003) suggests that many of these things can depicted in photography and be subsequently decoded by viewers.

Knapp and Hall (2002) explain that perceivers tend to pay more attention to signals communicated in the face than in other communication channels. Similarly, Ekman and Friesen (1975) wrote that "people regard facial expressions of emotion as more trustworthy than words" (p. 135). This concept is called *facial primacy*, which is defined as the tendency to give more weight to the expressions of the face. The idea of facial primacy may derive from the long-held belief that the "face reveals a great deal about a person's personality or character" (Knapp & Hall, 2002, p. 306). This may be one of the reasons why the profile photograph on MySpace enjoys such a prominent position in the profile layout. The profile photograph is one of the first things a viewer sees, and according to both Ekman and Friesen (1975) and Knapp and Hall (2002), it is one of the primary sources of information about the person's character and personality in

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the viewer's estimation. Indeed, Knapp and Hall assert that "the face becomes a tool of self-presentation" (2002, p. 335). The importance of facial expression in nonverbal behavior and the prominence of the profile photograph argue that the analysis of nonverbal facial behaviors in MySpace photographs is essential to the understanding of the way the user is presenting his or herself.

Smiling is generally accepted as universally recognizable nonverbal behavior which indicates happiness, pleasantness, and absence of threat in most situations (Ekman & Friesen, 1975; Knapp & Hall, 2002; Mehrabian, 1971; Richmond & McCroskey, 2004). Ekman and Friesen (1975) caution that smiling is a behavior often used to mask a less pleasant emotion; however, smiling is usually interpreted as an indicator of pleasant emotions. Jones (1990) describes smiling as a behavior associated with the ingratiation and competence strategies, which have goals consistent with the display of this type of behavior (being liked or perceived as competent). The mouth is truly a focus point in facial expression because of the range of emotions that can be expressed through mouth behaviors. Other types of mouth behaviors express sadness, contempt, anger, fear, surprise, and many other emotions (Richmond & McCroskey, 2004).

Emblems were identified by Ekman and Friesen (1972) as "nonverbal acts (a) which have a direct verbal translation usually consisting of a word or two, or a phrase (b) for which this precise meaning is known by most of all members of a group. . .(c) which are most often deliberately used" (p. 357). The meanings of most emblems are specific to a particular group or culture. For example, emblems such as "flicking off" someone by raising the middle finger, or flashing a "peace sign" with the index and middle fingers raised in a "v" are emblems that are readily recognizable to most people in the United

States (Knapp & Hall, 2002). These signs are usually easy to interpret in photographs because the signs have specific meanings that are meant to be understood by both the sender and the receiver, assuming they are from the same culture.

Body position and posture have also been widely identified by researchers as having meaning in different interactional situations. Mehrabian (1972) posited that attitudes such as evaluation and liking could be communicated by posture and position cues. According to Mehrabian, body position relates to immediacy of interaction, which is defined as the "extent of mutual sensory stimulation between two persons" (Mehrabian, 1972, p. 17). A body that is turned towards the viewer indicates higher immediacy, while a body that is turned away indicates less immediacy. Higher levels of immediacy have been associated with greater "liking" and lower levels have been associated with a more negative attitude. Additionally, a forward lean has been associated with greater liking, where a backward lean or "withdrawal" posture was associated with negative reactions in experimental situations (Mehrabian, 1972). These behaviors may be translated photographically into the MySpace context where the viewer may use these cues to make judgments about the user's character and personality. Therefore, they must be considered as a part of the user's photographic self-presentation.

Environment is another important communicative element considered by nonverbal researchers. The perception of the surrounding environment affects the ways in which people interact with each other. Knapp and Hall (2002) describe six dimensions related to the perception of environment: formality, warmth, privacy, familiarity, constraint, and distance. For instance, a greater formality of environment will usually lead to less relaxed communication behaviors, whereas an informal environment

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invites more familiarity and relaxation. Similarly, perceptions of warmth will encourage

people to feel comfortable, while perceptions of coolness make an environment less

inviting. Perceptions of environment are important when analyzing MySpace photos

because of the variety of contexts in which people are depicted. Many photographs are

taken in a home, which may be warmer and more inviting, while some photographs

feature a work context, which may be more formal and structured. Distance is also an

important concept in the context of MySpace, because the framing and editing of the

photograph can create interpersonal distance, in which the subject is either close to the

camera lens or far away, creating a form of psychosocial distance (Trammell &

Keshelashvili, 2005).

Differences in nonverbal communication behaviors may be attributed to the

subject's sex in addition to environmental factors. Hall and Friedman (1999) studied

several sex and status differences exhibited in nonverbal behavior in a workplace.

Consistent with previous literature, this study found that women and men express

different levels of nonverbal behavior, including smiling, gazing, nodding,

expressiveness, self-touching, and gesturing. The results of this study showed that

women were found to smile, nod, touch, and gaze more than men (Hall & Friedman,

1999). A study by Luxen (2005) used evolution theory to predict that men would show

more dominant behaviors (closed posture, head shaking and discouraging gestures) in a

demanding interaction and women would show more affiliative behaviors (nodding,

laughing and open body position). The "demanding interaction" was an interview

assessment in a job application situation. Luxen was able to find significant evidence

that men displayed more dominant nonverbal behaviors, while women showed more

affiliative behaviors.   Based on the sex differences found in previous nonverbal

literature, the following question may be addressed in regards to the nonverbal behavior

found in the MySpace environment:

RQ9: Is there a relationship between a user's self-identified sex and the types of

nonverbal behavior exhibited in photographs?

2.4. Visual Communication and Portraiture

MySpace is a highly visual medium, with ample opportunities for users to

customize background, color, font, layout, and insert photographs and other graphics.

While visual content in online communication has been largely ignored, Shelton and

Skalski (2007) piloted a recent study attempting to identify behaviors shown in

photographs on Facebook profiles. They examined photographs and text in Facebook

profiles for undesirable behaviors (drinking, partying, drug use, sexually explicit

behaviors, aggression) and pro-social behaviors (studying, working in a study group, in

class). They found considerably more destructive behaviors than pro-social behaviors in

their study. This study is an important first step in analyzing the images in a social

networking website. Identifying self-presentation strategies, however, requires a more

complex framework than the Shelton and Skalski study, which analyzed photographs for

the presence or absence of a few specific behaviors. The questions asked by this study

require a method of analysis that casts a much wider net if it is to be successful in

identifying the range of self-presentational behaviors present on MySpace. The field of

visual rhetoric provides important insight for research seeking to identify meaning in

visual images. Helmers (2004), explains that "a visual rhetoric is a frame of analysis for looking and interpreting" (p. 65).

Within the field of visual rhetoric, Perelman and Olbrechts-Tyteca assert that "by the very fact of selecting certain elements and presenting them to the audience, their importance and pertinency to the discussion are implied" (as quoted in Hill, 2004, p. 28). This description of the importance of visuals in communication echoes Goffman's (1959) ideas of self-presentation. In the field of visual rhetoric and in Goffman's theory, the "receiver" of the message is conceptualized as an "audience", whereas the sender selectively determines what information is to be presented to that audience. The strategic presentation of visual information is a central concept in visual rhetoric.

Hill (2004) explains that "the advantage of visual arguments over print or spoken arguments lies in their evocative power" (p. 51).   This assertion gives a greater weight to the visual elements and their persuasive capabilities. Other scholars, however, give equal weight to the image and the written word. Helmers (2004) explains that "a rhetoric of the visual abstracts both text and image to the level of signs" (p.64). Regardless of the weight given to the visual or the text, analyzing social network websites through the text alone would not create a complete picture of the self-presentation strategies exhibited by profile authors.   Self-presentation theory places emphasis on nonverbal cues in FtF interactions (smiling, leaning forward, etc.), but in a computer-mediated environment like MySpace, these cues must be interpreted by analyzing the accompanying photograph.

In the context of MySpace, users select the image that they will present as their "profile photo". This image usually "sets the tone" of the page, as it is (excluding modified profile formats) at the upper left hand corner of the page and is one of the first

elements a visitor will see. This image works together with the other profile elements to

create an online "self". Hill (2004) explains that the text and pictures are equally

important in the presentation of the message:

> The producers. . .expect that the series of messages will work together,
>
> constructing and overall image and set of schematic relations that will convince
>
> the audience member to take the desired action. . .The overall goal is to prompt
>
> members of the target audience to develop positive feelings toward the product.
>
> (p. 36)

The "product" in the case of MySpace is the user who creates a profile for their friends or

the general public to view. Furthermore, this identity is constructed to facilitate

interaction between the MySpace user and the audience. Profile photos not only

communicate the author's physical characteristics, they create a relationship with the

viewer. Kress and Van Leeuwen (1996) emphasize the importance of the subject's gaze

in relationship to the viewer:

> The participant's gaze. . .demands something from the viewer, demands that the
>
> viewer enter into some kind of imaginary relation with him or her. Exactly what
>
> kind of relation is then signified by other means, for instance by the facial
>
> expression of the represented participants. They may smile, in which case the
>
> viewer is asked to enter into a relation of social affinity with them; they may stare
>
> at the viewer with cold disdain, in which case the viewer is asked to relate to
>
> them, perhaps, as an inferior relates to a superior; they may seductively pout at the
>
> viewer, in which case the viewer is asked to desire them.... In each case the image
>
> wants something from the viewers – wants them to do something (come closer,

stay at a distance) or to form a pseudo-social bond of a particular kind with the represented participant. (pp. 122–3)

The ideas of the presentation of self as expressed in the field of visual communication use terms similar to the expressions of self-presentation in the traditions of photography and portraiture. In the portraiture tradition, images are portrayed as struggling to convey vital information about a person through visual elements and expression. Brilliant (2001) posited that "historically, portrait artists have often sought to discover some central core of personhood . . . . that invisible core of self was always hard to grasp and even harder to portray" (p. 67). Nairne and Howgate (2006) further explain that the identity in images is developed in terms of the visual cues available to the medium. According to Nairne and Howgate, "identity and the symbolic – whether in clothing, gesture, pose or narrative – are closely connected" (p. 13). This symbolic representation of identity can be accomplished visually through pose and "disguise" (Pinney, 1997, p. 136) as demonstrated by Christopher Pinney in an overview of modern portraiture in India. Similarly, identity has been conveyed in historical portraiture through "nuances of expression and the particularities of physical features and bearing" (Nicholson, 1997, p. 52). These nuances vary by culture, time period, artist and individual portrayed and the interpretations are subjective, however, portraiture is a tradition with a long history of attempting to convey identity through visual cues and patterns.

The conventions of portraiture and photography have created visual patterns and norms which have been echoed and emulated in works throughout history. While the interpretations of these conventions have not been studied in a scientific context, the

language of identity in visual contexts is strikingly similar to Goffman's explanations of self-presentation in everyday life. This idea of portraying the self through image is a visual substitution for the in-person performances of Goffman's actors. By extension, the photograph may be considered analogous to the in-person performances in FtF interaction as applied to an online context. With limited nonverbal cues available in the profile, the users must use the cues presented to them in the photograph and the text and interpret them as they would verbal and nonverbal cues in a FtF context.

2.5. Developing a New Measurement Scheme for Self-Presentation

A study of a social network site like MySpace using self-presentation theory may lead to further understanding of the concepts of ingratiation and competence, which were the self-presentation strategies that were most heavily researched and readily identified according to Jones (1990). For this study, a new measurement scheme has been developed and tailored to the context of MySpace by utilizing previous models applied to self-presentation, research in the nonverbal and visual communication disciplines, concepts gleaned from popular literature about social network websites.

A comprehensive study of self-presentation on social network websites has not yet appeared in published research. Additionally, there is no existing measurement scheme designed to systematically analyze portraits or personal photography using content analysis. Drawing from the self-presentation theories, research in computer-mediated communication, nonverbal interpersonal communication, visual communication, and photography/portraiture literature, this study will attempt to gain a better understanding of self-presentation on MySpace.

2.6. Itemization of Research Questions

RQ1: Do Jones' self-presentation strategies appear in the context of MySpace?

RQ2: Using Jones' self-presentation strategies, what are the most common strategies exhibited in MySpace profiles?

RQ3: Are the types of self-presentation exhibited by users significantly related to the intended audience (as reported in the "here for" profile section: friends, networking, dating, and serious relationships)?

RQ4: Is there a relationship between a user's self-reported sex and the types of self-presentation exhibited on MySpace?

RQ5: Is there a relationship between user's self-reported sex and the amount of text written in the "About me" section and "Interest" categories?

RQ6: Is there a relationship between the self-presentation strategies exhibited and the amount of text written in the "About me" section and "Interest" categories?

RQ7: Is there a relationship between the self-presentation strategies exhibited in the photographs and the number of "friends" linked to the profile?

RQ8: Are social indicators present in profile photographs that may extend Jones' conceptualization of self-presentation to MySpace?

RQ9: Is there a relationship between a user's self-identified sex and the types of nonverbal behavior exhibited in photographs?

CHAPTER III

METHOD

3.1. Sampling

A random sample of 300 public MySpace profiles was selected using the site's "browse" engine, sorting results by users with the most recent "login". The browse engine yields 3000 profiles, from which every tenth profile was selected using a random starting point. Profiles that were obviously intended to advertise adult websites were excluded from the study. Without a comprehensive list of the MySpace population, this is the best available way to choose a random sample of MySpace profiles. Shelton and Skalski (2007) used a similar method to draw a sample of Facebook profiles. The MySpace profiles were chosen using the broadest age range available due to the constraints of the engine, which was 18-68 years of age. No other constraints were specified in the search. The profiles were archived using MHTML format, which saves all html, text and photos into a single file. MHTML is superior to the PDF format for saving html files, as it maintains the maximum integrity of the original file. The

drawback to archiving pages this way is that dynamic content like streaming music, video, or java applications are lost. However, this method is adequate for the purposes of this study, in which the profile photo and text will be the focus of the analysis.

3.2. Research Methodology

The research method chosen for this study was content analysis, which is defined by Neuendorf (2002) as "the systematic, objective, quantitative analysis of message characteristics" (p. 1). This method was chosen because it is a method that is naturally suited to studying the visual and textual elements of a context like MySpace in a systematic way. Previous studies in online communication have used content analysis to address similar questions of self-presentation (Dominick, 1999; Papacharissi, 2002; Trammell & Keshelashvili, 2005). The current study developed many original measures to address the unique aspects of MySpace, including measures designed to analyze the profile photograph.

3.3. Pilot Testing

An exploratory examination of online self-presentation was needed to identify whether previous concepts of self-presentation (Goffman, 1959; Jones, 1990) were indeed applicable to social network websites. Focus groups were conducted with undergraduate students in a Communication 101 class who were identified as having MySpace profiles. Randomly selected profiles were viewed and discussed, and the participants discussed their own experiences with MySpace as well. Supporting existing self-presentation literature, the groups identified likeability (ingratiation) as the number

one strategy used on MySpace. The students identified ways in which a person would appear "likable", such as including using a picture of themselves with other people to demonstrate their popularity. The idea of competence was also explored, finding that several types of competence may be presented. Ways in which they could be perceived as "competent" were being pictured in their work, school, or athletic environment. This extends Jones' (1990) definition of competence, in which people would demonstrate the strategy by boasting about their accomplishments. The pilot studies found that posting a picture of oneself was "visual boasting" about accomplishments. Intimidation occurred less often, but was determined to occur in profile photographs (e.g., "flicking off" the camera, frowning, and imposing posture) and textual elements (e.g., swear words, references to death, violence and weapons). Supplication was not found to be a predominantly employed strategy, but supplicating behaviors like lying down and "looking helpless" were identified by members of the focus groups. Goffman (1979) contends that these types of behaviors have been intentionally created by commercial photography in the advertising industry, so his definitions will be used in addition to those identified by the focus groups to identify supplication. These pilot studies were determined to be an important step in the development of the codebook because the many opportunities for self-presentation MySpace are different in nature from personal homepages, blogs, and online personals. The use of focus groups allowed MySpace users to identify the visual elements of the profile that communicated the most to them about the people depicted, and interpret the self-presentation indicators.

The codebook was originally developed as a requirement for the graduate-level methodology class, COM 533 Content Analysis, at Cleveland State University. A small

pilot study using 20 profiles was conducted and checked for intercoder reliability. This pilot test allowed the codebook measures to be revised prior to the final coding process. At this time, many of the measures were revised from primarily nominal/binomial variables (0, not present/1, present) for the behaviors in the photograph to ratio level variables (how many times do the behaviors occur in each picture?) to gather more data about the occurrence of each behavior.

3.4. Indexes of Self-Presentation Indicators

The photograph accompanying the profile was analyzed using measures drawn from guidelines in self-presentation theory, visual communication, nonverbal analysis, and traditional portraiture. Many of these measures have not been previously applied to photographs. To develop a valid coding scheme and ensure that the measures are exhaustive, an additional reference table (Table I) was developed that provides citations for concepts or measures and links to self-presentation theory.

An "index" is defined by David Streiner (2003) as "questionnaires. . .that consist of unrelated items" (p. 217) in contrast to scales, which he defines as "theoretically correlated items" (p. 217). In the current study, indicators of the various self-presentation strategies are not necessarily expected to correlate highly with each other. For example, indicators of ingratiation are smiling and a relaxed posture, which may co-occur, but indicators of supplication include kneeling and lying down, which are mutually exclusive. Therefore, the creation of an index, which is not necessarily expected to have a high internal consistency, is more appropriate in this instance. Clark and Watson (1995) explain that:

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Maximizing internal consistency almost invariably produces a scale that is quite narrow in content; if the scale is narrower than the target construct, its validity is compromised. (p. 316)

The indexes in the current study were developed to identify behaviors associated with each self-presentation strategy and assess how strongly each user displayed these strategies using various indicators in an additive index for each strategy. To ensure content validity, it was necessary to include uncorrelated and mutually exclusive measures. Content validity, according to Carmines and Zeller (1979), is "the extent to which an empirical measurement reflects a specific domain of content" (p. 20). The indexes were designed to include all measures observed to occur in pilot studies that may be associated with each strategy. The references for each measure, definition, and self-presentation strategies are found in Table I.

Indexes were constructed using measures of nonverbal behavior and photographic technique. Using self-presentation theory (Goffman, 1959; Jones, 1990) to guide the construction of the indexes, an index was devised for each self-presentation strategy found in the pre-test studies (ingratiation, competence, intimidation, and supplication). An index was not constructed for the exemplification strategy because of the limited nonverbal indicators available in existing self-presentation literature and the failure to find examples of exemplification in pilot work. To construct the four indexes, the measures of each strategy were added and totaled in each index. The individual measures used in each index are shown in Tables II, III, IV and V.

3.5. Nonverbal Measures

The constructed indexes were developed using traditional measures of nonverbal behavior, context, interpersonal distance and facial expression. In the interests of creating a coding scheme that is inclusive of all behaviors found to be exhibited on MySpace through pilot testing, some measures in the codebook have not been examined in previous research. These measures will be included in the codebook along with previously validated measures to provide a thorough analysis of all behaviors found of MySpace. A complete listing of the nonverbal measures may be found in Table I, and the expression of these measures may be found in the codebook in Appendix A.

Body language and expression. Measures of body language and expression were operationalized as body position (sitting, standing, lounging, etc.), posture, facial expression (eyes, mouth), head tilt, and arm and hand gestures. For instance, smiling has been associated with both the ingratiation and competence self-presentation strategies (Jones, 1990). Additionally, "lowering" gestures like head tilting and "cocking" the posture have been associated with making the subject look helpless (Goffman, 1979). The interpretations of these gestures were pulled from self-presentation literature (Goffman, 1959; 1979; Jones, 1990) and nonverbal research (Costa & Bitti, 2000; Guerrero, 1996; Knapp & Hall, 2002; Mehrabian, 1972; Richmond & McCroskey, 2004). The definitions of these measures can be found Table I, and the directions to the coders may be found in the Codebook in Appendix A.

Gaze. The subject's gaze determines the relationship sought with the viewer. A direct gaze indicates a more immediate relationship, while an averted gaze puts distance between the viewer and the subject (Guerrero, 1996; Mehrabian, 1972). A downturned

gaze, where the subject seems to be looking down and away from the viewer, would indicate that distance is sought between the subject and the viewer (Richmond & McCroskey, 2004). In contrast, a direct gaze is seeking a relationship. A direct gaze with a turned head (so that the subject is looking at the viewer out of the corner of the eyes) occupies a middle ground that may indicate that a relationship is sought, but in a non-threatening way (Goffman, 1979; Jones, 1990).

3.6. Photographic Measures

Angle of the photograph. The angle of the photograph can project dominance (when taken from below, making the subject appear larger) or submission (when taken from above). A photograph taken from slightly above eye level may make the subject look non-threatening in a subtle way. Conversely, a photograph taken from slightly below the subject may project dominance in a subtle way. The angle may vary along the vertical or horizontal axis (Moriarty & Popovich, 1991).

Editing. Editing and cropping emphasize the elements that the author intends to include and de-emphasizes elements that the user has chosen to leave out. A closely cropped photograph of the face may indicate confidence as it draws attention to the subject's face. The editing variable was operationalized as the distance from the lens and catergorized as a close-up, medium shot, long shot, or extreme close-up of a body part (Costa & Bitti, 2000; Richmond & McCroskey, 2004).

3.7. Textual measures

Profile information. The profile information to be analyzed includes the intended audience, number of friends, number of comments and amount of overall information

(level of disclosure) presented. The profile content was coded and analyzed to determine

the relationships between self-presentational behaviors and sex, intended audience, and

amount of friends linked to the profile. Some additional profile information was coded in

order to provide purely descriptive information about MySpace users and their profiles.

A few of the profile categories were used as part of the self-presentation indexes

(education, schools, income). Past research suggests (Dominick, 1999; Trammell &

Keshelashvili, 2005) that the most common strategies utilized are ingratiation and

competence. The aim of this study is to see if indicators of self-presentation strategies

developed to analyze FtF situations translate to an online format, and to find which

indicators or blend of indicators are utilized by users to present themselves to their

audience.

Table I

Conceptual Definition, Source of Measure, and Self-Presentation Strategy Indicated by Each Variable

Category	Variable	#	Measure	Source	Definition	S.P. Strategy
MySpace General	Profile Title	1	The title of the page - orienting information only	Original MySpace measure	The title at the top of the page.	None
	Profile filename	2	The file name associated with the archived file	Original MySpace measure	The name associated with the archived file.	None
	Sex	3	The self-reported sex of the subject		Demographic Male/Female	None
	Age	4	The self-reported age of the subject		Demographic Range: 18+	None
	Last Login	5	The last date the subject logged into MySpace at the time the file was archived	Original MySpace measure	Recent Activity on MySpace	None
	Location	6	The self-reported location of the subject	Original MySpace measure	Demographic City, State	None
Photograph	Photo	7	Profile contains a photo - not drawing or cartoon			None
	Photo /persons	8	Photo depicts person(s), not objects			None
	Person Count	9	How many people are in the photo?	Derived from pilot testing	The amount of people in the photo	
	Adults	10	How many people in the photo are adults?	Derived from pilot testing		
	Children	11	How many people in the photo are children?	Derived from pilot testing		
	Males	12	How many people in the photo are males?	Derived from pilot testing		

Category	Variable	#	Measure	Source	Definition	S.P. Strategy
	Females	13	How many people in the photo are females?	Derived from pilot testing		
	Photo effects	14	Photo effects like black and white, sepia, altered photographs, etc.	Derived from pilot testing		
	Shot type	15	The amount of person that is in the photo. Range: Face to whole body	Costa & Bitti, (2000), Richmond & McCroskey (2004)	The amount of person in the photograph corresponds to the distance between the subject and the camera. A close-up of the face approximates intimate interpersonal distance, and a full body shot approximates public or less personal distance.	Ingratiation, Intimidation
	Portrait type	16	The type of portrait and the arrangement of subjects	Goffman (1979)	See codebook, Appendix A	
	Camera angle – vertical	17	The camera angle on the vertical plane	Moriarty, S., & Popovich, M. (1991)	Photographs taken from above the subject indicate supplication, and from below, power or intimidation.	Supplication Intimidation, Competence

Table I, cont'd

Category	Variable	#	Measure	Source	Definition	S.P. Strategy
	Camera angle – horiz.	18	The camera angle on the horizontal plane	Derived from pilot testing	See codebook, Appendix A	
	Context	19	The context of the photo	Goffman, E. (1959) p. 22; Richmond & McCroskey, (2004)	The photo depicts a private or public space	Ingratiation, Competence
Nonverbal	Gaze	20-25	Amount of eye contact with viewer (camera) - Count each occurrence	Guerrero, (1996); Jones, (1990), Goffman (1979); Richmond & McCroskey 2004	Eye contact is associated with higher immediacy. No eye contact is associated with lower immediacy.	Direct gaze: Ingratiation, Competence Intimidation Gaze Aversion: Supplication
	Eye behavior	26-32	Eye behavior – count	Richmond & McCroskey 2004	Normal, Eyes closed, Eye rolling, eyes looking over glasses,	Eyes closed: supplication
	Head tilt	33-36	The presence of a head tilt or cant in the photograph	Costa & Bitti, (2000); Goffman, (1999)	Head tilting is tilting the head toward one side so that the vertical line through the center of the face is not perpendicular to the line connecting the shoulders. A gesture of submission, and a way to ingratiate oneself. (Costa & Bitti, 2000)	Competence Intimidation Supplication Ingratiation

Category	Variable	#	Measure	Source	Definition	S.P. Strategy
	Mouth – turned down	37	Frowning behavior	Guerrero, (1996); Jones, (1990)	Frowning is associated with negative affect	Intimidation
	Mouth – neutral	38	Neutral mouth behavior - not frowning, not smiling	Guerrero, (1996)	A neutral face	
	Mouth – smile	39	Smiling behavior	Guerrero, (1996); Jones, (1990)	Smiling is associated with positive affect	Ingratiation, Competence
	Mouth - puckered	40	Puckering of the lips or "kissing" mouth	Original measure based on observation of online behavior	The mouth is puckered or is actively engaged in kissing	
	Mouth – tongue	41	Presence of the tongue	Original measure based on observation of online behavior	The tongue to showing – deliberately stuck outside the mouth.	
	Mouth – other	42	Other mouth behavior			
	Laughter	43	The subject appears to be laughing	Guerrero, (1996)	Laughing behavior is associated with positive affect.	Ingratiation
	Hand – relaxed	44	Relaxed hands	Richmond & McCroskey, (2004)	Hands appear relaxed and may be resting on a surface	Ingratiation, Competence
	Hand – folded	45	Hands are folded	Goffman (1979)	Hands are folded together	
	Hand - raised (fist)	46	Hand is folded in a fist, and raised as if to strike or demonstrate power	Ekman & Friesen, (1972)	A raised fist is an emblem that conveys aggression and dominance	Intimidation
	Hand - raised (wave)	47	The hand is raised with the palm open and facing out	Richmond & McCroskey, (2004)	An open hand raised in greeting denotes liking and familiarity	Ingratiation

Category	Variable	#	Measure	Source	Definition	S.P. Strategy
	Hand - tense/ clenched	48	The hands are tensed or clenched, or in a fist	Ekman & Friesen, (1972)	The hands are clenched into a threatening gesture	Intimidation
	Hand - self-support	49	The hand is being used to support a part of the body (like the head)	Derived from pilot testing	The hand is being used to support another part of the body	
	Hand - self touching (non-sexual)	50	The hand is touching another part of the body but not being used for support	Goffman, (1979)	Conveys that the body is a delicate and precious thing (Goffman, 1979);	Supplication
	Hand - self touching (sexual)	51	The hand is being used to touch the breasts or genitals	Derived from pilot testing		
	Hand - holding an object	52	The hand is holding an object	Derived from pilot testing		
	Hand - caressing	53	The hand is lightly touching an object but is not holding or manipulating that object	Goffman, (1979)	Caressing is defined as a "feminine touch" and is an indicator of submission or appearing helpless.	Supplication
	Hand – other	54				
	Finger – crossed	55	The first digit and middle finger are crossed	Derived from pilot testing	Fingers crossed are an emblem of hope or luck in western culture.	Ingratiation
	Finger – pointing	56	The first digit is pointing at something, or someone	Derived from pilot testing		

Category	Variable	#	Measure	Source	Definition	S.P. Strategy
	Finger - middle finger	57	The middle finger is raised and the other fingers are folded	Richmond & McCroskey, (2004); Knapp & Hall, (2002)	The middle finger is a non-immediate gesture, conveying dislike. Literally means "fuck you"	Intimidation
	Finger - peace sign	58	The first and second digits are raised and the other fingers are folded.	Richmond & McCroskey, (2004); Knapp & Hall, (2002)	The "peace sign" denotes liking and familiarity	Ingratiation
	Finger - Thumb, 2D, 5D	59	The thumb, first and fifth digits are raised and the other fingers are folded.	Knapp & Hall, (2002)	"I love you" in American sign language	Ingratiation
	Finger - 2D and 5D	60	The first and fifth digits are raised and the other fingers are folded	Knapp & Hall (2002) and original measure	The "horns" symbol is used by the University of Texas and is used by rock bands as a rock n' roll symbol.	Intimidation
	Finger – other	61				
	Arms – crossed	62	The arms are crossing the body and are being held by the opposite hand	Mehrabian, (1972)	The arms cross the body creating a "closed" posture	Intimidation
	Arms - one crossed	63	One arm is crossing the body.	Mehrabian, (1972)	The arm crosses the body creating a "closed" posture	Intimidation
	Arms – relaxed	64	The arms appear relaxed and are not displaying other codable behaviors	Richmond & McCroskey, (2004); Mehrabian, (1972)	Relaxed arms convey openness, confidence and relaxation	Ingratiation Competence
	Arms - hands in pocket	65	The hands are in the pocket (s)	Lewis, (1998)		Intimidation
	Arms - hands on hips	66	The hands are on the hips	Lewis, 1998)		Intimidation

Category	Variable	#	Measure	Source	Definition	S.P. Strategy
	Arms - clasped hands	67	The hands are clasped together	Derived from pilot testing		
	Arms - behind back	68	The arms are behind the back	Derived from pilot testing		
	Body - Standing	69	The subject is standing without support	Derived from pilot testing	The subject is standing without support	Competence
	Body – leaning	70	The subject is standing but supported by another person or an object	Derived from pilot testing	The subject is leaning to the side and being supported	Supplication
	Body - forward lean	71	The subject is leaning towards the perceiver (camera)	Guerrero, (1996); Jones, (1990); Mehrabian, (1972)	The subject appears to be leaning towards the camera.	Ingratiation
	Body – sitting	72	The subject is sitting	(Goffman 1979)	The subject is lowered in a sitting position	
	Body - Kneeling	73	The subject is kneeling	Goffman, (1979)		Supplication
	Body - Lounging	74	The subject is reclining	Goffman, (1979)		Supplication
	Body – Lying	75	The subject is lying down	Goffman, (1979)		Supplication
	Body - turned away slightly	76	The subject slightly turned away from the camera	Knapp & Hall, (2002) Goffman (1979)	Implies trust in the viewer, not seeking a direct relationship /withdrawing	Supplication
	Body - turned away 100%	77	The body is completely turned away from the camera	Knapp & Hall, (2002); Goffman (1979)	Implies trust in the viewer, not seeking a direct relationship /withdrawing	Supplication
	Posture – erect	78	Shoulders are squared and back is straight	Goffman, (1979)	Erect posture makes the subject appear taller	Intimidation, Competence

Category	Variable	#	Measure	Source	Definition	S.P. Strategy
	Posture – normal	79	Shoulders and back are straight but are "relaxed" without slouching.	Richmond & McCroskey, (2004)	A relaxed body posture conveys openness and confidence	Competence Ingratiation
	Posture – cocked	80	Shoulders are canted; on a diagonal	Goffman, (1979)	A cocked posture lowers the subject and makes them appear less threatening	Ingratiation
	Posture – slumped	81	The shoulders and back are rounded	Derived from pilot testing	Rounded shoulders lower the subject	Supplication
	Posture – other	82				
Group interaction	Touch - holding hands	83	Whether the people in the photo are holding hands	Knapp & Hall (2002)	Indicates intimacy	
	Touch - arms around shoulders	84	The people in the photo have their arms around each other's shoulders	Knapp & Hall (2002)	Indicates familiarity, friendship, romantic relationship	
	Touch - arms around waist	85	The people in the photo have their arms each other's waist	Knapp & Hall (2002)	Indicates intimacy	
	Touch - Faces or heads	86	The people in the photo are touching faces or heads	Knapp & Hall (2002)	Indicates intimacy	
	Touch – Kissing	87	Kissing behavior in the photo	Eibl-Eibesfeldt, I. (1979); Knapp & Hall (2002)	Indicates intimacy	
	Sexual Touching	88	Touching of breasts, groin, or sexual simulation	Derived from pilot testing	Indicates sexual behaviors	
	Bodies touching	89	The bodies of the subjects are touching	Derived from pilot testing		
	Other touching	90				
Profile	About me, Interests, Music, Movies, Television, Books, Heroes	91-97	word count	Jones (1990); Original MySpace measure	Ingratiators speak less, self-promoters speak more	

Category	Variable	#	Measure	Source	Definition	S.P. Strategy
	Status	98	Relationship status	MySpace measure		
	Here for	99	Intended audience	MySpace measure		
	Sexual Orientation	100	Sexual orientation	MySpace measure	Level of self-disclosure	
	Hometown	101	The presence or absence of a hometown	MySpace measure	Level of self-disclosure	
	Religion	102	The religious affiliation of the subject	MySpace measure	Level of self-disclosure	
	Smoker	103	Whether the subject claims to be a smoker	MySpace measure	Level of self-disclosure	
	Drinker	104	Whether the subject claims to be a drinker	MySpace measure	Level of self-disclosure	
	Children	105	Whether the subject has or wants children	MySpace measure	Level of self-disclosure	
	Education	106	The education level of the subject	Jones (1990); Trammell & Keshelashvili (2005).	School achievements praise intellectual ability	Competence
	Income	107	The income level of the subject	Jones (1990)	Income level is an example of self-promotion/competence	Competence
	Schools	108	The schools attended.	Jones (1990); Trammell & Keshelashvili (2005).	School achievements praise intellectual ability	Competence
	Companies	109	The companies affiliated with the subject.	MySpace measure		
	Friends	110	Amount of friends affiliated with the profile - Original Measure from MySpace profiles	MySpace measure		
	Pictures	111	Amount of pictures affiliated with the profile and are publicly viewable - Original measure	MySpace measure	Level of self-disclosure	

Category	Variable	#	Measure	Source	Definition	S.P. Strategy
	Blog	112	Whether a blog is present	MySpace measure	Level of self-disclosure	
	Comments	113	Amount of comments affiliated with the profile - Original Measure	MySpace measure		
	Race/ Ethnicity	114	The self-reported race/ethnicity of the subject	MySpace measure	Demographic	

3.8. Subjective Measures

Five overall subjective measures were devised to determine if coders were able to reliably determine which strategies were being exhibited by scanning their profile for indicators according to a definition provided (see Appendix A for the Codebook, variables 115-119). The variables were devised using the definitions of each self-presentation strategy presented by Dominick (1999) in his study of self-presentation on web pages. The definitions were altered slightly to accommodate the behaviors as translated to an online social network environment. However, these measures did not reach an acceptable measure of intercoder reliability (Table VI) and were not used in the final analysis.

3.9. Intercoder Reliability

Neuendorf (2002) indicates that a reliability check should be conducted using the coding scheme prior to the actual coding for the study. A pilot test was conducted using two coders, and the codebook was revised prior to the final coding. The coders were

graduate students who were trained to recognize the variables within a MySpace profile.

A final reliability check was conducted on 10% of the sampled profiles after the final

coding was underway. The variables were checked for reliability using the data from the

two coders and analyzed using standard reliability coefficients (see Table VI for variables

and reliability coefficients). The reliability coefficients were calculated by PRAM

(Program for Reliability Assessment with Multiple Coders) for all variables (Neuendorf,

2002). This reliability check is necessary to ensure adequate intercoder reliability.

Several of the variables did not occur in the subsample used for reliability coding.

These variables do not have a reliability coefficient associated with them (as shown in

Table VI). The remaining nominal-level variables reached a minimum Cohen's kappa of

.70 or higher. Five subjective nominal variables did not reach the minimum Cohen's

kappa and were not used in further analysis. Only nine of the remaining 53 ratio-level

variables exhibited a Lin's concordance coefficient (Lin, 1989; Neuendorf, 2002) below

.60. Three variables scored in the .150-.40 range. The remaining six variables received

a score in the .40-.60 range (see Table VI for individual reliability coefficients). One

remaining variable was coded as a rank ordinal variable. This variable reached an

acceptable Spearman's rho of .737.

The overall intercoder reliability coefficients for the self-presentation indexes are

shown in Table VII. The ingratiation index (Table II) exhibited an adequate overall

reliability for the index values (.909). All of the variables included in the ingratiation

index for which a reasonable test could be conducted reached or exceeded the minimum

.70 Cohen's kappa or .60 Lin's concordance standard. The competence index also

reported adequate reliability coefficients for all the variables included in the composition

of the index in addition to a high overall Lin's concordance for the indexed values (.857)

(Table III) The intimidation index exhibited a high overall Lin's concordance for the

indexed values (.866); however, two variables (arms crossed and frowning) had an

unacceptable Lin's concordance. The reliability for several additional variables was not

calculated in this index because of low occurrence or failure to occur (Table IV). The

supplication index had an overall Lin's concordance reliability coefficient below the .60

standard (.532). Additionally, two variables (leaning body position, slumped posture) in

the index did not reach a .60 Lin's concordance reliability coefficient (Table V). This

index was cautiously retained for analysis but the results were tentatively interpreted. A

breakdown of the correlations between the supplication index and the analyzed variables

appears in Appendix D, Table DI.

Table II
Descriptive Statistics for Variables in the Ingratiation Index

	Code	Minimum	Maximum	M	SD
Shot type - ingratiation	A	.00	1.00	.3733	.48450
Head tilt-ingratiation	A	.00	1.00	.6467	.47880
Context – home	A	.00	1.00	.1567	.36409
20. Gaze-straight	A	0	22	.81	1.553
39. Mouth – smile	A	0	5	.83	.986
43. Laughter	B	0	3	.02	.198
44. Hand-relaxed	A	0	5	.28	.750
47. Hand - raised wave	B	0	2	.01	.146
55. Finger - crossed	B	0	0	.00	.000
58. Finger – peace	A	0	2	.03	.188
59. Finger - I love you	B	0	0	.00	.000
64. Arms – relaxed	A	0	10	.45	1.056
71. Body - lean forward	A	0	1	.02	.133
79. Posture - normal	A	0	22	.72	1.611
80. Posture -cocked	A	0	3	.09	.329

Codes: A = Acceptable reliability; B = No reasonable test due to non-occurrence or low occurrence;
C = Unacceptable reliability

Table III

Descriptive Statistics for Variables in the Competence Index

	Code	Minimum	Maximum	M	SD
20. Gaze-straight	A	0	22	.81	1.553
Camera angle-competence	A	.00	1.00	.4400	.49722
Context - competence	A	.00	1.00	.0233	.15121
Education	A	.00	1.00	.7600	.42780
Income	A	.00	1.00	.3033	.46047
Schools	A	.00	1.00	.5567	.49761
33. Head tilt - none	A	0	19	.69	1.312
39. Mouth – smile	A	0	5	.83	.986
44. Hand-relaxed	A	0	5	.28	.750
64. arms – relaxed	A	0	10	.45	1.056
69. body - standing	A	0	15	.78	1.396
78. posture – erect	A	0	2	.10	.336
79. posture - normal	B	0	22	.72	1.611

Codes: A = Acceptable reliability; B = No reasonable test due to non-occurrence or low occurrence; C = Unacceptable reliability

Table IV

Descriptive Statistics for Variables in the Intimidation Index

	Code	Minimum	Maximum	M	SD
20. Gaze-straight	A	0	22	.81	1.553
33. Head tilt - none	A	0	19	.69	1.312
37. Mouth – frown	C	0	5	.10	.451
46. Hand - raised fist	B	0	4	.02	.254
48. Hand – tense	A	0	4	.10	.433
57. Finger - flick-off	B	0	2	.03	.178
60. Finger – horns	B	0	1	.01	.085
62. Arms crossed	C	0	3	.04	.238
63. Arms - 1crossed	B	0	1	.02	.146
65. Arms - hands in pockets	B	0	6	.08	.504
66. Arms - hand on hips	B	0	2	.03	.178
78. Posture – erect	B	0	2	.10	.336

Codes: A = Acceptable reliability; B = No reasonable test due to non-occurrence or low occurrence; C = Unacceptable reliability

Table V

Descriptive Statistics for Items in the Supplication Index

	Code	Minimum	Maximum	M	SD
Camera angle - supplication	A	.00	1.00	.1467	.35436
21. Gaze-not into lens	A	0	3	.10	.362
23. Gaze - looking left or right	A	0	3	.11	.348
24. Gaze - looking down	B	0	1	.04	.195
30. Eye – closed	A	0	3	.09	.360
50. Hand - self touch (non-sex)	A	0	2	.08	.315
53. Hand-caress	B	0	1	.00	.060
70. Body – leaning	C	0	4	.10	.443
73. Body - kneeling	B	0	1	.01	.119
74. Body - lounging	B	0	2	.02	.158
75. Body – lying	B	0	2	.04	.251
76. Body - turned slightly	B	0	1	.01	.104
77. Body - turned away	B	0	1	.02	.146
81. Posture - slumped.	C	0	2	.18	.426

Codes: A = Acceptable reliability; B = No reasonable test due to non-occurrence or low occurrence;
C = Unacceptable reliability

Table VI

Intercoder Reliability and Level of Measurement for all Variables

Variable	#	Self-present Strategy	Level of Measurement	Percent Agreement	Cohen's kappa	Lin's Concor-dance	Spear-man's rho
Profile Title	1	n/a	None				
Profile filename	2	n/a	None				
Sex	3	n/a	Nominal/binomial	100.0**			
Age	4	n/a	Ratio	96.7		0.891	
Last Login	5	n/a	None				
Location	6	n/a	None				
Photo	7	n/a	Nominal/binomial	100.0**			
Photo /persons	8	n/a	Nominal/binomial	100.0**			
Person Count	9	n/a	Ratio	100.0		0.999	
Adults	10	n/a	Ratio	96.7		0.855	
Children	11	n/a	Ratio	96.7		0.718	
Males	12	n/a	Ratio	96.7		0.995	
Females	13	n/a	Ratio	96.7		0.987	
Photo effects	14	n/a	Nominal	93.3	0.831		
Shot type	15	ING INT	Nominal	83.3	0.747		
Portrait type	16	n/a	Nominal	93.3	0.895		
Camera angle – vertical	17	COM INT SUP	Nominal	70.0			0.737
Camera angle – horizontal	18	n/a	Nominal	100.0**			
Context	19	ING COM	Nominal	93.3	0.919		
Gaze - straight	20	ING COM INT	Ratio	80.0		0.988	
Gaze - not at lens	21	SUP	Ratio	93.3		0.818	
Gaze - at lens, corner of eyes	22	n/a	Ratio	83.3		0.242	
Gaze - left or right	23	SUP	Ratio	90.0		0.92	
Gaze – down	24	SUP	Ratio	93.3		NC	
Gaze – up	25	n/a	Ratio	96.7		0.651	

Variable	#	Self-present Strategy	Level of Measurement	Percent Agreement	Cohen's kappa	Lin's Concordance	Spearman's rho
Eye behavior – Normal	26	n/a	Ratio	76.7		0.989	
Eye behavior – lidded	27	n/a	Ratio	93.3		NC	
Eye behavior - through lashes	28	n/a	Ratio	100.0**			
Eye behavior – Rolling	29	n/a	Ratio	96.7		NC	
Eye behavior – closed	30	SUP	Ratio	96.7		0.765	
Eye behavior - over glasses	31	n/a	Ratio	100.0**			
Eye behavior – other	32	n/a	Ratio	96.7		0.651	
Head tilt - none	33	COM INT	Ratio	76.7		0.992	
Head tilt - slight	34	ING*	Ratio	83.3		0.765	
Head tilt - angle	35	ING*	Ratio	93.3		0.257	
Head tilt - extreme angle	36	SUP	Ratio	90.0		0.545	
Mouth – downturned	37	INT	Ratio	93.3		0.464	
Mouth - neutral	38	n/a	Ratio	76.7		0.576	
Mouth - smile	39	ING COM	Ratio	90.0		0.93	
Mouth - puckered	40	n/a	Ratio	90.0		0.816	
Mouth - tongue	41	n/a	Ratio	100.0		1	
Mouth - other	42	n/a	Ratio	100.0		NC	
Laughter	43	ING	Ratio	96.7		NC	
hand - relaxed	44	ING COM	Ratio	80.0		0.701	
hand – folded	45	n/a	Ratio	100**			
hand - raised (fist)	46	INT	Ratio	93.3		NC	
hand - raised (wave)	47	ING	Ratio	100.0		1	
hand - tense/clenched	48	INT	Ratio	86.7		.827	
hand - self-support	49	n/a	Ratio	100.0		1	
hand - self touching (non-sexual)	50	n/a	Ratio	96.7		0.651	
hand - self touching (sexual)	51	n/a	Ratio	100.0**			

Variable	#	Self-present Strategy	Level of Measurement	Percent Agreement	Cohen's kappa	Lin's Concor-dance	Spear-man's rho
hand - holding an object	52	n/a	Ratio	86.7		0.829	
hand - caressing	53	n/a	Ratio	96.7		NC	
hand – other	54	n/a	Ratio	80.0		NC	
Finger - crossed	55	ING	Ratio	100.0**			
Finger - pointing	56	n/a	Ratio	100.0		1	
Finger - middle finger	57	INT	Ratio	100.0**			
Finger - peace sign	58	ING	Ratio	96.7		0.848	
Finger - Thumb, 2D, 5D	59	INT	Ratio	100.0**			
Finger -2D and 5D	60	INT	Ratio	100.0**			
Finger – other	61	n/a	Ratio	100.0**			
Arms - crossed	62	INT	Ratio	93.3		0.153	
Arms - one crossed	63	INT	Ratio	90.0		NC	
Arms - relaxed	64	ING COM	Ratio	86.7		0.955	
Arms - hands in pocket	65	INT	Ratio	96.7		NC	
Arms - hands on hips	66	INT	Ratio	100.0**			
Arms - clasped hands	67	n/a	Ratio	100.0**			
Arms - behind back	68	n/a	Ratio	86.7		0.623	
Body - Standing	69	COM	Ratio	80.0		0.602	
Body - leaning	70	SUP	Ratio	83.3		0.509	
Body - forward lean	71	ING	Ratio	96.7		0.783	
Body - sitting	72	n/a	Ratio	90.0		0.961	
Body - Kneeling	73	SUP	Ratio	100.0**			
Body - Lounging	74	SUP	Ratio	100.0**			
Body – Lying	75	SUP	Ratio	100.0		1	
Body - turned away slightly	76	SUP	Ratio	100**			
Body - turned completely away	77	SUP	Ratio	96.7		NC	
Posture - erect	78	INT	Ratio	100.0**			

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Variable	#	Self-present Strategy	Level of Measurement	Percent Agreement	Cohen's kappa	Lin's Concordance	Spearman's rho
Posture - normal	79	ING	Ratio	73.3		0.978	
Posture - cocked	80	ING	Ratio	93.3		0	
Posture - slumped	81	SUP	Ratio	63.3		0.396	
Posture - other	82	n/a	Ratio	96.7		NC	
Touch - holding hands	83	n/a	Ratio	100.0**			
Touch - arms around shoulders	84	n/a	Ratio	93.3		0.543	
Touch - arms around waist	85	n/a	Ratio	100.0**			
Touch - Faces or heads	86	n/a	Ratio	93.3		0.956	
Touch - Kissing	87	n/a	Ratio	93.3		0.73	
Touch - Sexual	88	n/a	Ratio	100.0**			
Bodies touching	89	n/a	Ratio	83.3		0.838	
Other touching	90	n/a	Ratio	100.0**			
About Me	91	n/a	Ratio	86.7		1.000	
Interests (General)	92	n/a	Ratio	90.0		0.792	
Music	93	n/a	Ratio	90.0		0.999	
Movies	94	n/a	Ratio	80.0		1.000	
Television	95	n/a	Ratio	93.3		0.673	
Books	96	n/a	Ratio	96.7		0.435	
Heroes	97	n/a	Ratio	93.3		0.997	
Relationship Status	98	n/a	Nominal	100.0	1		
Here For - Friends	99a	n/a	Nominal	100.0	1		
Here For – Networking	99b	n/a	Nominal	100.0	1		
Here For - Dating	99c	n/a	Nominal	100.0	1		
Here For - Serious Relationships	99d	n/a	Nominal	100.0	1		
Sexual Orientation	100	n/a	Nominal	100.0	1		
Hometown	101	n/a	Nominal/Binomial	93.3	0.840		
Religion	102	n/a	Nominal	93.3	0.895		

Variable	#	Self-present Strategy	Level of Measurement	Percent Agreement	Cohen's kappa	Lin's Concordance	Spearman's rho
Smoker	103	n/a	Nominal/Binomial	100.0	1		
Drinker	104	n/a	Nominal/Binomial	100.0	1		
Children	105	n/a	Nominal	100.0	1		
Education	106	COM	Nominal	100.0	1		
Income	107	COM	Interval	100.0	1		
Schools	108	COM	Ratio	100.0		1	
Companies	109	n/a	Ratio	100.0		1	
Friends	110	n/a	Ratio	90.0		1	
Pictures	111	n/a	Ratio	100.0		1	
Blog	112	n/a	Nominal/Binomial	100.0		1	
Comments	113	n/a	Ratio	100.0		1	
Race/Ethnicity	114	n/a	Nominal	100.0		1	
Ingratiation – Subjective measure	115		Nominal	73.3	0.469		
Competence – Subjective measure	116		Nominal	53.3	0.183		
Intimidation – Subjective measure	117		Nominal	80.0	0.492		
Exemplification – Subjective measure	118		Nominal	80.0	0.392		
Supplication – Subjective measure	119		Nominal	93.0	0.000		

*variables combined for analysis. The combined Percent agreement = 86.7%, Lin's concordance = .829
**variables did not occur in reliability subsample
NC=Not calculated (at least one coder did not have any variance)

Table VII
Lin's Concordance Reliability Coefficients for Self-Presentation Indexes

Index	Lin's Concordance
Ingratiation	.909
Competence	.857
Intimidation	.866
Supplication	.532

CHAPTER IV

RESULTS

4.1. Sample Description

The demographic description of the sample is provided in Table VIII. The sample

consisted of a nearly equal number of pages authored by males (49%) and females

(48.7%), while a limited number of page authors did not report their sex (2.3%).   Over

half of the pages analyzed were authored by users between the ages of 18 to 25. The

second largest age group was the 25 to 30 age range, with the percentages becoming

progressively smaller as the age ranges progress from the minimum age (18) to the

maximum age found in this study (60).

The race/ethnicity variable was composed of options provided by MySpace in the

profile questionnaire. Users were limited to identifying with only one race or ethnicity.

The largest ethnicity with which the users identified was White/Caucasian (41.3%),

followed by Latino/Hispanic (9.7%) and African descent (7.3%). Over a third of the

pages declined to provide a response to the race/ethnicity question (34.7%).

Table VIII

Demographic Characteristics of the Sample

	N	Percent	Valid Percent
Sex			
Male	147	49	50.2
Female	146	48.7	49.8
Age			
18- 24	158	52.7	54.1
25-30	74	24.7	19.9
31-40	43	14.3	14.1
41-50	14	4.7	4.1
51-60	3	.9	.7
Race			
Asian	2	.7	1.0
African Descent	22	7.3	11.2
East Indian	2	.7	1.0
Latino/Hispanic	29	9.7	14.8
Native American	3	1	1.5
Pacific Islander	3	1	1.5
White/Caucasian	124	41.3	63.3
Other	11	3.7	5.6
No answer/No response	104	34.7	

4.2. Results Summary for RQ1 and RQ2

The first and second research questions were exploratory in nature and asked whether Jones' four measured self-presentation strategies (ingratiation, competence, intimidation and supplication) were present in MySpace and which strategies were most commonly exhibited. A concern in this study was that the raw scores from the self-presentation indexes values may have been inflated due to multiple people depicted in each photograph. The indexed values, therefore, were averaged by dividing the number of people in each photograph to give each self-presentation category both a total index score and an averaged index score. Table IX shows both the total and averaged ranges of the indexes and the mean scores for each. The table shows that ingratiation and competence were the indexes on which users scored the highest. Scores reflecting the indicators of intimidation are lower, but the descriptive information shows that intimidation appears frequently in MySpace profiles. Supplication is considered a less common self-presentation strategy (Jones, 1990); however, behaviors indicating supplication were found to be nearly as frequent as behaviors indicating intimidation when the amount of indicators in each index is controlled.

Table IX

Description of MySpace User's Self-Presentation Strategy Scores

Index	% of pages containing score	Range	M	Normed total score*
Total score				
Indicators of ingratiation	95.0%	0.0 - 23.0	4.486	19.5%
Indicators of competence	98.7%	0.0 – 31.0	6.600	21.3%
Indicators of intimidation	79.7%	0.0 – 15.0	2.216	14.7%
Indicators of supplication	51.0%	0.0 – 6.00	.883	14.7%
Averaged score**				
Indicators of ingratiation	95.0%	0.0 – 7.00	2.714	38.7%
Indicators of competence	98.7%	0.0 – 11.0	4.173	37.9%
Indicators of intimidation	79.7%	0.0 – 6.00	1.370	22.8%
Indicators of supplication	51.0%	0.0 – 3.00	.6043	20.1%

*The mean divided by the total possible score
**Index total score divided by the number of people in the photograph

4.3. Results Summary for RQ3

A canonical correlation was used to answer the third research question, which asked whether the self-presentations strategies exhibited by users were significantly related to the intended audience. A canonical correlation was chosen to explore the relationships between the self-presentation index scores and the intended audience variable. A canonical correlation was used because the variables in each set were intercorrelated with the other variables in the set (see Appendix B, Tables BI and BII for

correlation tables), and the exploratory nature of the research question allowed for the use of a canonical correlation. The intended audience was measured using an item on the MySpace profile that asks users to report what they are "here for", with the options to report "friends", "networking", "dating" and/or "serious relationships". Results of the canonical correlation analysis, shown in Table X, show a significant R_c of .253, with 6.4% shared variance between the two canonical variates. The Wilk's lambda= .897 and the chi-square = 31.910 with 16 degrees of freedom (p=.01). The canonical loadings were interpreted using guidelines from Hair, Black, Babin, Anderson and Tatham (2006) for identifying significant factor loadings based on sample size. According to Hair et al. (2006), a sample size of 300 would have significant loadings greater than .325. Using this standard, three out of the four variables (friends, dating and serious relationships) in Set 1 and one variable in Set 2 (indicators of intimidation) have significant canonical loadings on the canonical variate. The canonical loadings indicate that the less a person reports friends as a goal (significant negative loading), and the more they tend to report dating and serious relationships as a goal (significant positive loadings), the more they tend to display intimidation behaviors (large significant positive loading).

Table X

Canonical Correlation Between Self-Presentation Strategies and Intended Audience

Variable		Loading		
Set 1	Audience: Friends	-.698*		
	Audience: Networking	-.320	24.6% [1.6%]	
	Audience: Dating	.498*	CV-1	
	Audience: Serious relationships	.385*		R_c=.253* (6.4%)
Set 2	Ingratiation	-.058		
	Competence	.183	CV-2	
	Intimidation	.602*		
	Supplication	-.052	10.0% [0.6%]	

Note: *n* = 300
*p<.05

4.4. Results Summary for RQ4

A MANOVA was used to answer the fourth research question, which asked whether there was a relationship between the user's sex and the self-presentation indicators displayed in the profile. The MANOVA was conducted to determine if the overall equation was significant because of a strong intercorrelation between the dependent variables (see Appendix B, Table BI for the correlation table). The overall

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MANOVA was found to be significant: Pillai's trace=.583, Wilk's λ=.417, Hotelling's trace=1.397, Roy's largest root=1.397, p<.001, and multivariate η^2=.090. Subsequent ANOVA tests showed that a single dependent variable (indicators of intimidation) was responsible for the significance of the overall equation, while the remaining dependent variables (indicators of ingratiation, competence, and supplication) did not show significant relationships with the independent variable. The results of these tests indicated that there was a significant relationship between the intimidation index and the reported sex of the subject (Table XI). Further examination of the descriptive statistics indicates that males scored higher on the intimidation index (M=2.598, SD=2.57) than females (M=1.842, SD=3.65).

Table XI
Analysis of Variance for Sex and Indicators of Intimidation

Source	df	MS	F	p
Indicators of Intimidation				
Between Groups	1	41.884	4.193	.041
Within Groups	291	9.989		

n = 292

4.5. Results Summary for RQ5

The fifth question asked whether there was a relationship between the user's sex and the amount of text they had written in the "About me" and "Interests" sections of the profile. A MANOVA was chosen as an omnibus test because of a strong intercorrelation between the dependent variables (see Appendix B, Table BIII). The overall equation was

found to be significant: Pillai's Trace=.059, Wilk's λ=.941, Hotelling's trace=.063, Roy's largest root=.063, *p*=.014, and multivariate η^2=.059. Individual ANOVA's found significant relationships between sex and the amount of text written in the "About me", "Television" and "Heroes" sections (Table XII). No significant relationships were found between the sex and the remaining categories ("General", "Music", "Movies", and "Books").

Further examination of the descriptive statistics illustrated in Table XIII reveals the relationships between males and females and the amount of text written in each section. In all significant sections, female users were found to write more text about each topic than male users. The amount of text in each section varied widely by profile, as evidenced by the large standard deviations associated with each of the variables.

Table XII
Analyses of Variance for Sex and the Amount of Text Written in the Profile

Source	df	MS	F	p
About me				
Between Groups	1	144591.194	4.844	.029
Within Groups	291	29851.829		
Television				
Between Groups	1	4616.086	7.663	.006
Within Groups	291	602.353		
Heroes				
Between Groups	1	14753.930	4.279	.039
Within Groups	291	3447.790		

n = 291

Table XIII

Descriptive Statistics for Amount of Text Written by Male/Female Authors by Profile Category

Profile section	*M*	*SD*	*M*	*SD*
	Males (*n*=147)		Females (*n*=146)	
About Me	83.60	146.708	128.11	195.545
Television	7.01	9.475	14.95	33.443
Heroes	11.07	40.723	25.27	72.454

4.6. Results Summary for RQ6

In order to answer the sixth research question, bivariate correlations were used to determine whether there was a relationship between the four self-presentation indexes and the amount of text written in the profile. No significant correlations were found between any of the self-presentation strategies measured by the index and the amount of text in any of the "About me" or "Interest" sections.

4.7. Results Summary for RQ7

The seventh research question asked whether there was a relationship between the self-presentation strategies exhibited in the photographs and the amount of "friends" linked to the profile. To answer this question, a series of bivariate correlations was conducted using the four self-presentation scores and the "friends" variable. No significant correlations were found between any of the self-presentation strategies and the friends linked to the profile.

4.8. Results Summary for RQ8

The eighth research question asked whether social indicators emerged that suggested extensions of Jones' conceptualization of self-presentation to the social climate of MySpace. Many of these measures were developed in the pilot research as emergent variables found to occur in MySpace profiles. Several of these variables analyzed the interaction between the people depicted in the profile photographs. Nearly a third of the profile photographs (32.9 %) depicted more than one person. Nearly one fifth (19.3%) of the total profile photos depicted male/female interaction. A small percentage (5.3%) of the profile photographs included children. Many "touching" variables were displayed in the photographs with more than one person. The frequency of these variables are shown in Table XIV.

Table XIV
Frequency of the Occurrence of Interaction Between Subjects in Photographs

	N	Percent
More than one person in photograph	99	32.9
Two people	71	23.7
Three or more	28	9.2
Children in photo	16	5.3
Male/Female interaction in photograph	58	19.3
Types of touching		
Holding hands	5	1.6
Arms around shoulders/waist	43	14.2
Faces touching	30	10.0
Kissing	7	2.4
Bodies touching	59	19.6
Sexual touching	0	0.0

4.9. Results Summary for RQ9

The ninth research question asked whether a relationship exists between a user's sex and the types of nonverbal behavior exhibited in photographs. The nonverbal behaviors were not found to be strongly intercorrelated, therefore, univariate ANOVA's were conducted between each nonverbal behavior and the sex variable. The results of a Bonferroni test indicated that each test needed to exceed a significance level of $p < .001$ to counteract the fact that 48 tests were calculated.

Using this strict standard, none of the variables exhibited a significant relationship. However, some near-significant relationships did emerge that should be interpreted with caution (Table XV). The descriptive table (Table XVI) shows that the variables gaze (corner of the eyes), head tilt (moderate), smiling, and body turned away from the camera were found to be more prevalent in pictures displayed in female profiles. The body turned away from the camera behavior was found to be exclusive to photographs in female profiles. The variables raised middle finger, hands in pockets, and erect posture were found to be more prevalent in pictures displayed in male profiles. The raised middle finger and hands in pockets behaviors were not found in pictures associated with female profiles at all.

Table XV

Analysis of Variance for Sex and Nonverbal Behaviors

Source	Df	MS	F	η^2	p
Gaze- corner of eyes					
Between Groups	1	2.686	8.594	.031	.004
Within Groups	269	.313			
Head tilt - moderate					
Between Groups	1	1.984	5.870	.021	.016
Within Groups	269	.338			
Smiling					
Between Groups	1	8.219	8.615	.031	.004
Within Groups	269	.954			
Raised middle finger					
Between Groups	1	.174	5.422	.020	.021
Within Groups	269	.032			
Hands in Pockets					
Between Groups	1	1.721	6.760	.025	.010
Within Groups	269	.255			
Body turned away					
Between Groups	1	.138	6.472	.023	.012
Within Groups	269	.021			
Erect Posture					
Between Groups	1	.675	6.296	.023	.013
Within Groups	269	.107			

n = 271, Bonferroni's *p* < .001

Table XVI

Descriptive Statistics for Sex and Nonverbal Behaviors

Nonverbal behavior	*M*	*SD*	*M*	*SD*
	Males (*n*=138)		Females (*n*=133)	
Gaze – corner of eyes	.30	.518	.50	.598
Head tilt – moderate	.15	.451	.32	.691
Smiling	.67	.899	1.02	1.052
Body turned away	.00	.000	.05	.208
Middle finger raised	.05	.251	.00	.000
Hands in pockets	.16	.707	.00	.000
Posture – Erect	.14	.392	.05	.242

CHAPTER V

DISCUSSION

5.1. Discussion of Findings

The purpose of this study was to examine the indicators of self-presentation behaviors present in MySpace profiles and determine if these behaviors were consistent with previous self-presentation research. Additionally, this study sought to develop a measurement scheme with which personal profile photographs might be analyzed for self-presentational behaviors in an online context. In order to thoroughly examine the self-presentation behaviors and their relationships to the profiles nine research questions were posed. The results were consistent with previous research showing that indicators of ingratiation and indicators of competence were the most prevalent behaviors in face-to-face (FtF) and online interactions, with intimidation and supplication following in frequency.

One of the purposes of this study was to determine if Jones' self-presentation strategies (1990) were applicable in the context of a social network website. The index

measures confirmed that indicators of the four measured strategies were present in the profiles included in the sample. Consistent with FtF (Jones, 1990) and online self-presentation research (Dominick, 1990; Trammell & Keshelashvili, 2005), the results showed that the most commonly displayed indicators of self-presentation strategies were associated with ingratiation and competence. The measures associated with these indexes were also found to be reliable. Despite the predominance of these behaviors, however, no significant relationships were found between the indexes constructed for the ingratiation or competence strategies and the intended audience, sex, or amount of text written in the profile.

While not the strategy that was predominantly employed, this research study has found interesting relationships in regards to behavioral indicators of the intimidation self-presentation strategy. The results of the analysis to determine the relationships between the four self-presentation indexes and intended audience showed that people receiving high scores on the intimidation index were unlikely to report "friends" or "networking" as their desired goal on MySpace. This is consistent with Jones' (1990) conceptualization of the intimidation behaviors. Jones explains that intimidation "is most commonly found in relationships that are nonvoluntary rather than in freely formed relationships among peers" (1990, p. 196). According to Jones, intimidators sometimes get their way through their negative and aversive behaviors, but they "rarely become endearing in the process" (1990, p. 196). This study did find that people displaying intimidation behaviors are not likely to seek friendship ("friends) or professional relationships ("networking") in the context of MySpace. These results show a connection between the self-presentation strategy as demonstrated by high scores on the self-

presentation indexes and the intended audience, or goal as specified by the user in their profile. However, people displaying intimidating behaviors do tend to report dating and serious relationships as their goals on MySpace.

The intimidation index was also found to be the only self-presentation index that exhibited a significant relationship with the profile author's sex. The results of the analysis serve to give more information about indicators of the intimidation strategy, which were found to be strongly associated with male authors. Although it has not been widely studied in self-presentation literature, intimidating behaviors clearly appear in the context of MySpace, and these results suggest that further study is warranted.   While previous studies (Dominick, 1999; Trammell & Keshelashvili, 2005) have indicated that there are differences between sex and the use of the ingratiation and competence strategies, these differences were not found for the self-presentation indexes measured in this study. One of the differences between this study and the previously cited studies is the equal number of males and females who were found to have MySpace profiles in the current study. The previously cited studies had disproportionate numbers of males and females in their samples, which may be a reason why the same trends were not seen in the results of this study.

Sex differences were also found in the amount of text written in the content areas. The results of the analysis showed that females write more in the "About me", "Television" and "Heroes" sections of the profile. While some self-presentation studies have found a difference in the types of information written about by males and females (Trammell & Keshelashvili, 2005), this study looked at the amount of text written by each sex. Contrary to CMC research (Guiller & Durndell, 2006; Sussman & Tyson,

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2000; Yates, 2001) which has found that men tend to write more words in task-related communication, this study found that female authors tended to write more in the About me, Television and Heroes sections of the profiles. The "About me" section is used by most users as a general "summary" of their personality, and authors would often use this section to introduce themselves to the viewer. The two other significant categories, Television and Heroes, are reflective of an overall tendency for females to detail their interests using lists and descriptive paragraphs. It is important to note, however, that users do not always write about the interest topic suggested by MySpace. For instance, a user may use the "Music" category to detail their love of motorcycles or kittens, so the results must be interpreted keeping in mind that the individual interest categories may not be as informative as the overall trend that suggests that females tend to write more text in the content areas.

Jones (1990) found that people displaying competence spoke more than their counterparts who displayed the ingratiation strategy; however, this relationship failed to appear in the present study. This may be due to the fact that the majority of the index items were drawn from the analysis of the photograph and not the content of the text. A new index including text content may yield different results. These results suggest an interesting direction for further research, however, as it is possible that authors may be inconsistent in the way in which people present themselves photographically and the way in which they present themselves textually.

This study did not find a relationship between the number of friends linked to the profile and the indicators of self-presentation in the profile. This may be due to the nature of social network sites, which are designed to create, maintain, and display the

user's social network. Therefore, all users are linked by the common goal to collect and display networks of "friends". It is this intention to display one's social network that makes sites like MySpace unique among self-presentational tools. The results of the content analysis showed that the interactional variables used to answer RQ8 uncover a common theme found in the profiles. One-third of the profile photographs depicted more than one person, with a variety of interactions between the subjects. The interactions range from personal to intimate, with behaviors like "arms around shoulders/waist" indicating a personal relationship, and behaviors like "faces touching" and "kissing" indicating an intimate relationship. These photographs may be used to illustrate important relationships in the user's offline realm.

Bortree (2005) found that young girls used links to other blogs and "shout outs" to their friends to highlight and illustrate their important relationships. On MySpace, users can use the "top friends" option to highlight their relationships as well as post images of their friends or other important relationships (work, family) in the profile and photo album features. This natural focus on relationships that arises from the design of social network sites suggests that a new strategy indeed emerges in this environment. Bortree (2005) found similar behaviors in blogs and coined the phrase "social competence". Instead, the term "relationship competence" may be more appropriate to the context of MySpace because users may be highlighting different kinds of relationships (friends, professional, and family) that are broader than the term "social" implies.

A post hoc analysis was conducted to see if the amount of people pictured (single subject or multiple subjects in photograph) had significant relationships with the variables used to answer the other research questions: sex, amount of text, and self-

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presentation indexes. No relationship was found between single or multiple people depicted and the sex of the user or the amount of text they had written in any of the About me or Interest sections. Additionally, no significant relationship was found between single or multiple people depicted and the self-presentation indicator indexes, although a near-significant relationship emerged between the amount of people in the photograph and intimidation. Table EI in the Appendix shows the ANOVA table with the relationship between self-presentation indexes and single or multiple portraits. The descriptive statistics in Table EII show that people who are depicted in a single portrait tended to have higher scores on the intimidation index.

Finally, this study asked whether males and females exhibited different types of nonverbal behaviors in the photographs. The results, while not significant when held to the strictest standards, echo Goffman's (1979) comments on the gender displays present in commercial photography. Although his ideas have been replicated in recent years, a link has not been established between gender displays in commercial photography and personal photography. It makes logical sense that personal portraits intended for public display would mimic trends found in popular commercial photography, however, further research is needed to establish this link. The results of the current study suggest that further research linking Goffman's (1979) work to MySpace profile photography is warranted.

Smiling and head tilting behaviors were found to be associated with female profiles. This is consistent with nonverbal research, which has established that women smile more than men (Richmond & McCroskey, 2004). Additionally, Goffman (1979) suggested that smiling and head canting behaviors were often exhibited by women in

commercial photography so that they would appear more submissive and less threatening. The other behaviors associated with female users were the gaze (corner of the eyes) variable and the body (turned away) variable. Goffman theorized that women were often shown as withdrawing from the scene, which implies a "sort of submission to and trust in the source of the stimulus" (p. 62). The gaze variable and body variable are both related to turning away from the viewer, withdrawing from the circumstances.

Erect posture was associated with male profiles, along with "flicking off" the viewer and posing with hands in the pockets. Erect posture, according to Goffman's concepts, is associated with appearing larger and more powerful in the photograph. Goffman does not address obscene gestures, but these seem to be associated with appearing powerful as well. The hands in the pockets behavior has not been often addressed in research, but it is commonly seen when the subject is standing in a comfortable, confident manner. More research into this behavior may uncover the self-presentational motivation behind this common pose in portraits.

5.2. Additional Findings

The demographic information collected in this study shows an interesting shift in the sex of CMC users. Previous studies have noted the strong male dominance in authors of web pages (Dominick, 1999) and blogs (Trammell & Keshelashvili, 2005). The nearly equal numbers of males and females in this sample indicate that MySpace is a "level playing field", where males and females share usage. This may be due to the low technical knowledge needed to create a profile on social network sites like MySpace, which eliminates the knowledge barrier that may have prevented people from creating personal home pages or blogs in the past. It may also be due to the way in which social

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network sites are designed to maintain and articulate social networks, which may be more attractive to female users. Previous studies in online environments have found that female users tend to be more "relationship oriented" (Bortree, 2005; Dominick, 1999) in their use of web pages and blogs.

The age ranges of MySpace users remain remarkably consistent with previous studies (Dominick, 1999; Parks & Archey-Ladas, 2003) that found that the majority of web pages were authored by people under 30 years of age (79% and 78%, respectively). The results of the current study show that 77.4 % of the profiles were authored by users aged 30 or younger.   The Dominick study was published nearly a decade ago, but this study confirms that social networking websites, like personal homepages, remain the domain of the younger generation.

The race distribution of the MySpace users in the sample is interesting as well. The percentage of minorities using MySpace closely resembles the racial distribution reported by the 2000 United States Census. Of the people who reported their race, 63.3% were White/Caucasian, 11.2% were Black/African descent, and 14.8% were Latino/Hispanic. Limitations to this type of comparison are the ways in which MySpace offers pre-set responses to the race/ethnicity variable. MySpace allows users to identify with one only race or ethnicity, while the Census Bureau allows respondents to identify with more than one race. The Census Bureau also conceptualizes Latino/Hispanic as an ethnicity in addition to the race response. Users on MySpace are not able to identify with a race and ethnicity (e.g. White and Latino/Hispanic) but must pick only one. However, despite these limitations, the comparison is interesting because it clearly shows that

MySpace does not have a significant racial/ethnic divide between its users. Table XVII

shows the comparison to the 2000 United States Census numbers.

Table XVII
Demographic Comparison to the 2000 U.S. Census

	Valid Percent MySpace.com	*2000 U. S. Census*
Race		
Asian	1.0	3.6
African Descent	11.2	12.3
East Indian	1.0	N/A
Latino/Hispanic	14.8	12.5
Native American	1.5	.9
Pacific Islander	1.5	.1
White/Caucasian	63.3	75.1
Other	5.6	N/A

5.3. Theoretical Implications

This study attempted to examine self-presentation within the context of MySpace, a social networking website. Consistent with previous FtF (Jones, 1990) and online (Dominick, 1999; Trammell & Keshelashvili, 2005) self-presentation research, this study confirmed that the most common self-presentation behaviors depicted in MySpace profiles are competence and ingratiation. These results indicate that people on MySpace, like people in FtF and other online environments, want to be perceived through their photograph as likeable and competent. Pilot studies suggested that competence may be a more complex strategy than originally suggested by Jones (1990), as people may present themselves in different ways in order to be perceived as competent at different things.

This study found that interactional variables, or social indicators, were present in one-third of the photographs. It may be suggested that these social indicators are related to a type of social competence which is utilized as a type of self-presentation. The proposed extension of self-presentation theory, *relationship competence,* could be considered a sub-category of competence, and should be explored further in the context of social networking websites.

Additionally, indicators of the intimidation strategy and its relationships to sex and intended audience were suggested, extending the current understanding of intimidation in an online environment. Intimidating behaviors were found to be associated with male users and their choice of audience (dating, serious relationships). This further develops the understanding of intimidation as a self-presentation strategy and its occurrence in a social network context.

This study did not succeed in further extending the supplication and exemplification strategies. The supplication strategy measures did not reach adequate intercoder reliability, perhaps because of the subtlety of many of the behaviors. The failure to reach intercoder reliability on these measures after retraining the coders and revising the codebook suggests that indicators of supplication behaviors may not be able to be readily identified from still images. The exemplification strategy was not explored in this study because the indicators of this strategy from previous studies (Jones, 1990) were primarily spoken and were not able to be identified in photographs. These strategies may be able to be identified using textual indicators, or visually through moving images.

5.4. Methodological Implications

This study attempted to construct a novel measurement scheme to examine self-presentation behaviors in profile photographs on MySpace, and apply it using content analysis. This codebook is a "first step" in the creation of a measurement scheme designed to assess they types of self-presentation found in a social network environment. Many of the variables were found to successful in reliably measuring photographic and nonverbal indicators in the photographs. The context variables and camera angle variables were found to be reliable in coding photographic elements. Most nonverbal behavior categories had at least one variable that did not reach intercoder reliability, however, the majority of the nonverbal measures were found to be reliable. In future research, variables found to be unreliable (Table VI) should be dropped. The supplication index had a low overall intercoder reliability and should be reassessed before use in further analyses. It may not be possible to assess supplication using nonverbal behaviors; however, refining the definitions of the variables may create higher intercoder reliability coefficients in future research.

Additionally, nonverbal measures that are found to co-occur may be used to create a typology of "poses" found in MySpace profile photographs. Such a typology may aid in pinpointing specific self-presentational strategies and gathering more information about the way people visually construct their online identities. This kind of typology could extend self-presentation theory by identifying common poses that parallel existing self-presentation research or indicate further extensions of self-presentation theory to a social networking environment.

5.3. Limitations and Future Research

Limitations associated with the sampling method utilized in this study are related to the search engine provided by the MySpace site. The programming of the engine is not public, therefore it is not known whether the engine has a built-in bias or if the profiles are truly selected at random. The engine is also limited by the mandatory "sort by" options available to the researcher. This study selected "last login" as the sorting option to ensure that the profiles were actively maintained, however, it is possible that there are systematic differences between the results generated by "last login" and "recently updated" sorting preferences. More information is needed on the programming of the search engine before researchers can be sure of drawing a truly random sample of MySpace profiles. Furthermore, MySpace is constantly changing environment, which means that it is constantly undergoing small revisions, which makes any study difficult to plan and execute. In the short time it took to conduct this study a few of the profile elements added new options for users to choose to report. For instance, the "children" profile category added an "expecting" option that was not previously available when the codebook was developed. Coders were then not able to code that variable correctly when they encountered this new option. These types of changes are normal within the MySpace environment, but they create challenges for researchers who are attempting to measure concepts within its site.

This study is limited because the focus was narrowed to analyzing primarily the content of the photograph and excluding text, video, music, and graphic variables. Future research may further develop the codebook to include these variables. The addition of these variables will give a more complete picture of the self-presentation opportunities

available on MySpace and the ways in which users utilize them. Additionally, subjective measures intended to allow the coder to assess the overall impression of the self-presentation strategies exhibited in the profile failed to reach adequate levels of intercoder reliability. The definitions associated with these measures may need to be refined further if they are to be used in future research.

One of the limitations of content analysis is that it only tells us what is presented on MySpace profiles, but it does not tell us about the sender's intent or the viewers' perceptions. Neuendorf (2002) suggests that content analysis should be conducted in tandem with other methods to create a link between the content of the messages and the senders or receivers of the messages. In the case of this study, further research using survey data could create a first-order linkage between the user's intentional self-presentation and the self-presentational content of their page.

Further research may refine the self-presentation indexes to create measures to analyze the content of the text. The development of additional measures will strengthen the indexes and allow researchers to compare the self-presentation behaviors depicted in the photograph and the self-presentation behaviors present in the text. Further analysis may want to include the video, music and photo album features present in the profiles.

5.4 Conclusion

The greatest contribution to the existing literature offered by this study is the development of measures designed to identify self-presentation behaviors in photographs. While researchers have long used photographs as stimuli in experiment and survey research, photographic content in an online context has been largely ignored, especially in regards to the interpersonal information conveyed within. Analyzing the content of

photographs has long existed in the realm of qualitative research, but few researchers have attempted to make the leap to quantitative analysis. This study is a first step in developing and applying this type of method to the information available in a social network environment. Future studies may seek to refine and develop this method further to find other types of information within photographs.

This study is an important piece in the self-presentation literature as it applies to online CMC. It is important to continue testing existing theories in the constantly-changing atmosphere of mobile and online communications in order to verify their relevancy in an age where everything and everyone appears to be "wired". These evolving technologies are diffusing at a remarkable rate, and show no signs of slowing down. Mobile and online communications continue to seamlessly blend into many people's lives, changing the way they interact and maintain relationships. The current study is a step towards understanding how people present themselves in a multimodal mediated environment.

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APPENDICES

CODEBOOK

Codebook for MySpace Self-Presentation

Instructions:

You will be coding MySpace profiles for elements present in the profile photo and profile information. You will be provided archived profile pages on a data CD. Double-click the file name and code the profile as it appears in Internet Explorer. You will be coding directly into a form provided for you in Excel.

Section one: Profile basics
If any of the items in #'s 1-6 are not present, leave blank.

1) Profile Title (name): _____
2) Profile filename: _____
3) Male/Female: _____
4) Age: _____
5) Last Login (date): _____
6) Location _____

Section 2: Coding the Photograph
You will be coding only the main profile photo. The main profile photo can be found below the profile title.

7) Profile contains photo (not drawing or cartoon): Y/N (if no, describe the drawing or cartoon and proceed to item #91)
8) Photo depicts person/persons: Y/N (if no, describe the picture and proceed to item #91)
9) How many people are in the photo (do not code people in the "background" like crowds)?

The total amounts reported in questions 10 and 11 must match the amount reported in question 9
10) How many adults? _____
11) How many children/teenagers? _____

The total amounts reported in questions 12 and 13 must match the amount reported in question 9
12) How many males? _____
13) How many females? _____

14) Photo effects:
1) Color photograph (color appears natural and original)
2) Black and White photograph
3) Sepia toned photograph (color is brownish monotone)
4) Graphically altered photograph (color appears unnatural, graphical elements are inserted and/or animated)
5) Other effect (specify) _____

15) Shot type (code best description):
1) Close up (face and shoulders)
2) Medium shot (head and torso)
3) Long shot (whole body)
4) Body part - any body part photographed individually or cropped so as to not include the rest of the body (specify)
99) Not applicable, unable to determine

16) Portrait type
1) Single portrait
2) Dual/Group portrait – all subjects are the same distance from the camera
3) Dual/Group portrait – one or more subjects are closer to the camera than the other subjects
4) Dual/Group portrait – Pyramid format – group members are "stacked" so that one or more members are in front of the others (sitting, kneeling, or shorter than the others in the back)
5) Collage – the photo is not a single shot, but several shots combined to make an image.

17) Camera angle – vertical axis
1) Photo was taken from extreme angle above subject's eye level.
2) Photo was taken slightly from above subject's eye level.
3) Photo was taken at straight angle from subject's eye level.
4) Photo was taken slightly below subject's eye level.
5) Photo was taken from extreme angle below subject's eye level.
99) Unable to determine

18) Camera Angle - horizontal axis
1) Photo is taken straight (the subject/surroundings are perpendicular to top and bottom of frame).

2) Photo is taken on the diagonal (the subject/surroundings are not perpendicular to the edges of the frame).

3) Photo is taken on extreme horizontal (subject/surroundings are parallel to top and bottom of frame).
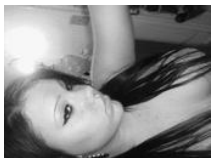
99) Unable to determine.

19) Context:
1) Photo was taken in a home – common living area (kitchen, living room, den).
2) Photo was taken in a home – private area (bedroom).
3) Photo was taken in a home – private area (bathroom).
4) Photo was taken in a workplace – office.
5) Photo was taken at a party or dance club.
6) Photo was taken in a public place – store, library, restaurant or coffee shop.
7) Photo was taken outside.
8) Photo taken inside/indeterminate.
9) Photo was taken in front of neutral/blank background.
99) Unable to determine.

For the following variables, please code only the people that you included in your total for question 9. For single portraits, code "1" if the behavior is present in the photograph. For group portraits, enter the amount of people exhibiting the behavior. For example, if there are three people in a photograph, two of them may be looking straight at the camera, so you would enter "2" for variable 20. The third person may be looking to the side, so you would enter "1" for variable 20. Do the same for all of the following variables. If the behavior is not present, code 0.

Gaze (count – each subject may only exhibit ONE behavior, but count all behaviors present in a group photo):
20) Subject is looking straight at camera – the head is straight towards the camera.
21) Subject is looking in the direction of the camera, but not directly into the lens.

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22) Subject is looking at the camera out of the corner of the eyes.

23) Subject is not looking at the camera - looking to the left or right.

24) Subject is not looking at the camera – looking down.

25) Subject is not looking at the camera – looking up.

Eye behavior (count):

26) Eye behavior – eyes are open, "normal"

27) Subject's eye lids are partially closed, and looking in the direction of the camera (Bedroom eyes).

28) Subject is looking at the camera and is looking up "through" eyelashes

29) Eye rolling – eyes are rolled up or up and to the side

30) Eyes closed – eyelids are fully closed

31) Looking over glasses

32) Other eye behavior (specify)

Head tilt – the head tilt is measured in relationship to the shoulders (count):

33) No head tilt

34) Head tilted at slight angle (approx. 5 degrees)

35) Head tilted at an angle (approx. 20 degrees)

36) Head tilted at extreme angle (approx. 35 degrees or more)
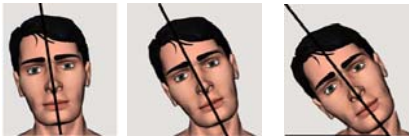
5 deg.   20 deg.   35 deg.

Mouth(count – if you cannot see the mouth or it is not clear, code 0):

37) Edges of mouth downturned.

38) Edges of mouth neutral.

39) Smiling – full closed lip or full teeth smile.

40) Puckered lips – lips are thrust out as if in a kiss or a pout.

41) Tongue – Tongue is sticking out of the mouth

42) Other mouth behavior (specify) _____

43) Laughter (count): Subject or Subjects appear to be laughing

Hand behavior (count – code each visible hand):

44) Relaxed hands – hands are relaxed at sides, or resting in lap or on other surface.

45) Hands folded – relaxed and resting lightly on surface or on leg/lap.

46) Raised hand/s (fist) – Hand raised as if to strike, open or in a fist.

47) Raised hand, palm open and out – waving hello or goodbye. Friendly acknowledgement.

48) Tense/ Clenched hands – Hands are tense, in a lowered fist, or hands are clenched together (subject appears to be wringing them).

49) Self-support – subject is holding his/herself up with hand(s).

50) Self-touching (non-sexual) – subject is touching his/her clothing and hair.

51) Self-touching (sexual) – subject is touching him/herself in a sexual way – i.e. breasts, mouth or groin.

52) Holding an object – subject is holding an object (specify).

53) Caressing – Subject is lightly touching an object with fingertips

54) Other hand behavior (specify).

Finger (emblematic) behavior (count):

55) Crossed fingers – "Pointer" finger and middle finger are crossed.

56) Pointing behavior – subject is pointing at viewer or another object in photo with 1st digit.

57) Raised middle finger – Subject is "flicking off" the camera with raised middle finger.

58) Pointer and middle finger in a "V", other fingers folded.

59) Thumb, pointer finger and pinky finger up, other fingers folded.

60) Pointer finger and pinky digit up, other fingers folded.

61) Other emblematic finger behavior (specify) _____

Arms (count – do not code arms that are cropped above the elbow):

62) Crossed or folded – both arms crossed

63) One arm crossed – one arm crossed the body to hold onto the other arm

64) Relaxed at sides

65) Hand(s) in pockets

66) Hand(s) on hips

67) Behind back

68) Other arm behavior (specify).

Body Position (count):

69) Standing – subject is standing without support.

70) Sideways Lean – (may also be standing or sitting) subject is leaning on a surface, object, or other person.

71) Forward lean – subject is inclining the top half of the body or the head towards the camera.

72) Sitting – The subject's weight is resting on their posterior – the body is approximately at a 90 degree angle (up to 120 degrees).

73) Kneeling – the subject is kneeling on one or both knees.

74) Lounging - sitting and partially reclining or lying down, but not completely horizontal – the body is between 120 and 160 degrees.

75) Lying down (horizontal) Between 160 and 180 degrees.

76) Body is turned slightly away from camera (part of the front of body is still visible).
77) Body is completely turned away from camera (no part of the front of the body is visible).

| 90° | 120° | 160° | 180° |
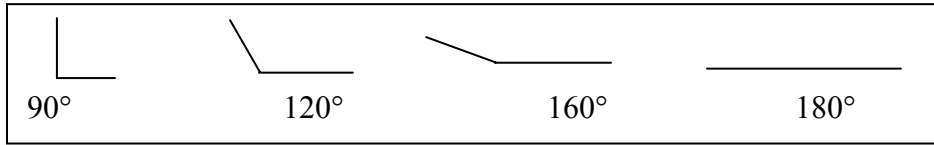
Posture– code for standing or sitting positions. Only code if you can see the top of the chest and/or the armpits.
78) Erect – straight back and squared shoulders.
79) Normal – relatively straight back and shoulders, but not excessively erect or slumped.
80) Cocked – shoulders on a diagonal, if legs are visible, knee will be cocked.
81) Slumped – shoulders are rounded and back is not straight.
82) Other (specify)_____

Coding for Group Photos (2 or more) only:

Type of touching (count):
83) Holding hands.
84) Arms around shoulders, or hands on shoulders.
85) Arms around waist/ hand on waist.
86) Faces or heads touching.
87) Kissing.
88) Sexual touching – hands or other touching on breasts, buttocks, genitals
89) Bodies touching – standing or sitting next to each other (non sexual)
90) Other touching (specify).

Section 3: Profile Information

For questions 91-97, select the text in the browser window using your cursor. Pressing the "Ctrl" and "c" keys simultaneously will "copy" the selected text. Open a Microsoft Word document (blank) and "paste" the text into the word document by pressing the "Ctrl" and "v" keys together. Under the "review" tab (Word 2007) you will find a "word count" button. Click on that button and a new window will appear. Record the word count in the appropriate cell on the Excel spreadsheet.

91) About me (Word Count)

Interests:
92) Interests: General (Word count) _____
93) Music: (Word count) _____
94) Movies: (Word count) _____

95) Television: (Word count) _____
96) Books: (Word count) _____
97) Heroes: (Word count) _____

Details:
98) Status: 1. Single, 2. In a relationship, 3. Swinger, 4. Divorced, 5. Married 99. Not present
99) Here For (mark Y/N if present):
    99a. Friends.
    99b. Networking.
    99c. Dating.
    99d. Serious Relationships.
100)   Sexual Orientation: 1. Bi, 2. Gay/Lesbian, 3. Straight, 4. Not sure, 99. Not present/no answer
101)   Hometown (code Y/N)
102)   Religion:
1) Agnostic,
2) Atheist,
3) Buddhist,
4) Catholic,
5) Christian-other,
6) Hindu,
7) Jewish,
8) Mormon,
9) Muslim,
10) Other,
11) Protestant,
12) Scientologist,
13) Taoist,
14) Wiccan
99) Not present/no answer

103)   Smoker: Y/N, 99. No answer
104)   Drinker: Y/N, 99. No answer
105)   Children
1) I don't want kids,
2) Someday,
3) Undecided,
4) Love kids, but not for me,
5) Proud parent,
99) No answer

106) Education
  1) High School
  2) Some college
  3) In college
  4) College graduate
  5) Grad/professional school
  6) Post grad
  99) No Answer

107) Income
  1) Less than $30, 000
  2) $30,000 to $45, 000
  3) $45, 000 to $60,000
  4) $60,000 to $75,000
  5) $75,000 to $100,000
  6) $100,000 to $150,000
  7) $150,000 to $250,000
  8) $250,000 and higher
  99) No answer/not present

108) Schools (total number)
109) Companies   (total number)
110) Friends (total number)
111) Pictures (total number – if there are several albums, add them up and report the total)
112) Blog – any blog entries (Y/N)
113) Comments (total number)
114) Race/Ethnicity
        (1) Asian
        (2) Black/African descent
        (3) East Indian
        (4) Latino/Hispanic
        (5) Middle Eastern
        (6) Native American
        (7) Pacific Islander
        (8) White/Caucasian
        (9) Other
        (99) not present/no answer

115-119. Self-Presentation: Mark whether you feel if the following self-presentation strategies are present given the impression you have of the subject's overall page. Use information from the picture, graphics, and textual information on the page.

115. Ingratiation (0, not present; 1, present): A person using this strategy has a goal of being liked by others. Some common characteristics of ingratiation are smiling and inviting, saying positive things about others or saying mildly negative things about oneself, statements of modesty, familiarity, and positive humor.

116. Competence (0, not present; 1, present): The goal of this strategy is to be perceived as skilled and qualified. Common characteristics include claims about abilities, accomplishments, performance, and qualifications. Information about their job, career, aspirations, schooling would demonstrate competence.

117. Intimidation (0, not present; 1, present): Persons using this strategy have power as their goal. Typical characteristics are threats, statements of anger, swear wods, and potential unpleasantness.

118. Exemplification (0, not present; 1, present): The goal of this strategy is to be perceived as morally superior or possessing high moral standards. Characteristics include ideological commitment or militancy for a cause, self sacrifice, and self discipline. Examples would be description of religious beliefs, political ideology, and humanitarianism.

119. Supplication (0, not present; 1, present): The goal is nurturance or appearing helpless so that others will come to your aid. Characteristics of this self-presentational approach include entreaties for help and self-deprecation.

ADDITIONAL TABLES

Table B I
Intercorrelations Among Self-Presentation Strategies

	1	2	3	4
1. Ingratiation				
Pearson r	1	.930**	.758**	.081
Sig.	.	.000	.000	.160
2. Competence				
Pearson r	.930**	1	.855**	.122*
Sig.	.000	.	.000	.035
3. Intimidation				
Pearson r	.758**	.844**	1	.091
Sig.	.000	.000	.	.114
4. Supplication				
Pearson r	.081	.122*	.091	1
Sig.	.160	.035	.114	.

n=300
**Correlation is significant at .01 level
* Correlation is significant at .05 level

Table B II
Intercorrelations Among Intended Audience ("here for" responses)

	1	2	3	4
1. Friends				
Pearson r	1	.325**	.243**	.176**
Sig.	.	.000	.000	.002
2. Networking				
Pearson r	.325**	1	.191**	.253**
Sig.	.000	.	.001	.000
3. Dating				
Pearson r	.243**	.191**	1	.714**
Sig.	.000	.001	.	.000
4. Serious Relationships				
Pearson r	.176**	.253**	.714**	1
Sig.	.002	.000	.000	.

n=300
**Correlation is significant at .01 level
* Correlation is significant at .05 level

Table B III

Intercorrelations Among About Me and Interest Categories

	1	2	3	4	5	6	7
1. About me							
Pearson r	1	.126*	.258**	.258**	.156**	.037	.103
Sig.	.	.029	.000	.000	.000	.523	.075
2. Interests (General)							
Pearson r	.126*	1	.418**	.369**	.486**	.263**	.221**
Sig.	.029	.	.001	.000	.000	.000	.000
3. Music							
Pearson r	258**	.418**	1	.510**	.440**	.368**	.142*
Sig.	.000	.001	.	.000	.000	.000	.014
4. Movies							
Pearson r	.258**	.369**	.510**	1	.486**	.334**	.182**
Sig.	.000	.000	.000	.	.000	.000	.002
5. Television							
Pearson r	.156**	.486**	.440**	486**	1	.271**	.278**
Sig.	.000	.000	.000	.000	.	.000	.000
6. Books							
Pearson r	.037	.263**	.368**	.334**	.271**	1	.097
Sig.	.523	.000	.000	.000	.000	.	.093
7. Heroes							
Pearson r	.103	.221**	.142*	.182**	.278**	.097	1
Sig.	.075	.000	.014	.002	.000	.093	.

n=300
**Correlation is significant at .01 level
* Correlation is significant at .05 level

DESCRIPTIVE STATISTICS FOR ALL VARIABLES

Table C 1

Descriptive Statistics for All Variables

	N	Minimum	Maximum	M	Std. Deviation
3. Sex (M or F)	293	0	1	.50	.501
4. Age	292	18	60	25.92	7.701
5. Last login	292				
7. Photo y/n	300	0	1	.97	.161
8. Person y/n	300	0	2	.93	.268
9. How many people	278	0	22	1.62	1.580
10. adults	278	0	16	1.53	1.324
11. Child	278	0	6	.10	.490
12. Males	278	0	11	.82	1.096
13. Females	278	0	11	.79	1.034
14. Effects	278	1	4	1.16	.594
15. Shot type	278	1	4	1.85	.820
16. Portrait type	277	1	5	1.50	.854
17. Camera angle- Vertical	275	1	13	3.00	.930
18. Camera angle - Horiz	278	1	3	1.05	.270
19. Context	251	1	9	6.06	2.525
20. Gaze-straight	278	0	22	.81	1.553
21. Gaze-not into lens	278	0	3	.10	.362
22. Gaze - corner of eyes	278	0	2	.39	.564
23. Gaze - looking left/right	278	0	3	.11	.348
24. Gaze - looking down	278	0	1	.04	.195
25. Gaze - looking up	278	0	1	.01	.104
26. Eye –normal	278	0	22	1.22	1.602
27. Eye - bedroom	278	0	2	.09	.311
28. Eye - through lashes	278	0	1	.01	.104
29. Eye – rolling	278	0	1	.00	.060
30. Eye – closed	278	0	3	.09	.360
31. Eye - over glasses	278	0	0	.00	.000
32. Eye –other	278	0	1	.02	.133
33. Head tilt - none	278	0	19	.69	1.312
34. Head tile - slight	278	0	3	.55	.660
35. Head tilt - angle	278	0	5	.24	.585
36. Head tilt - extreme	278	0	2	.09	.311
37. Mouth - frown	278	0	5	.10	.451
38. Mouth neutral	278	0	17	.42	1.143
39. Mouth - smile	278	0	5	.83	.986

40. Mouth - pucker	278	0	2	.08	.326
41. Mouth - Tongue	278	0	1	.02	.133
42. Mouth - other	278	0	3	.06	.318
43. Laughter	278	0	3	.02	.198
44. Hand-relaxed	278	0	5	.28	.750
45. Hand - folded	278	0	4	.03	.299
46. Hand - raised fist	278	0	4	.02	.254
47. Hand - raised wave	278	0	2	.01	.146
48. Hand – tense	278	0	4	.10	.433
49. Hand - support	278	0	2	.04	.245
50. Hand - self touch/nonsex	278	0	2	.08	.315
51. Hand - self touch/sex	278	0	1	.01	.085
52. Hand – holding	278	0	4	.33	.768
53. Hand-caress	278	0	1	.00	.060
54. Hand – other	278	0	1	.01	.104
55. Finger – crossed	278	0	0	.00	.000
56. Finger – point	278	0	2	.02	.158
57. Finger – flickoff	278	0	2	.03	.178
58. Finger – peace	278	0	2	.03	.188
59. Finger – I love you	278	0	0	.00	.000
60. Finger – horns	278	0	1	.01	.085
61. Finger – other	278	0	3	.02	.224
62. Arms crossed	278	0	3	.04	.238
63. Arms - 1crossed	278	0	1	.02	.146
64. Arms – relaxed	278	0	10	.45	1.056
65. Arms - hands in pockets	278	0	6	.08	.504
66. Arms - hand on hips	278	0	2	.03	.178
67. Arms - behind back	278	0	1	.01	.085
68. Arm – other	278	0	6	.08	.447
69. Body – standing	278	0	15	.78	1.396
70. Body – leaning	278	0	4	.10	.443
71. Body - lean forward	278	0	1	.02	.133
72. Body – sitting	278	0	7	.35	.791
73. Body – kneeling	278	0	1	.01	.119
74. Body – lounging	278	0	2	.02	.158
75. Body – lying	278	0	2	.04	.251
76. Body - turned slightly	278	0	1	.01	.104
77. Body - turned away	278	0	1	.02	.146
78. Posture – erect	278	0	2	.10	.336
79. Posture – normal	278	0	22	.72	1.611
80. Posture –cocked	278	0	3	.09	.329
81. Posture - slumped.	278	0	2	.18	.426
82. Posture –other	278	0	1	.01	.119
83. Touch – hands	278	0	4	.04	.321
84. Touch – shoulders	278	0	3	.15	.464
85. Touch – waist	278	0	3	.05	.283

86. Touch – faces	278	0	3	.13	.425
87. Touch – kiss	278	0	2	.03	.214
88. Touch – sexual	278	0	0	.00	.000
89. Touch – bodies	278	0	13	.32	.974
90. Touch other	278	0	1	.00	.060
91. About me	300	0	1615	105.95	174.616
92. Interests	300	0	934	27.28	81.433
93. Music	300	0	400	20.52	42.504
94. Movies	300	0	189	15.51	27.342
95. Television	300	0	297	10.75	24.573
96. Books	300	0	338	10.32	29.549
97. Heroes	300	0	593	17.74	58.411
98. Status	292	1	5	2.02	1.483
99a. Friends	300	0	1	.71	.453
99b. Networking	300	0	1	.26	.439
99c. Dating	300	0	1	.18	.388
99d. Serious relationships	300	0	1	.11	.313
100. Sexual Orientation	240	1	3	2.90	.417
101. Hometown	300	0	1	.75	.434
102. Religion	168	1	14	5.24	2.450
103. Smoker	165	0	1	.29	.456
104. Drinker	165	0	1	.63	.484
105. Children	226	1	5	3.03	1.400
106. Education	228	1	6	2.71	1.285
107. Income	91	1	8	3.81	2.773
108. Schools	300	0	9	1.04	1.317
109. Companies	300	0	9	.51	1.279
110. Friends	300	0	3355	162.91	293.015
111. Pictures	300	0	927	52.01	91.055
112. Blog	300	0	1	.45	.498
113. Comments	300	0	2959	293.86	428.732
114. Race	196	1	9	6.62	2.329
115. Ingratiation	300	0	1	.56	.497
116. Competence	300	0	1	.27	.443
117. Intimidation	300	0	1	.18	.385
118. Exemplification	300	0	1	.08	.267
119. Supplication	300	0	1	.02	.128
Valid N (listwise)	22				

CORRELATIONS BETWEEN INDIVIDUAL ITEMS IN THE SUPPLICATION
INDEX

Table D 1

Correlations Between Individual Items in the Supplication Index

		99a. Friends	99b. Networking	99c. Dating	99d. Ser. relationship	3. Sex (M/F)	91.About me
supplication – camera angle	Pearson Correlation	-.050	-.052	-.050	-.055	.146	.052
	Sig. (2-tailed)	.391	.366	.385	.339	.012	.371
	N	300	300	300	300	293	300
21. Gaze-not into lens	Pearson Correlation	.043	.061	.022	.063	.025	.047
	Sig. (2-tailed)	.477	.315	.720	.296	.679	.437
	N	278	278	278	278	271	278
23. gaze - looking left or right	Pearson Correlation	-.042	-.033	.081	.149	-.070	-.025
	Sig. (2-tailed)	.484	.583	.176	.013	.254	.680
	N	278	278	278	278	271	278
24. gaze - looking down	Pearson Correlation	.010	-.027	.042	-.013	-.052	-.046
	Sig. (2-tailed)	.870	.660	.481	.825	.391	.444
	N	278	278	278	278	271	278
30. eye – closed	Pearson Correlation	.046	-.087	.011	-.053	-.036	-.044
	Sig. (2-tailed)	.449	.148	.858	.376	.554	.468
	N	278	278	278	278	271	278
50. hand - self touch (nonsex)	Pearson Correlation	.055	.081	.117	.060	-.030	.003
	Sig. (2-tailed)	.360	.177	.052	.316	.619	.966
	N	278	278	278	278	271	278
53. hand-caress	Pearson Correlation	.039	-.034	-.029	-.021	.062	-.033
	Sig. (2-tailed)	.519	.578	.628	.724	.309	.587
	N	278	278	278	278	271	278
70. body - leaning	Pearson Correlation	.089	-.008	-.086	-.078	.029	.045
	Sig. (2-tailed)	.141	.896	.153	.196	.636	.458
	N	278	278	278	278	271	278
73. body - kneeling	Pearson Correlation	.078	.004	.018	-.043	-.059	-.005
	Sig. (2-tailed)	.194	.953	.762	.477	.334	.929

	N	278	278	278	278	271	278
74. body - lounging	Pearson Correlation	.074	-.010	-.055	-.040	.052	.021
	Sig. (2-tailed)	.220	.868	.358	.502	.397	.726
	N	278	278	278	278	271	278
75. body - lying	Pearson Correlation	-.109	.005	-.047	-.015	.032	-.066
	Sig. (2-tailed)	.070	.933	.435	.798	.597	.275
	N	278	278	278	278	271	278
76. body - turned slightly	Pearson Correlation	.068	-.058	-.051	-.037	-.033	-.035
	Sig. (2-tailed)	.262	.333	.400	.539	.585	.563
	N	278	278	278	278	271	278
77. body - turned away	Pearson Correlation	-.067	-.025	-.009	.026	.153	-.050
	Sig. (2-tailed)	.267	.682	.880	.666	.012	.407
	N	278	278	278	278	271	278
81 posture - slumped.	Pearson Correlation	.027	-.132	-.050	-.039	-.087	-.050
	Sig. (2-tailed)	.655	.028	.403	.514	.155	.409
	N	278	278	278	278	271	278

Table DI cont'd

		92. Interests	93. Music	94. Movies	95. Tele-vision	96. Books	97. Heroes	110. Friends
supplication – camera angle	Pearson Correlation	-.026	-.009	-.033	-.017	-.044	.026	-.069
	Sig. (2-tailed)	.654	.876	.573	.775	.450	.655	.234
	N	300	300	300	300	300	300	300
21. Gaze-not into lens	Pearson Correlation	-.022	.124	.063	-.024	-.046	-.014	.054
	Sig. (2-tailed)	.716	.039	.298	.686	.449	.821	.374
	N	278	278	278	278	278	278	278
23. gaze - looking left or right	Pearson Correlation	-.041	.016	.103	-.005	.023	-.029	.082
	Sig. (2-tailed)	.494	.793	.087	.935	.706	.630	.174
	N	278	278	278	278	278	278	278
24. gaze - looking down	Pearson Correlation	.015	-.010	-.021	-.058	.187	-.033	.015
	Sig. (2-tailed)	.799	.867	.722	.334	.002	.587	.806
	N	278	278	278	278	278	278	278
30. eye - closed	Pearson Correlation	.006	-.027	-.042	.164	.014	.022	.048

	Sig. (2-tailed)	.915	.653	.485	.006	.821	.719	.429
	N	278	278	278	278	278	278	278
50. hand - self touch (nonsex)	Pearson Correlation	-.054	.080	-.013	-.034	-.052	.035	-.012
	Sig. (2-tailed)	.367	.185	.828	.567	.389	.556	.843
	N	278	278	278	278	278	278	278
53. hand-caress	Pearson Correlation	-.019	-.027	.003	.001	-.004	-.014	.004
	Sig. (2-tailed)	.749	.648	.954	.989	.949	.813	.944
	N	278	278	278	278	278	278	278
70. body - leaning	Pearson Correlation	.057	.026	.060	.017	.148	.062	.068
	Sig. (2-tailed)	.344	.666	.315	.781	.014	.305	.259
	N	278	278	278	278	278	278	278
73. body - kneeling	Pearson Correlation	.058	-.033	.008	-.007	-.029	-.019	-.018
	Sig. (2-tailed)	.336	.586	.892	.911	.635	.750	.763
	N	278	278	278	278	278	278	278
74. body - lounging	Pearson Correlation	.041	.084	.035	.029	.140	.013	-.026
	Sig. (2-tailed)	.498	.165	.562	.631	.019	.831	.664
	N	278	278	278	278	278	278	278
75. body - lying	Pearson Correlation	-.027	-.039	.024	-.019	-.027	.053	-.026
	Sig. (2-tailed)	.649	.520	.690	.756	.648	.378	.668
	N	278	278	278	278	278	278	278
76. body - turned slightly	Pearson Correlation	-.017	.021	-.029	-.012	-.023	-.025	-.030
	Sig. (2-tailed)	.780	.728	.628	.837	.706	.673	.621
	N	278	278	278	278	278	278	278
77. body - turned away	Pearson Correlation	.068	-.031	-.018	-.034	-.043	-.020	-.046
	Sig. (2-tailed)	.257	.612	.761	.568	.477	.743	.450
	N	278	278	278	278	278	278	278
81 posture - slumped.	Pearson Correlation	-.071	-.064	-.070	.030	-.079	-.058	-.084
	Sig. (2-tailed)	.241	.290	.241	.613	.188	.333	.162
	N	278	278	278	278	278	278	278

POST HOC ANALYSIS

Table E I
Post Hoc Analysis ANOVA Table for Relationships Among Self-Presentation Indexes*
and Single or Multiple People Depicted in the Photograph

		df	MS	F	p.
Ingratiation x single/multiple people	Between Groups	1	1.617	.876	.350
	Within Groups	275	1.845		
	Total	276			
Competence x single/multiple people	Between Groups	1	1.282	.332	.565
	Within Groups	275	3.861		
	Total	276			
Intimidation x single/multiple people	Between Groups	1	4.256	3.678	.056
	Within Groups	275	1.157		
	Total	276			
Supplication x single/multiple people	Between Groups	1	.748	1.322	.251
	Within Groups	275	1.157		
	Total	276			

* Indexes were averaged by the amount of people in the photo before analysis

Table E II

Descriptive Statistics for Self-Presentation Indexes* and the Profile Photograph (Single or Multiple People)

		Ingratiation	Competence	Intimidation	Supplication
Single	Mean	2.6573	4.2697	1.5787	.6910
	N	178	178	178	178
	Std. Deviation	1.52955	2.16685	1.21525	.83024
Multiple	Mean	2.8167	4.1277	1.3200	.5826
	N	99	99	99	99
	Std. Deviation	.97588	1.53458	.76142	.58562
Total	Mean	2.7143	4.2189	1.4862	.6523
	N	277	277	277	277
	Std. Deviation	1.35807	1.96262	1.08091	.75268

* Indexes were averaged by the amount of people in the photo before analysis