

Facebook Self-(Re)Presentation and the Employers' Practice of Using It as a Recruitment Tool

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Abstract. *The online social networks allow individuals to continuously create and model their self-presentations and representations. Facebook stands for a relevant example as people are given the uncensored opportunity to unfold their online selves according to their interests, preferences, goals and expectations. The current research aims at investigating the way students (re)present themselves on Facebook social networks and their readiness to consider the implications of Facebook usage as a recruitment tool by the current employers. As more and more people use figurative photos to present themselves on Facebook, it becomes important to understand whether the users are aware of the consequences derived from uninspired choices when it comes to future employment. Neither the virtual, nor the physical self can ever truly be liberated from the other and the association between them may become an advantage and a disadvantage at the same time. The investigation is concentrated on the person's perception, taking into consideration the reasons for profile pictures and album photos selection, for the generated content and its effects on the online identity. The analysis relies on a sociological survey based on self-administered questionnaires – 89 undergraduate students from the National University of Political Studies and Public Administration in Bucharest participated to the research we conducted during two weeks in April 2013. The data analysis validates the main hypothesis is that students' self-presentation through their Facebook profiles follows the offline personal data and is not influenced by potential employers' assessments.*

Keywords: Facebook social networks; pre-employment screening process

Introduction

Nowadays, social media provide people with many ways to present themselves. From digital representations of the self in online games to well de-

signed profiles in virtual social networks, there is a wide range of self-(re) presentations available. We choose our clothing, gestures, and mannerisms to give off a desired impression, therefore the primary function of self-presentation is instrumental. In fact, these forms of self-promotion aim at making favourable impressions on others to gain social advantage, such as appearing friendlier, pleasant or likeable. Further, digital environments provide us the opportunity to transform our self-(re)presentations dramatically, in ways that are not possible in the physical world.

Facebook is one of the fastest growing social networks in the world. It gives people the power to share and be more open with others, including the photos they decide to upload on their personal pages. The profile pictures are an important part of social media, the first thing that a person sees when viewing someone's page. This specific picture shows others what we stand for, and it can also be the source of a significant first impression. Moreover, the information posted on the wall and our personal data may be interpreted as reliable indicators of who we are and may determine important consequences in the offline world. For example, as young adults are looking for different employment opportunities, they may encounter career-limiting consequences if their virtual content is viewed and analysed by recruiters.

Although Facebook was created to encourage personal connections, community sharing, and social interaction, employers' access and use of this resource as a tool in the applicant pre-employment screening process introduces new ways in approaching social media. The hiring authorities rely on the fact that Facebook is in a public domain and stands for an extremely beneficial and cost-effective mechanism - accessing Facebook is a low-cost, fast, and efficient way to vet prospective candidates to potentially avoid costly superficial hiring decisions; also, the information gathered provide relevant cues about the individual's character, morals, values, habits, activities, and interests. Still, gathering additional personal information about a job candidate that is not job-related could lead to employer bias or unfair evaluations.

Literature review

Self-(re)presentation in Facebook social networks

The Social Networking Sites (SNSs) have become a global phenomenon, with communities such as MySpace, Facebook and Twitter reporting hundreds of millions of users. People can establish online friendships with the offline

friends or browse new friendships because the social networking sites support them in the process of discovering who shares common and similar interests and pastimes.

At this level, Castells highlighted the fact that “the culture of networked individualism can find its best form of expression in a communication system characterized by autonomy, horizontal networking, interactivity, and the recombination of content under the initiative of the individual and his/her networks.” (Castells, 2009, p.125).

Facebook catalyses the possibility of increased social contact through a process known as ‘friending’, whereby users configure personal profiles and gather ‘friends’ on a mutual basis (Lewis & West, 2009). As a virtual social network, Facebook uses the term *friend* for anyone included in the Facebook list, but this encompasses a wide variety of relationships. There are different sorts of friends in real life - those who are close and those who are more like acquaintances and the number of the latter usually far outstrip the former.

Among the varied psychological phenomena that SNS reveal, the self-presentational behaviour seems quite intriguing. The users of SNS have almost full control over data disclosure, and subsequently they can manage considerably their self-presentation, as compared to traditional face-to-face interactions (Buffardi & Campbell, 2008; Kramer & Winter, 2008). Furthermore, given the social exposure that SNS allows, enhancement of self-image is expected with it comes to online self-presentation (Walther, 2007).

Self-presentation in virtual social networks through profile pictures, uploaded albums and wall content that can be viewed practically by everybody and anybody online is one of the multiple expressions of this need. To present oneself in the offline world is quite challenging because most of the physical and material characteristics and objects seem to be difficult to manipulate according to our own satisfaction (De Luna, 2011). When social networking sites arose, we were given new opportunities in the various ways of self-presentation. When the physical body is not present, we are free to choose how we should be perceived and approached.

On Facebook, users are encouraged to select various images in order to personalize his or her profile page. Amongst the various features provided by SNS - content generated by the profile owner (e.g. profile picture), content generated by friends (e.g. wall-posts), or content generated by the system (e.g.

number of photos), the profile picture stands for the most important way to a desirable self-presentation because it represents the individual in the online social environment (Buffardi & Campbell, 2008; Siibak, 2009; Strano, 2008). For instance, selecting profile photos which are self-perceived as more attractive reflects the individuals' desire to affirm their positive illusions of their physical appearances (Ong et al., 2011).

On Facebook, pictures are posted with the users' intention to stimulate an embodied perception amongst the audience. It is therefore taken into consideration the participation of the community to whom the users are publishing their self-representations (De Luna, 2011). It is obvious that profile pictures are lovely representations of the physical selves, a major consideration being the need to be perceived as beautiful or attractive and unique. In order to potentiate the effects of positive self-presentation, the profile pictures often include relevant social cues to manage the way you may be seen by others.

Although different personality constructs may manifest in Facebook-related behaviours, there have been some contention about whether Facebook profiles exhibit true or idealized personalities (Seto, 2012). Zhao, Grasmuck, and Martin (2008) found evidence that Facebook identities are what individuals hope to project and achieve in offline environments. Based on their Facebook profiles, participants want to promote an image where they were popular among friends, well-rounded, and thoughtful (Zhao, Grasmuck & Martin, 2008). In addition, Underwood, Kerlin, and Farrington-Flint (2011) suggest there are essentially two types of Facebook users: broadcasters who engage in self-promoting behaviours and communicators who aim to maintain relationships.

In light of the information age and technology-driven communication, it has become easier to create socially desirable images of oneself. Self-presentation easily thrives in online environments because identities may be constructed or camouflaged as necessary. Hereby, a recent study found that for college students pictures were one of the best ways to express themselves on Facebook (Calvert, Pempeki & Yermolayen, 2009). Peluchette and Karl (2010) found that students would be less likely to post inappropriate pictures if they wished to be viewed as hardworking and more likely to post them if they wished to be seen as sexually appealing, wild, or offensive. College students may sometimes show how they wish their peers would view them rather than how they are (Dawson, 2011).

Overall, users manage Facebook to produce their desired image by communicating through symbolic, digital stimuli. In what Schau and Gilly (2003)

refer to as “authenticating acts or self-referential behaviours, users feel free to reveal their true self, and frequently multiple selves online” (p.386). In this manner, users select the best representations of themselves to strengthen the link between their actual and their ideal (desired) identity. Creating an online representation of oneself with linguistic content, imagery and brand associations, users consider their self-concept, “our mental conception of whom we are” (Hoyer & MacInnis, 2007, p.54).

Facebook and the current employers' practice

Nowadays, the employers' practice of searching for background data about job applicants on social networking sites such as Facebook reflects an intriguing reality - these sites are being more and more used as a business means by human resources departments to check on potential employees. Also, monitoring specialized networks or professional communities also represents a beneficial resource in recruiting on SNSs. As these platforms support aggregation and encourage expression, groups of people with similar backgrounds can be a great source of finding talent online (Shih, 2009, as cited in Mihalcea & Săvulescu, 2013, p.50).

The high number of applicants and the complexity of certain jobs have dramatically limited the reliability of resumes and of formal interviews as solid hiring instruments. Also, the increasing competition and the lack of substantial information about job candidates have influenced the employers' decision to resort to social media in order to collect other relevant data about the applicants' profiles. The potential employee's Facebook profile provides access to a wide range of personal information that would not be present most probably in an interview, resume, or cover letter. “Employers are turning to social media because they ‘are under pressure to hire carefully’ in an economy where there are plenty of job seekers and few jobs” (Phelps, 2010 cited in Lory, 2011, p.10).

There are several ways for employers to gain access to Facebook accounts. The first way is to view the applicants profile directly by signing up for an account. Still, this is not quite simple as a growing number of Facebook members use privacy levels.

However, many employers (recruiting and hiring authorities, human resources staff and professionals, managers) do not miss the opportunity to convert Facebook into a recruiting tool. Thus, a second method applied by employers involves the use of their current employees' Facebook accounts to examine prospective candidates' personal pages.

Recruiters can also assess your personality indicators on Facebook through indirect means. If a company searches for your profile and finds it is blocked, it still has the possibility to view your Facebook friends. There is a good chance that some of your friends do not have their profiles protected and employers may judge you by the kind of friends you have. From the data acquired about your friends, they can make assumptions about you by association, whether accurate or not (Engler, Tanoury, 2007).

At this point, Kluemper and Rosen conducted a study in 2009, comparing the personality features of the candidates and their social profiles. The researchers brought to light the fact that Facebook profiles offered detailed information on personal dimensions as conscientiousness, agreeableness and emotional stability. These traits are considered to be very valuable to employers. Moreover, the person's virtual display of pictures, thoughts, feelings, interests, preferences, friends, events, activities and so on is seen as a pertinent decision tool in the hiring process.

In other words, doing your best when it comes to applying for a new job is not limited any more to having a good resume or to making a good impression during an interview because employers have the uncensored possibility to look into the candidate's job history and references by simply looking into social media profiles (Carson, 2012).

At this level, a survey conducted by Harris Interactive for CareerBuilder.com in 2012 questioned more than 7,000 employers and revealed that two out of five companies are using social networking sites to make hiring decisions. 49% stated that an applicant's "provocative or inappropriate" pictures or information had a great influence on the decision to deny the candidate a job offer, and 33% mentioned that posts about former employers or co-workers were main factors. Additionally, 29% said they hired a candidate based on social networking research taking into account indicators such as a "good personality," a conveyed "professional image" or "great communication skills." (cited in Carson, 2012)

Still, this practice may be risky as an applicant's Facebook profile may contain false or embellished information liable to misguide the employer in his screening evaluations (Brandenburg, 2007). Furthermore, not all the job candidates considered by the employer have Facebook profiles. If an employer examines just some of the applicants' profiles, they are being assessed unfairly (Smith & Kidder, 2010).

Purpose and hypotheses of this study

The study focuses on the students' self-presentation on Facebook and on their readiness to configure it by considering the employers' practice to use social media as a significant recruitment tool in the pre-employment process. The investigation is concentrated on self-perception taking into consideration the motivations for profile pictures selection, for the messages delivered by the uploaded photos, for the particularities and dynamics of the interaction patterns. The main hypothesis is that self-presentation through our Facebook profiles follows the offline personal data and is not influenced by potential employers' assessments.

This study adds to the literature in two important ways. First, the hiring authorities' practice of using social media for vetting hopeful candidates is at the beginning in Romania. Second, we analysed the responses to open-ended questions in order to stress out why and how students use Facebook, what kind of activities they regularly perform. Based on the theoretical framework, the following hypotheses were made:

- H1. Students upload their best pictures on Facebook.
- H2. The profile pictures are meant to show the students' best social and physical selves.
- H3. The online identity displayed on Facebook is consistent with the offline identity.
- H4. Students do not configure their Facebook profile taking into account the potential evaluations made by future employers.
- H5. Students are not interested in creating a favourable profile with a view to have a greater opportunity in getting the targeted job.

Method

Sample / Participants

Students were chosen for this research by considering the fact that they are merely interested in promoting a typical personal image among their friends and peers and at the same time, they are interested in getting hired by the most wanted employers. Often, these two tendencies are opposite as sharing their natural self may undermine their social image and may afflict their chances of being seen as trustful candidates for the job.

A total of 89 undergraduate students (59 females and 30 males) at the National University of Political Studies and Public Administration in Bucharest (44 from the College of Communication and Public Relations and 45 from the Faculty of Management) were invited to take part in a survey about the use and impact of Facebook. Only students who had a Facebook account participated in this study, but almost all of them were members of Facebook. 86 of them completed the full instrument - three participants were excluded from analysis because the survey questions were largely incomplete (two from the College of Communication and one from the Faculty of Management).

The mean age of the respondents was 20 years ($SD=1,17$). On average, the subjects had been using Facebook for about 3 years ($M= 3,21$, $SD=0,81$).

Procedure and materials

The survey was fielded between April 4 and April 17, 2013. After agreeing to participate in this research study, the selected students were asked to complete a self-administered questionnaire. Participants were assured that all identifying information would be kept anonymous.

The convenient time for filling out the questionnaire was established in a pre-test conducted with 10 students. The Facebook Questionnaire is a 42-item questionnaire developed by the author. It contains four categories of items assessing basic use of Facebook, the indicators of self-presentation on Facebook, the readiness to configure the Facebook profile by considering the employers' practice of vetting job candidates through social media and personal information. Response alternatives ranged from five-item multiple choice (Likert scale) to yes/no depending on the nature of the item. The questionnaire comprised both closed-ended and open-ended questions in order to encourage the respondent's freedom in answering.

Measures

The questionnaire consists of four categories of items which refer both to facts, opinions and attitudes related to Facebook usage and its function as a recruiting tool in the pre-screening process of the prospective applicants. The first category – basic use items – was devised to gather data on the frequency and particularities of use of the functions that are common to the most basic Facebook profiles. Included in this list of basic functions were: the uploading of a profile picture, the importance of different opportunities provided by Facebook for the users, the frequency and the duration of conversations and of the profile updating, the posting of and the participation at events (which, on

Facebook, serve as indications of real world events); the changes of the profile picture and of the status and the administration of photos (tag or untag).

The second category - the indicators of self-presentation on Facebook – includes measures of self-confidence, attractiveness, sociability and extroversion. Also, it contained several other components referring to the respondents' approach and attitudes about their online and offline identity, mainly about their pictures and personal data. The items utilize a five-point scale ranging from 1 (To no extent / Strongly disagree) to five (To the greatest extent / Strongly agree) and aim at assessing the students' opinions, starting with their self-presentation through their Facebook profiles.

The third category - the readiness to configure the Facebook profile by considering the employers' practice of vetting job candidates through social media – investigates the subjects' awareness and openness to better manage their virtual (re)presentation as a prospective measure. In fact, it addresses the students' readiness to take into account the current recruiters tendency to assess applicants by analysing their virtual selves.

The fourth section addresses the demographic questions, namely the participants' age, gender and faculty year.

Results

The questionnaire answers were analysed using SPSS (Statistical Package for Social Sciences) version 18. Descriptive statistics and Spearman correlations coefficients were calculated. When examining the descriptive statistics, we reported the answers with the highest frequency of responses.

Regarding the first question "On Facebook, people can be whoever they want to be?", 48 of 86 students rated "Agree". 63 students reported that the information provided about them when creating the Facebook account was completely true, 18 providing information perceived to be "Mostly true". However, when deciding to create a Facebook account, 27 students considered the opportunity to reveal the content they wanted about themselves to be not very important. Also, the opportunity to compensate the lack of interaction from the offline settings was perceived by 24 students to be a not so important reason for creating a Facebook account, whereas 21 students had perceived it as important.

In what concerns the interest for having a visual online identity, 82 students reported having a profile picture while in most cases (70), the picture represented the student himself. Also, the largest number of respondents (52) considered that the pictures uploaded on Facebook are the best pictures available while 31 perceived their profile picture as being the most representative of themselves. Furthermore, most of the students (55) believed that their pictures were precise reflections of who they were in their real life (having in view the look, dressing code and behaviours), whereas 26 of them selected their pictures as representations of their best social selves or as representations of their best physical selves.

From this perspective, more than a half of the respondents (47) believe in a great extent that they portray themselves on Facebook in the same way they do in the real life. At this level, a very strong correlation can be identified between the perception that the Facebook profile is an accurate representation of the online and offline identity ($r_s = .78, p < .001$). 50 students considered that the most suitable attribute for their profile picture would be "Interesting", while 18 thought that their profile picture can be described as "Friendly". It is interesting to remark the fact that having a profile picture designed to suggest self-confidence was strongly associated with the students' perceived self-confidence ($r_s = .50, p < .001$).

A considerable number of students (35) mentioned that it is of great importance to maintain the overall appearance of their profiles, 37 subjects believing that their pictures often sends the same message. In addition, 32 respondents out of 86 believe the fact that their friends might see them through the lens of their uploaded photos to be mostly true and a third of them consider equally true and untrue the fact that these images reflect the way they like to be perceived by their friends.

It is relevant that almost a third of the students (49) consider that their pictures are meant to send a message about themselves, 33 aiming to be described by their profile picture as "Friendly", 23 as "Self-confident" and 14 as "Attractive". Still, 46 subjects use privacy settings in order to restrict the strangers' access to their personal information.

Facebook has not influenced the way friends like (42) or know them better (30). Thus, 28 students reported that approaching friends was not facilitated to a greater extent; sharing ideas, problems and projects in real life not being enhanced in a significant manner by the usage of the Facebook account.

29 students consider that, neither in a small or large extent, being present on Facebook has influenced their offline social life, or that the profile has put them in a better light (30). For example, 27 students neither agree, nor disagree to the fact that they need Facebook in order to feel connected with friends, whereas 25 agree that they need Facebook to feel connected to the social world. However, the opportunity to compensate the lack of interaction from the offline settings was associated with the fact that the students perceived that Facebook has changed him as a social person ($r_s = .26, p = .01$).

32 students reported that Facebook changed in a small extent their attitude towards communicating or interacting with friends in real life, 34 stating that, in a small extent, Facebook changed them as a social person, and 31 believing to be, in a small extent, more attractive. For example, describing themselves as attractive before using Facebook was associated with the students' description as attractive on Facebook ($r_s = .65, p < .001$). In addition, the Spearman's rho correlation coefficient revealed a moderate association between the easiness of communicating and sharing emotions with friends on Facebook and in real life after using Facebook ($r_s = .33, p = .002$).

Also, a moderate association can be traced between the perceived extraversion exhibited online and the degree of extraversion exhibited in the real life ($r_s = .41, p < .001$). The self-confidence perceived in the online setting is moderately correlated associated with the degree of confidence perceived by the student in the real life ($r_s = .34, p = .01$). Moreover, a statistically significant relationship can be traced between the openness regarding self-disclosure on Facebook and in the real life ($r_s = .40, p < .001$). Being opened to talk about himself or herself in real life is associated with the ability to reveal information on Facebook about himself and his life ($r_s = .40, p < .001$). The data provide evidence that Facebook profile is an accurate representation of the online and offline identity ($r_s = .78, p < .001$).

In what concerns the subjects' awareness of the fact that employers may examine their virtual content in the pre-employment screening process, 38 students mentioned that they have heard about this practice, 21 of them underlining that they have friends who were denied a job offer because the recruiter deemed unacceptable the photos uploaded on Facebook. Furthermore, 13 students indicated the fact that during different job interviews, the human resources professionals asked them if they had a Facebook account and looked into it while interviewing them.

The subjects were also asked whether they were ready to carefully manage their Facebook content and pictures to avoid potential employment repercussions. 52 of them stated that they did not have any intention to alter their online identity which is very much consistent with their offline selves and the rest of them mentioned that they would consider this practice as they were interested in getting important jobs. At this point, several differences can be traced between the students from the Faculty of Management and the ones from the College of Communication and Public Relations. Most of the students who asserted the intention to better administer their Facebook profile (27 out of 34) were from the Faculty of Management and most probably future managers. This fact is related to the next item as 32 out of 39 students who mentioned that they would embrace the employers' practice if they were in a leading position were also students from the Faculty of Management. This is indicative of the fact that even though certain students are against being judged by their online identity, they are open to use Facebook as a recruitment tool if they were to become managers. Additionally, as the results show, the Management students empathize more with the employers' tendency to evaluate candidates based on their Facebook content while most of the Communication students are prone to be themselves no matter the consequences. Hereby, a strong correlation can be identified between the students determination to be more attentive to their Facebook image and their intention to use Facebook in the pre-screening process as future managers ($r_s = .62, p < .001$).

Almost all the respondents agreed to the fact that the use of privacy settings would be an inspired safety measure to restrain undesired access to their personal content. Two relevant correlations can be traced among the students' desire to be seen as self-confident on Facebook and the awareness of Facebook usage as a recruitment criterion ($r_s = .42, p < .001$) and between the students' desire to build a virtual favourable identity and the interest of getting a good job ($r_s = .48, p < .001$). Also, the Spearman correlation coefficients indicated that the subjects' choice for privacy settings was strongly associated with the fact that Facebook should be used only for personal interests ($r_s = .54, p < .001$).

Another important aspect referred to the students' opinions on the rightfulness of the employers' means of assessing prospective candidates. At this point, 82 out of 86 subjects accused the legitimacy of choosing or rejecting applicants based on their Facebook profiles. They stressed out the fact that recruiters should make a separation of the professional and personal life. Facebook is intended for personal use and its alteration to an informal background check is a violation of someone's rights to personal privacy. Moreover, not all

the information on Facebook is entirely factual or it can be taken out of context and thus it may become an erroneous source of judgment and bias.

In this respect, several differences were identified between males and females. Firstly, girls are more categorical than boys in what concerns their privacy as most of them (48 out of 59) strongly disagreed with the rightfulness of the employers' means of assessing prospective candidates while boys only disagreed with this practice. Secondly, the four students who supported the fairness of the employers' means were all males.

Discussion, conclusions and suggestions

The data analysis validates the main hypothesis is that students' self-presentation through their Facebook profiles follows the offline personal data and is not influenced by potential employers' assessments. According to the findings, the patterns of self-(re)presentation through pictures and content do not count the implications of having a profile deemed unacceptable by employers. This perspective is quite different from what Peluchette and Karl (2010) found when they investigated the students' intentions regarding their Facebook pictures. The evidence proved that students would be less likely to post inappropriate pictures if they wished to be viewed as hardworking by employers and more likely to post them if they wished to be seen as sexually appealing, wild, or offensive.

On the contrary, a 2009 study conducted by the Pew Center for Research among more than 2,200 United States adults 18 years of age and older on use of the Internet found that 81% of the respondents said that it is not fair to judge candidates by the online information on their Facebook profiles (as cited in Madden & Smith, 2010, p.43). At this level, an employer has no basis on which to claim the reliability or accuracy of the posted information as Facebook refers to a totally distinct context of interaction and communication. As a consequence, teenagers are not willing to alter their online self or image in order to satisfy the employers' expectations.

In what concerns the interest for having a visual online identity, students reported that the pictures represented herself or himself. Although the largest number of respondents considered that the pictures uploaded on Facebook are the best pictures available, most of the students stated that their profile pictures were precise reflections of who they were in their real life (having in

view the look, dressing code and behaviours), whereas less than a quarter of them selected their pictures as representations of their best social selves or as representations of their best physical selves. This is indicative of the fact that the first hypothesis is greatly validated while the second one is majorly not validated. An important argument at this level is provided by the strong correlation between the perception that the Facebook profile is an accurate representation of the online and offline identity. Therefore, the third hypothesis is validated because the “functionality and design” of the profile pictures and content come as a projection of the real life social portrait. Furthermore, the data provided by the research reveal the fact that having pictures designed to suggest self-confidence was strongly associated with the students' perceived self-confidence before Facebook and this is also available for attractiveness, sociability and extroversion. In other words, the profile pictures are meant to show or to potentiate physical and social features and abilities already present in real life.

The students' approach on the employers' tendency to assess their job applications through the lens of their Facebook profile is well-defined. Although many of them are aware of the fact that having a negative online profile could directly influence their chances to get the desired jobs, they reject the possibility of altering their profiles to conform to this pressure. They militate in favour of the separation of the personal and work life and they do not credit the recruiters endeavour as being fair and objective. These findings confirm the fourth and the fifth hypotheses, the freedom to personalize their “virtual domain” being seen as a person right. Still, as the results show, there are several differences between boys and girls, the latter being more categorical when it comes to their right of privacy. Also, the research stresses out distinctions between Management students and Communication students, as the former empathizes more with the employers' intent to study the applicants' profiles in order to make better decisions for the available jobs.

As limitations of this study and, at the same time, as suggestions for future research, we mention the testing of the hypotheses on larger samples and on certain categories of students (for example, students who lack self-confidence, sociability, extroversion and attractiveness in real life as proven by pre-tests; students from other faculties as the technical ones, not from Communication and Management who have *ab initio* this kind of personal data). Furthermore, we consider a qualitative research as a milestone in the study of students' motivations and perceptions when it comes to the right to be themselves in personal contexts and to being assessed by objective professional criteria when

they apply for a job. Additionally, studies focused on the investigation of the employers' approach are mandatory.

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