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A framework for classifying motivations... - 1 -

**A FRAMEWORK FOR CLASSIFYING MOTIVATIONS UNDERLYING THE
CREATION OF PERSONAL WEB PAGES**

A framework for classifying motivations... - 2 -

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ABSTRACT

One manifestation of the surge of interest in the Internet by consumers is that individuals are able to create their own personal Web pages, often referred to as home pages. Using a projective association technique, we try to understand consumer motivations as they relate to Web Page creation from a conceptual perspective, as exemplified by the work of McClelland (1953, 1955, 1961, and 1987) and of Snyder and Fromkin (1980). A classification framework is presented that describes the range of consumer motives for creating personal home pages according to their orientation and directionality. This new framework builds upon McClelland's paradigm by creating the first known systematic approach to classifying consumer motives. The framework effectively classifies four broad motive groups into more specifically identified sub-categories and provides the first assignment of directional focus for motives in consumer behavior.

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INTRODUCTION

In recent years we have seen an explosion in the growth of the Internet, the term used to describe a mesh of networks of computers connected through high speed communication lines providing real time access to a myriad of information. It is an information superhighway which is cooperatively owned by more than 20,000 organizations worldwide and which has more than 533 million users (cyberatlas.internet.com). In the next five years the number of Internet users is estimated to increase by 154 million per year to 1.46 billion users by 2007. With the advent of the Internet and the concurrent development of technologies to facilitate the tapping of information from the Internet, the world is experiencing a unique transformation. The Internet heralds the arrival of a new information age and offers unique opportunities both to businesses and to individuals. Opportunities for electronic communication have expanded and include: Internet advertising and promotions, Internet commerce, and information access and data transfer.

Several organizations have created their own Web pages and have incorporated product and company related information on their Web pages that then serve as interactive brochures, written in hypertext. These pages contain information about the company, its philosophy, products, and services. At the same time, there has been a surge of interest in the Internet on the part of consumers. One manifestation of this interest is that individuals now create their own personal Web pages, often referred to as home pages. These pages exist on a certain Internet site and are like informal resumes that contain a mix of personal and professional information.

The purpose of this paper is to discover the range of motivations and reasons behind the creation of personal Web pages by individuals. To make progress toward this goal, we try to understand consumer motivations as they relate to Web Page creation from a conceptual perspective, as exemplified by the work of McClelland (1953, 1955, 1961, and 1987) and Snyder and Fromkin (1980). Second, we use a projective technique to learn about consumer motivations for constructing personal Web pages. Third, we consider the conceptualization of consumer motives as intrinsically versus extrinsically directed, following the work of McClelland (1970)

and Amabile (1985). We then classify these motivations simultaneously according to two schema: a) the four basic needs of interest (i.e., achievement, affiliation, power, and uniqueness) and b) the directional focus of the motivation (i.e., intrinsic and extrinsic). After we make these broad classifications, we further subdivide the motives to identify sub-categories that reflect the way that broader motives are specifically manifested in the domain of computer use by consumers. The outcome of this study is presented in the form of a classification framework that describes the range of consumer motives according to their orientation and directionality. The classification framework offers 1) the first known systematic framework for the classification of consumer motives applying McClelland's paradigm, 2) the first assignment of directional focus for motives in consumer behavior, and 3) a framework classifying four broad motive groups into more specifically identified sub-categories.

CONCEPTUAL OVERVIEW

David C. McClelland is a preeminent scholar in the motivational area, having authored several articles and books on the topic. McClelland defines a motive as "a recurrent concern for a goal state based on a natural incentive -- a concern that energizes, orients, and selects behavior" (McClelland 1987, p. 590). McClelland's work is utilized here primarily to classify different motives and to follow his lead in the use of projective techniques to identify and measure motives. The enduring strength of McClelland's conceptualization is that it can be applied to phenomena that have evolved only recently (e.g., consumer use of the Worldwide Web).

Four major motive systems conceptualized by McClelland (1953, 1955, 1961, 1987), Snyder and Fromkin (1977) and their colleagues are used as the primary, theoretical grounding for the current study. Three basic motivations identified by McClelland are the need for: 1) achievement, 2) affiliation, and 3) power. Additionally, Snyder and Fromkin (1977, 1980) identify the need for uniqueness as a fourth basic motive. And, as mentioned above, we are interested in identifying sub-categories of these motivations as they specifically relate to creating

a personal Web Page. For example, "mastery over the environment" (e.g., in creating a Web page) could be a dimension of the need for power.

The Motivation Process

Motives are referred to by McClelland (1987) as the concerns that energize, orient and cause the selection of behavior. That is, motives cause people to behave as they do (Solomon 1996). Initially, a person recognizes a certain need. This need recognition, in turn, may cause a state of tension due to the discrepancy between one's present state and some ideal state or goal. The tension drives a person to attempt to either reduce or eliminate the need and reach the goal or ideal state. The drive or degree of arousal (which results from tension) may vary in terms of its strength and direction, or the particular way one attempts to reduce motivational tension. Personal and cultural factors combine to create a want, which is one manifestation of a need. Achieving one's goal results in tension reduction (Solomon 1996).

Businesses and organizations create Web pages for many reasons, but the majority of these reasons are likely to be rational (e.g., to disseminate information). In contrast, the motivations for creating personal Web pages may be largely emotional. The deep-seated emotionally-based motives of individuals may not be apparent to the individual who is experiencing them. Even if an individual recognizes such a motive, it may be difficult to acknowledge or explain to others. Using the projective association technique, it is possible to identify subconscious or difficult-to-express motives through careful analysis of the tone of response, often disclosing affect in connection with attitude or behavior. In the following sections, we examine the achievement, affiliation, power, and uniqueness/novelty motives in greater detail.

The Achievement Motive

The need of individuals for achievement is a basic motive. The fulfillment of this goal is linked closely to a feeling of personal accomplishment. That is, a person may be driven to reduce the state of tension created by the discrepancy between one's need to achieve some goal and

actually having accomplished it. Personal factors (e.g., age, education) and cultural or situational factors (e.g., computer accessibility, a social emphasis on being technologically competent) may influence tension-reducing behavior (e.g., the creation of a personal Web page). That is, creating a home page may provide one with a feeling of accomplishment, reducing a state of tension.

The achievement motive is defined as "affect in connection with evaluated performance" (McClelland 1953, p. 79). This definition allows for considerable variation in the type of performance involved. The enduring strength of McClelland's conceptualization is that it can be applied to phenomena that have evolved only recently (e.g., consumer use of the Worldwide Web). McClelland contends that the primary means of distinguishing motives should be in terms of the types of expectations (or adaptation levels) involved. Secondly, motives can be classified in terms of the types of action that confirm expectations. These actions, in turn, result in positive or negative affect (or feelings).

The expectations that distinguish the achievement motive from others are developed from universal experiences with problem solving. These experiences include learning to walk, talk, read, and write (McClelland 1953). At the turn of the century in the U. S., learning to use a computer is becoming a universal problem-solving experience. It has been shown that individuals with a high need for achievement strongly value personal accomplishment (McClelland 1955, 1961). Other characteristics of individuals with a strong need to achieve include personal responsibility for performance, need for performance feedback, and innovativeness (McClelland 1987). In addition, performance is perceived in terms of standards of excellence, often influenced by personal and cultural factors. For example, a student may learn to use a computer more efficiently than some of her classmates. Examples of statements meeting the criteria for the achievement motive might be:

He feels proud that he was able to set up a home page.

It can be rewarding when finished.

The Power Motive

The need for power is defined as the need to have "impact, control, or influence over another person, group, or the world at large" (Winter 1973). This need may be manifested directly, or through affective or behavioral identifiers. These may be expressed in terms of descriptions that describe the tone of a scenario. For example, the specific (appropriate or inappropriate) manifestation of the need to "make a splash" or create excitement is a particularly situation dependent (Veroff 1982) indicator of a need to "have an impact." Affect associated with the power motive is associated with perceived impact, control or influence, as in "getting a kick out of" perceived impact on others.

Researchers have reached the general conclusion that people who have a high need for power often strive to be assertive (McClelland 1987). Interestingly, people with strong aggressive or assertive tendencies sometimes view themselves negatively for their "antisocial" behavior. Specifically, aggressive people may feel inhibited about describing their own "antisocial" behavior. This tendency illustrates the importance of using projective techniques to investigate human motivations.

Other characteristics of people with a strong power motivation include the type of occupation they choose. These people frequently enter occupations (e.g., attorney, doctor, teacher, manager) which allow them to exercise control or influence over other people and objects. Another socially acceptable way to fulfill one's power need is by collecting "prestige possessions" or symbols of power. These possessions may include credit cards or computers (or, even personal Web pages) and often reflect a person's social status (Winter 1973). In general, people with a high need for power seek to call attention to themselves and to gain recognition in

group situations. Finally, people with a stronger power motive are more willing than others to take risks (McClelland 1987).

With regard to the World Wide Web, statements that exhibit a need for power might include:

She wants to feel important.

He feels that he will be influential.

She has a feeling of having conquered a new technology.

The Uniqueness/Novelty Motive

The need for uniqueness has been called the "pursuit of difference." . . . individuals want to perceive themselves as having some differences and are constantly struggling with cultural and social forces that inhibit the expression and self-perception of uniqueness . . . and the resulting overt and covert attempts to reestablish our self-perceptions of uniqueness have been the focus of the theory.

(Snyder and Fromkin 1980, p. 198)

One way that a person can differentiate herself is through attitudes and beliefs. Another way a person can be different is through *uniqueness attributes* (e.g., physical, informational, experiential). For example, consumers may seek to express uniqueness through the acquisition of a scarce commodity. That is, individuals with a high need for uniqueness are especially attracted to scarce products (Lynn 1991). Snyder (1992) conceptualized a cycle in which consumers continually search for new and special products to maintain a sense of specialness relative to others. In a broader sense, clothes, cars, computers, and other commodities may signal a person's uniqueness as part of one's *extended self* (Belk 1988, Csikszentmihalyi and Rochberg-Halton 1981).

The need for novelty or "newness" might be expressed in many different ways. Possible underlying dimensions are originality, change, sensation-seeking, stimulus-seeking, change-seeking, and cognitive innovation (Acker and McReynolds 1967). Here, we focus on an

individual's innovativeness and creativity as manifestations of the novelty motive. Respondents with a need for uniqueness/novelty may view creating a personal Web page as "new and different." Personal Web pages might therefore represent an expression of individual creativity for some. Designing one's Web page is generally seen as a *unique and novel* experience yielding a new "product," which helps to differentiate an individual.

The Motive for Affiliation

The need for affiliation is defined briefly as "the need to be with people" (McClelland 1987, p. 347). The over-riding criteria for identifying and classifying the affiliative motive (and all other motives) are quite similar. As McClelland states:

The number of motives possible then is determined by the number of expectations which psychologists can find which occur fairly universally and which frequently result in affective changes through confirmation or non-confirmation. . . . with these two limiting criteria (affect and evaluation) it should be possible to come out with not too long a list of motives common to all men. . . . it is equally obvious that all human individuals everywhere associate with other human individuals, and these associations develop expectations which are intrinsically and extrinsically loaded with affective changes. Thus, the two major criteria are present for assuming that an Affiliation motive will develop in all men to a greater or lesser degree

(McClelland 1953, pp. 80-81).

Some characteristics of individuals with a strong need for affiliation include maintaining interpersonal networks, avoiding conflict, and fearing rejection. In the context of this study, some examples of expectations that indicate a need for affiliation might include statements such as:

He needs to feel liked.

She wants to contact others with similar interests.

In all cases, the indicators of the need for affiliation are described as positive or negative affect related to social concepts, such as connectedness, communication, or interaction. Under the broad umbrella of the "need for affiliation," individuals' specific needs may vary. "Social

acceptance" is an example of a sub-category that is likely related to "need for affiliation." That is, one motivation for creating a Web page is to gain acceptance among and to affiliate with others who are computer literate.

Intrinsic and Extrinsic Motivation

A second goal of our study is to address the directional focus underlying McClelland's theory of motivation. McClelland's research on the power motive suggests that two types of power exist, personalized and socialized power. Personalized power occurs when an individual is focused on self-aggrandizement whereas socialized power is influence that is exercised for the benefit of others (McClelland, 1970). His research suggests that we can categorize motivations based on the individual's focus. In research related to motivational focus, Amabile (1985) examined the effects of motivational focus on creative writers. In her study she found significant differences between individuals concentrating on intrinsic versus extrinsic reasons for creative writing. The article defines individuals to be intrinsically motivated if they are motivated by their own self-interest. Extrinsically motivated individuals are motivated by external goals such as the expectation of evaluation. The results of the study found that individuals concentrating on extrinsic reasons for creative writing resulted in a temporary decrease in creativity.

When individuals create a personal home page they are in a sense performing a creative writing exercise. They may draw satisfaction from their creation from their own self-interest (i.e., intrinsic motivation) or it may be based on their perceived expectations of others (i.e., extrinsic motivation). Although by definition the World Wide Web provides a vast audience for the viewing of an individual's home page the motivation behind web site development can still be centered on self (i.e., intrinsic motivation). For example, "being pleased with the results" and "wanting a challenge" suggests that the drive is intrinsic to the individual even though the

outcome of their work is exposed to others. Extrinsic motivation occurs when the individuals intended outcome is not focused on "self." Some individuals are motivated to make connections to the world around them. These connections might be with other individuals or derived from broader communities in general. In one sense a personal home page is the ultimate form of self-expression to the world. Through content and design choice a person's home page can express who they are and what they value. For example, an individual may develop a web site with the intended recipients being friends and family (e.g., a home page devoted to the birth of a new child or one's hobbies) or they may desire to reach out to a broader community (e.g., "wants to become familiar with technology" or "wants to be part of a new frontier"). As part of our second goal of data collection we identify the focus of an individual's motivation by incorporating three categories into our classification schema. An intrinsic-self focus represents those motivations that focus on personalized reasons for home page development. Extrinsic motivations are divided into two categories (i.e., extrinsic-narrow, and extrinsic-broad) in order to better explore the range of motivations. An extrinsic-narrow focus identifies motivations based on the individual having a narrow focus for their home page audience (e.g., friends, family, peers) whereas an extrinsic-broad focus identifies motivations focused on communicating with a larger community (e.g., everyone on the internet, the world).

METHOD

Many times, respondents may be reluctant to express their true feelings when asked directly about motives. One way to study motives is to have respondents write brief "stories" or "commentaries" about pictures they have been exposed to (i.e., using a projective technique). These consumer accounts are then content-analyzed to identify the impact, control, or influence

themes that are indicators of the power motive. The disciplined content analysis of thematic apperceptive stories of the sort described here can be considered a "generally valid method for the investigation of motivating conditions" (McClelland 1987, p. 45). This approach is based on the thematic apperception test (TAT) approach of Murray (1943), and uses a scenario to arouse motives, which are then coded from the stories that are written by respondents in response to arousal.

Here, a story completion-based projective technique is used here to collect data (see Exhibit 1). Following exposure to a scenario in which an imaginary person purportedly displays affect related to the development of a Web page, respondents are asked to write brief "stories" or "commentaries" about the likely motives of the imaginary Web Page creator. These consumer accounts are then content-analyzed to identify the impact, control, or influence themes that are indicators of the achievement, power, affiliation or uniqueness motives. The application of a projective technique is appropriate in this instance because we are interested in both conscious and unconscious motives (McClelland 1987). The study was conducted in three phases. In all cases, convenience samples of technologically sensitized college students who had been exposed to the Internet and personal Web pages were used. The selection of a student sample is appropriate given that the purpose of the present study is to establish a framework of motives rather than to generalize the order of occurrence of observed motives to specific populations (Calder et al. 1982). Students also are likely to be "actual" consumers of home pages on the Web and therefore are also likely to be able to respond meaningfully to the type of measurement instrument applied here. Specifically, students are more likely than the general population to be "high-knowledge" consumers (see Lynch 1999) of the Web, and so are more likely to provide insightful responses regarding the nature (as opposed to the incidence) of possible motivations.

In two developmental pilot studies, the response form for the projective association task was distributed to samples of technologically sensitized college students who had been exposed to the Internet and personal Web pages. The first pilot study, conducted among 30 graduate students who were enrolled in business classes at a major university in the U. S., was undertaken to test and further develop the response form. The second pilot study, conducted among 60 undergraduate students who received the instrument via electronic mail, served to provide a range of motive responses that could be used to develop a coding format and procedure. This benchmark code list of motive exemplars is used as the backbone for the development of a more exhaustive coding scheme in analyzing the final sample of responses.

The final response form was administered to 220 undergraduate business students. A final sample of 216 useable response forms provided 717 responses (3.32 responses on average per subject, with a standard deviation of 1.45) that were condensed to a set of 361 unduplicated motive statements. This set of motive statements provides the basis for building the resulting classification framework. Only selected exemplars of representative observed motives are reported here. Since the objective of the current study is to develop a classification framework based on qualitative inquiry, we do not analyze response frequencies. Table 1 summarizes the frequencies of recording of motives (with duplication), sub-categories within motives, and motivation directionalities for the current sample. This table is included for two reasons: 1) to provide a sense of the recurrence of motive categories, sub-categories and motive directionality and 2) to offer an initial benchmark for the reference of future researchers. In the second pilot study, the list of motive statements created in the first pilot study is extended and sub-categories of motive systems are identified. In the third (final) study the rough framework developed from

the second study is extended to include more motive statements, and the statements are categorized according to motive directionality (intrinsic/extrinsic source of motivation).

Responses are assigned on two simultaneous dimensions within the classification framework. First, responses are assigned to the four categories of needs: 1) need for achievement; 2) need for power; 3) need for uniqueness / novelty; and 4) need for affiliation. Second, they are assigned according to the directionality of the motive: 1) intrinsic 2) extrinsic narrow and 3) extrinsic broad. Sub-group classifications are also completed within each of the broad categories of needs. As the coding process proceeded, we found that an additional (fifth) category was necessary to account for the full range of responses. This additional category is labeled as *Utilitarianism*. This new category reflects responses that do not satisfy the three criteria mentioned above (e.g., there is no indication of affect). This is discussed in more detail in the results section.

Training sessions were held to brief coders in each of studies two and three. Coders were engaged in a general orientation session to clarify the nature and distinct characteristics of the motives in the test framework. In order to improve the quality of coder judgments regarding the assignment of motives to responses, coders were instructed to identify indicators of the presence of motives using the manuals for coding of achievement, power and affiliation motives in McClelland (1987), and discussions of the need for uniqueness by Snyder and Fromkin (1977). Emphasis was placed on careful analysis of the tone of response, to identify terms and tone that demonstrate affect in connection evaluation of attitude or behavior related to a specific motive as outlined in McClelland (1987). In classifying motives, it is crucial to detect affect in connection with evaluation. An indication of affect over enhancement of performance helps assure that: 1) there is personal involvement; 2) one's performance is viewed in terms of certain standards; and

3) the affective result which defines a motive theoretically is, in fact, present. Therefore, when analyzing the content of projective statements, the researchers looked for some sign of involvement such as directly stated feelings or desires (McClelland 1953). Examples of statements meeting these criteria follow:

She wants to *feel* appreciated when people visit her home page.

He sees his web page *as an artist* sees a finished work of art.

Coders performed trial analyses using the responses of the first and second studies, and debriefing sessions were held to discuss discordance and/or interpretations of the coding guidelines presented in the literature.

In the final study, whose objective was to create the final motive framework, triangulation of motive assignment was achieved via the employment of three independent coders. Reliability scores were calculated using Perreault and Leigh's (1989) reliability index. At the level of broad motive categories (five categories) Perreault and Leigh's (1989) reliability index is equal to 0.998. That is, only two motive responses were assigned to different motive systems (e.g., uniqueness versus power motives) by different coders in the final study. Within the broad motive categories, responses were assigned to conflicting sub-categories (e.g., personal portrayal versus interaction within the affiliation motive) in only seven cases, resulting in a reliability index equal to 0.996 at the sub-category level. Six responses were assigned to different directional categories (e.g., extrinsic narrow versus extrinsic broad) by different coders ($I = 0.993$). The final classification framework appears therefore to be robust if not yet exhaustive. A small number of motive statements that provide unique exemplars of motives were identified in the pilot phases but not replicated in the final study. These are included in the framework in

italics to provide a sense of some of the kinds of exemplars that might continue to emerge over a range of studies.

RESULTS

Seven hundred and seventeen observed motive responses identified a total of 361 unique motive statements in our study. Of these unique statements, 322 statements (89 percent) are classified into one of McClelland's four motives. Two hundred and thirty-three responses (reflecting 130 motive statements) pertain to Need for Power, one hundred and sixty-four responses (reflecting 94 motive statements) pertain to Need for Affiliation, one hundred and seventeen (reflecting 54 motive statements) pertain to Need for Achievement, and ninety-eight (reflecting 44 motive statements) pertain to Need for Uniqueness (see Tables 2 through 5). While the frequency of occurrence of motive statements cannot be generalized from our convenience sample to the population of consumers, we retain the order of motive systems identified here for the sake of consistency throughout the following pages. One hundred and five responses (39 unique motive statements) are not related to McClelland's classification system at all (see Table 6). We classify these statements into a separate category called Utilitarianism (responses that largely relate to doing business on the Web but that provide no indication of affect). As we describe our categories below (starting with the motive category observed most frequently), we enclose actual comments from the respondents in quotation marks. These quotes are also listed in the Tables 2 through 6.

Need for Power

As revealed in our data analysis, the need for power is expressed through two hundred and thirty-three responses (130 unique motive statements) in five distinct subgroups of motives for creating home pages (see Table 2). These subgroups express some of the characteristics of people who have a high need for power as suggested by previous researchers:

a) One way in which people express a high need for power is by taking actions that *gain attention / notice of others*. The creation of a Web page provides an opportunity to attract attention to the home page owner on three levels. Intrinsically it is a way to draw attention to themselves. Extrinsically the author expects to gain attention through the exposure that will be forthcoming when others visit the home page. As our respondents put it, "It's a way to show-off something they have done," "show-off to his girlfriend," or "show-off to the world" (see Table 2).

b) *Ego-enhancement*. It is possible to pander to one's ego by having a personal home page. Some consumers are motivated by the feeling of importance that a home page on the Web provides. They use it to post their latest accomplishments, "to feel important" or to feel "an ego boost" (see Table 2). They enjoy the awareness that many people will be looking at their home page. The belief that they are one of an elite group who has accomplished this feat gives them a feeling that they are a "cut above the rest." In addition, some respondents indicated that the Web provides "gratification of having his work seen by hundreds of people."

c) *Control / Mastery over the environment*. Some consumers seek to gain knowledge or experience, or "conquer technology" by creating a personal home page (intrinsic-self). Responses in this subgroup relate to a feeling of increased power which will result from mastering this technology, in that understanding will create leverage in the future, allowing the person with the knowledge attained to "gain a technological advantage over others" (extrinsic-broad) (see Table 2).

d) *Impact on the environment*. Respondents explain motives in this area as "wants to spread her ideas," "they have some good information to share." Extrinsically they want "to provide information about some subject to people who are interested," or "to let the world know what only he knows." The person with a high need for power is often prone to focus on his/her occupation or business influences to wield that power via his impact on the environment. Taking this view, the utilitarian responses (see Table 6) related to business goals may have been suitably classified under this heading insofar as the Web page user is concerned with business contacts

and information. We did not include these utilitarian responses in our *control of the environment* category because the primary focus here is on the motives behind the creation of *personal* Web pages. Thus, we consider it appropriate to highlight separately the group of motives strictly related to business and/or economic uses of the home page.

e) The motive of *Social Status / Prestige* serves as an extension of the ego-enhancement motive. This motive is expressed by the claim of personal "recognition" in society for achievements or activities, or the wish "to become famous." Individuals who are motivated by social status may want to "feel somewhat influential" (intrinsic) or may "want to appear better than others" (extrinsic) (see Table 2).

Need for Affiliation

The need for affiliation (see Table 3) is expressed through one hundred and sixty four responses (94 unique motive statements) that are grouped by the coders into four distinct subgroups:

a) *Personal portrayal*. Although personal portrayal through the use of Web pages is a new development, portrayal of the self has been traditionally carried out by the ways people act in public, by the clothes people wear in public, and by the goods they possess and consume (Belk 1988). The Web is one of the first sites where individuals can construct their personal identities using information rather than using consumer goods as their palette. The need for personal portrayal has been a deep-rooted trait in humans and the well-developed market for cosmetics and clothing is an indicator of this fact. The Web provides new possibilities for communication. Specifically, the Web provides a place to hide (behind the screen of a personal computer). From this sanctuary, consumers can say whatever they want to say about themselves. Autobiographies are an exercise in vanity publishing that only a fortunate few with resources are able to do so far. However, with the advent of Internet technology, more consumers have the opportunity to create a summarized autobiography in the cyberspace. Respondents expressed their personal portrayal motives for authoring a Web page via the projective technique in terms such as "to communicate

different dimensions of your personality, having "some project to display," so that "friends and family will know the address," or "to let others know about her."

b) *Social interaction* is expressed as a desire to "communicate with friends" and "associates."

The Web page is also seen as a venue for seeking social interaction establishing rapport with, and learning about, people who have similar interests (see Table 3). Possibilities for social interaction have taken on a new dimension with the introduction of the Internet, and the Web page offers one method of establishing new contacts. Because it offers "a new way to communicate her ideas" (intrinsic, see Table 3), the Web extends the individual's range of communication across communities and cultures around the world. Instances of strong cyber-friendships cutting across race, religion, and national boundaries are reported in the media. The proliferation of personal Web publishing should serve to increase the number and quality of electronic friendships.

c) *Social acceptance / belonging* includes motives that relate to acceptance in society due to being technologically savvy, wanting to be recognized and trying to be a part of the cyber-active group. It is the new standard for "wanting to stay with current times," "to become part of the new technology" or "to become a part of the new frontier" (see Table 3). The author of a personal Web page might do so in order to impress a reference group and thereby gain acceptance.

Personal Web pages also have the potential to serve as a mirror of a consumer's personality for interested social contacts. Links from a personal home page often point to socially salient pages, embodying a social logic by providing a view of the person's network of friends, colleagues, and concerns. The pages contain pointers to interesting people, places, and other Web sites, thus telling the Internet surfer a lot about the personality and interests of the home page creator (Erikson 1996).

d) *Disalienation* is expressed by those who want to be connected to the world through the Web and who want interaction in cyberspace. These people perceive "the web is a friend" (see Table 3). The home page on the Web serves as a means of breaking through barriers of loneliness for some who "do(es) not have a very good social life," or are afraid to meet new people face-to-

face, to reach out for social contacts through their home pages. By placing a home page on the Web an individual is also able to avoid the awkwardness of "going out" to meet new friends. Shy individuals might create a home page so that others will approach them. At the same time, there is a fear of being alienated if a personal Web page is not created.

Need for Achievement

The one hundred and seventeen responses (representing 54 unique motive statements) which could be classified as expressions of a need for achievement (see Table 4) are divided into four distinct subgroups, according to the type of performance evaluation suggested.

a) *Personal accomplishment*. This response implies satisfactory completion of a challenging activity. Positive affect is demonstrated in the descriptions of respondents, such as "feels like they have accomplished something" and "proud of what they have done" (see Table 4). For those who have a high need for achievement, the feedback of seeing their completed home page might be the intrinsic reward they seek. For others extrinsic rewards are demonstrated by statements such as "their hard work will pay off now that the fancy web page is complete" or "thinks that the web page is worthy of others time."

b) *Size of the challenge* includes motives associated with the time and effort of developing a home page. Responses in this category include "spent a long time," "worked very hard in creating the site," "it is a big task," and "creating a web page requires a good amount of work." When emphasizing their hard work respondents perceptions focus on their own personal abilities to achieve their goals (i.e., intrinsic) and when their statements focus on the task or the web site itself their motivations could be described as extrinsic with a narrow focus. No extrinsic – broad motivations are identified in this category from our sample.

c) *Autonomy* relates to an aspect of personal accomplishment and achievement. The motives suggested in this category deal with personal responsibility for achievement and autonomy in being able to cope with the challenge of new opportunities presented by the Internet. People like to feel that they have mastered a task independently (see Table 4), and the creation of a home

page offers the opportunity to receive immediate feedback and to feel competent with new technologies. Responses in this category include “it is something that he does well” and “sees his web page as an artist sees a finished work of art.”

d) *Problem solution/ learning*: This group obtains their feedback from the task of creating a home page by considering the expansion of their knowledge base as a result of the exercise as in “seeing what all he can do on it” (see Table 4). The achievement here is in learning something difficult – something linked to an up-and-coming technology, e.g., “to learn more about computers,” or an adaptation to the ever-changing environment as in “to learn skills for the future”. Such expressions of enhanced performance are associated with persons who have a high need for achievement.

Need for Uniqueness/ Novelty

The need for uniqueness/novelty motive, which is expressed through ninety-eight responses (represented by 44 unique motive statements) (see Table 5), may be expressed via differentiation of the self through uniqueness, stimulus-seeking, novelty-seeking or cognitive innovation. We identify six groups of responses that fit into this category.

a) *Sensation / stimulation*: Some people create Web pages because the very act of doing so is exciting. They are “fascinated” by the idea of being part of the phenomenon of communication in cyber-space (see Table 5). Participating in “the action” is “fun and interesting.” These are all emotive expressions of people with a high need for novelty, who claim that “it is exciting to have a web page” and who find it an “interesting frontier to explore” (see Table 5).

b) *Time use*: Not all who indulge in creating a Web page are as emotively involved in the experience. In our coding system, we recognize a difference between those who derive value from use of their time versus those who seek entertainment or sensation/stimulation through the Web. The former group does not seem to be especially excited or stimulated by the home-page experience. They simply *did it* for “something to do” or because they had “nothing better to do.”

They tend to be people who enjoy the computer in general, “spend a great deal of time with their computer” (see Table 5), had “free time,” and so created a Web page.

c) *Innovation / Creativity* is one avenue for expression of one’s uniqueness. By creating a home page, an individual shows that she is both creative and innovative. Producing something creative within a new technology extends the concept of innovation even further to bring the author to the “leading edge” of innovation. Thus, an outstanding home page on the Web represents a chance to “be a part of the future” and to “express his creativity” in a way that within reach of the individual. A person with a high need for uniqueness will be driven to participate in such innovation and to excel in the production of an outstanding or different Web page as an expression of his unique image. The range of comments coded here includes “wants to be creative with his work,” “to be able to create something,” and “it’s a new form or modern technology” (see Table 5).

d) *Novelty / change*. Consumers, to varying degrees, seek variety-bearing stimuli. The Internet is seen as something new and different. It is the “trendy thing to do” (see Table 5). Reasons of novelty/ change given for creating Web pages indicate persons who would score high on McClelland’s basic motive of uniqueness/ novelty. They have identified a new way of expressing themselves as individuals. The Web offers a new way “to be different” and thus to establish their self-perceptions of uniqueness. For these people, the novelty of the activity, rather than the output or concept behind the World Wide Web appears to be the motive for authoring a home page.

e) *Entertainment*. Responses in this category indicate that developing a home page is an integral part of a continual, pleasurable activity. They suggest that this ongoing entertainment is due to the fact that “this is a hobby,” that they have “an interest in computers,” or that they just “enjoy exploring the Internet.”

f) *Individuality* as it relates to the World Wide Web is reflected through the vision of the Internet as a unique resource that enables a Web user can become part of a special group of people (see Table 5). For these respondents they perceive themselves to have become “one of the few

people” that can develop a home page. In addition, their uniqueness marginalizes others as indicated by the response “computers are not for everyone.”

Utilitarianism

The utilitarian response category (see Table 6) is not related to McClelland’s system of needs. We classify one hundred and five responses (representing 39 unique goal statements) into this group. Over half of the statements (i.e., 26 statements) in this category are classified as intrinsic-self oriented. In general, the utilitarian motives are based on rational objectives and the utility functions of respondents for this reason the majority of responses are categorized as intrinsically oriented. Four categories are used to classify these responses. These categories include job market information / resume, economic gain, functionality, and business promotion.

a) *Job market information / resume.* As the title of the category suggests responses are focused on “[preparing] for the job market” or developing a home page “to impress an employer. ” In this case the purpose in creating a home page is a personal information delivery system.

b) *Economic gain.* In this category all of the responses are categorized as intrinsic-self directed. Responses focus on making or saving money and include “a way to make money” and to “cut back on telephone bills. ”

c) *Functionality.* The majority of responses in this category focus on using the Internet as a resource for business-related matters. Responses include “wants to work with computers as a career,” “to get information,” and “wants to share information about a project. ”

d) Finally, the *Business promotion* category focuses on communicating to the public in order to sell a product, ideas, or as one response states “to advertise something. ” This category includes both advertising “to increase consumer awareness of his product” and public relation components “to give information about an organization. ”

As shown in Table 6, some respondents feel that it is important to put a resume on the Web because that activity would assist them in an upcoming job search. These statements could be grouped with the achievement motive, since they are related to getting a job (i.e., achieving a

personal goal). Alternatively, these statements could be classified as need for power, because in this instance the Web presence has the potential to influence the environment. The absence of affect in evaluation of these responses led us to exclude them from our motive classification, since they may reflect a simple utilitarian kind of behavior rather than a deep-seated motive-driven behavior.

DISCUSSION

In general, we find support of McClelland’s theory, which was originally proposed almost 50 years ago. McClelland’s three need systems and the need for uniqueness proposed by Snyder and Fromkin seem to offer a broad enough account of consumer motives in cyberspace in the late 20th century. In addition, the allocation of needs according their intrinsic or extrinsic focus provides rich information that will help researchers and managers to better understand consumer behavior on the World Wide Web.

The majority of responses about Web pages were non-utilitarian. In fact, only 15% of the responses pertain to straightforward utilitarian reasons for creating personal pages. To a large extent, consumers feel a need to create Web pages in order to satisfy their need to construct and convey their identities. In this instance, identity is conveyed through an electronic medium. The Web provides a way to stay in touch with the world, a way to experience variety, and a way to satisfy the need for power by ‘conquering technology.’ In addition, mastery of the Web provides a sense of achievement and personal progression. Our use of the projective association technique was instrumental in obtaining several of these ‘hidden’ or socially sensitive motivations.

Motivation research can be extended to try and understand the psychology and sociology related to the Internet and all of its myriad forms. For example, we report that there are 4 indicators of Need for Affiliation: personal portrayal, social interaction, social acceptance, and disalienation. In his 1987 book on human motivation, McClelland discusses but does not enumerate indicators of his needs in a way that future researchers could easily use for analytic purposes; and such indicators are potentially useful for directing future research in the social

sciences. In particular, researchers may want to adopt the subcategories identified here as benchmark indicators of McClelland's needs for use in a protocol or content analysis.

In addition, the proposed framework adds to our understanding of consumer motivations by incorporating a secondary layer of analysis: the focus of the consumer with regard to the motive at hand. When developing the framework we found that a richer understanding of motivations can be achieved by examining whether the responses were intrinsic or extrinsic in their focus. Intrinsically focused individuals had as their goal self-satisfaction or as McClelland suggested they sought "self-aggrandizement". Extrinsically focused individuals sought external approval as a goal of their home page development.

With all of the recent changes in media technology, media scholars are forced to redefine communications. Internet browsing is a ballooning industry, and this activity competes with other media (e.g., TV, magazines, entertainment, and games). As more households connect to the information superhighway, the social and cultural dynamics will change, just as the interstate highway system of North America changed the way people lived, communicated and interacted. Internet browsers compete in a large market. There is growing evidence that consumer audiences are shifting away from television, newspapers, and magazines and turning to new, on-line services as a source of both information and entertainment. There is the possibility that consumers may satisfy previously unmet needs by using computer on-line media. A personal Web page that is constantly being updated is one type of on-line service. Offering a facility for creating Web pages increases the probability that prospects will subscribe to a particular on-line service. Moreover, personal Web page publishing is likely to become a big business in its own right. Thus, we may need new conceptual models to describe consumer behavior in cyberspace.

As personal home pages become more popular, there will be changes in technology and changes in marketing practice. Changes in the marketing environment include the following trends: a) the growth and commercialization of home page editors; b) an increase in the number of online services offering the Web page creation facility; c) the creation of a new profession --

the home-page consultant; and d) the increase in the sales of computers and dumb terminals; accompanied by an increase in Web surfing activities. In addition, the future may see the advent of search engines on all registered personal Web pages, enabling access to prospective users to find people of a certain type, with particular interests, or certain political or religious predispositions.

The proposed framework for classifications is important not only to academic inquiry, but also to managers. One application can be found in the examination of "blogs". Blogs are web logs that are being developed by everyday people. Blood (2002) suggests that blogging started in 1997, but more recently bloggers have been described as the "minutemen of the digital revolution" (Jenkins 2002). Originally blogs were written by individuals looking for an outlet for their literary creativity, but after 9-11 blogs were posted about a diverse host of subjects. Over time "bloggers" have come to perceive that their blog space belongs to them and therefore write in a "personal" voice. Current press releases suggest that bloggers have shifted their content focus from literature, politics, and current events to blogs created for the purpose of "showing off" baby pictures (Clyde, 2002), expanding their "influence" (Jenkins, 2002), providing a "link to other" bloggers (Leo, 2002), and ego-gratification (Dvorak, 2002). Motivations such as these have been outlined in the current classification framework.

Our continued understanding of these motivations will greatly benefit companies such as Google, Inc. that recently acquired Pym Labs the creator of Blogger software, and Terra Lycos SA and AOL Time Warner, Inc both working to create their own weblog products. (Weekly Corporate Growth Report, 2003). In March 2002 it was estimated that blogger.com had 375,000 registered users and at that time was it expected to grow at a rate of 1300 new registered users

per day, but as of January 2003 blogger.com indicated they have 1,000,000 million registered users suggesting their growth rate has approached 1900 new registered users per day.

As firms build their strategies for Web-based marketing, it is critical that they understand the basic motives of consumers who look to the Web as a venue where they post personal home pages. An understanding of why consumers create home pages on the Web will provide insights to managers as to what consumers seek from the Web in a more general sense. Managers may then tailor their E-strategies more effectively to accommodate consumer needs. Future studies may also want to explore in more depth the link between use of the Web for business and use for pleasure or play.

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This study follows a qualitative approach to understanding the motivations behind the creation of personal Web pages. Future research may use other methods (e.g., in-depth interviews, focus group interviews) to reveal additional motives. Consumer story telling may also be a useful research technique. The projective technique, as used here, asked respondents to write brief commentaries about the Web. Expanded or more lengthy stories may provide richer detail. Such stories may contain emotion-laden anecdotes but may also reveal unspoken impulses. Cross-cultural research would be valuable to identify the motives that tend to dominate in different regions of the world. At the present time, the vast majority of Web pages are written in English. But, this is beginning to change. Each culture puts its own unique stamp on the patterns of computer use that emerge within its sphere of influence.

Our study is not without its limitations. First, we use a convenience sample of Web browsing students. In future studies, it would be interesting to interview users from different stages of life. Second, there are limitations associated with the projective technique that we use here. McClelland himself uses projective techniques to understand the process of human motivation and finds this to be the most effective method for exploring motivation. Nonetheless, other techniques could add new perspectives. For example, in-depth interviews with authors of

personal home pages could provide rich information about (subconscious) motives. Focus group interviews have the potential to reveal what consumers are saying about the Web. Along these lines, it might be possible to set up a list server for research purposes and have Internet users talk about their experiences and impressions of the Web. The feasibility of developing pencil and paper measures/ scales for measuring consumer motives is worthy of attention by future researchers. Reported motives could be compared with observed evidence in personal home pages as recorded via content analysis of completed home pages. As revealed by these suggestions, there are many opportunities for research on the World Wide Web. Technology is changing the way that we live, and social science researchers have the opportunity to study this new kind of consumer behavior with innovative research methods.

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Table 1
Frequency of Responses by Motive Categories and Focus

Motivation	Total Responses	FOCUS		
		Intrinsic Self	Extrinsic Narrow	Extrinsic Broad
Power				
Gain attention/notice - social	75	35	0	40
Ego-enhancement	61	25	4	32
Impact on environment - influence over world at large	42	10	8	24
Control/mastery over the environment - knowledge	30	16	2	12
Social status / prestige	25	7	6	12
	233	93	20	120
Affiliation				
Personal portrayal	69	29	6	34
Social interaction	59	12	17	30
Social acceptance / belonging	30	5	19	6
Disalienation	6	0	3	3
	164	46	45	73
Achievement				
Personal accomplishment	60	54	3	3
Problem solution / learning	21	7	0	13
Size of the challenge	20	15	5	0
Autonomy / responsibility for performance / excellence	17	14	1	2
	117	90	9	18
Utilitarian				
Business promotion	39	13	0	26
Job market information / resume	32	25	7	0
Functionality	19	13	6	0
Economic gain	15	15	0	0
	105	66	13	26
Uniqueness				
Sensation / stimulation	39	33	5	1
Time use / entertainment	30	24	6	0
Innovation / creativity	12	5	4	3
Novelty / change	8	6	0	2
Entertainment	7	3	3	1
Individuality	2	1	0	1
	98	72	18	8
Grand total for number of responses	717			

Table 2
Exemplars of Power Motive Indicators

	Intrinsic - Self	Extrinsic - Narrow	Extrinsic - Broad
Gain attention/notice - social	<ul style="list-style-type: none"> To show off something they have done To have people see his web page Draw attention to himself He is a show-off Wants to entertain people Excited about people visiting his page Gets a kick out of the exposure 	<ul style="list-style-type: none"> Wants to receive a positive response from Person B Wants to call home to parents and tell them about it Show off for his girl friend 	<ul style="list-style-type: none"> To have exposure to a variety of people So the whole world can see To show himself off to the world Wants to get everyone to visit his site Wants a piece of work that is accessible for anyone to see
Ego-enhancement	<ul style="list-style-type: none"> To post his latest accomplishments To show his creativity Wants to feel important It is an ego boost Makes him / her feel pride The accomplishment of being one of the few To portray an image of proficiency 	<ul style="list-style-type: none"> He thinks he has some important information to share 	<ul style="list-style-type: none"> To impress others Gratification of having his work seen by hundreds of people People will probably enjoy his web page Wants to let everyone know how interesting she is
Control/mastery over the environment - knowledge	<ul style="list-style-type: none"> A sense of power Wants proof that he is capable of these skills To gain knowledge To gain experience 	<ul style="list-style-type: none"> She is excited about getting feedback from web surfers To exploit a capitalist society 	<ul style="list-style-type: none"> Wants people to see how well he can use the web To gain a technological advantage over others Wishes he knew just as much as others about computers
Impact on environment - influence over world at large	<ul style="list-style-type: none"> To spread her ideas To provide some sort of information or service They have some good information to share 	<ul style="list-style-type: none"> To provide information about a subject Wants to provide information about some subject to people who are interested To provide a service to the community Feels like he is contributing to society by sharing personal knowledge It is beneficial to me and my company 	<ul style="list-style-type: none"> To allow others to view and use the information on the site To let the world know what only he knows So that people can learn from it To let everyone else have access to his knowledge It can be of use to others
Social status / prestige	<ul style="list-style-type: none"> To become famous To gain recognition To feel somewhat influential A great beginning to getting this person's name and contribution out 	<ul style="list-style-type: none"> Wants to get a rise out of his friends People find it interesting and important Wants to make us look bad in front of everyone else 	<ul style="list-style-type: none"> To be known by people Wants to appear better than others Wants to show others his knowledge Wants others to tell her how cool it is

Table 3
Exemplars of Affiliation Motive Indicators

	Intrinsic - Self	Extrinsic - Narrow	Extrinsic - Broad
Personal portrayal	<ul style="list-style-type: none"> Has some project he wants to display To express one's thoughts and ideas To express his feelings Wants to write about his preferences Wants to tell about his travels 	<ul style="list-style-type: none"> Friends and family will know the address To give his address to his friends 	<ul style="list-style-type: none"> To allow other people to get to know him Wants others to understand what he is about To get information out to large amounts of people Wants to show his interest to others Let others know about her
Social interaction	<ul style="list-style-type: none"> They are easily contacted through the page Has a message to send Wants to let people get in touch with him Wants to have a new way to communicate her ideas 	<ul style="list-style-type: none"> Can contact those with similar interests Make new friends Start his own friends network Wants to share their perspective with other people who are interested 	<ul style="list-style-type: none"> Newer way to communicate with others Puts you in touch with people Communicate with people Wants to get to know people They can share with everyone Wants to reach out to people Can meet people He's connected to the world through his Web page
Social acceptance / belonging	<ul style="list-style-type: none"> Wants to stay with current times To feel liked To have others sign his guest book 	<ul style="list-style-type: none"> Joining the information highway Wants to be a part of the new technology is excited to be a part of the world's newest form of communication 	<ul style="list-style-type: none"> To be a part of it To become apart of the new frontier
Disalienation	<ul style="list-style-type: none"> Doesn't want it to pass him by 	<ul style="list-style-type: none"> The web is a friend Has no friends 	<ul style="list-style-type: none"> Does not have a life outside of cyberspace Does not have a very good social life Cannot communicate well with others Just moved from Alaska and needs more interaction

Table 4
Exemplars of Achievement Motive Indicators

	Intrinsic - Self	Extrinsic - Narrow	Extrinsic - Broad
Personal accomplishment	<ul style="list-style-type: none"> Can be rewarding when finished Feels like they have accomplished something Proud of what they have done There is a certain satisfaction Pleased with the results To successfully understand the technology is a great achievement 	<ul style="list-style-type: none"> Their hard work will pay off now that the fancy web page is complete To keep a successful page on the net 	<ul style="list-style-type: none"> Thinks that the web page is worthy of others time Keeps him updated in computer technology
Size of the challenge	<ul style="list-style-type: none"> Challenging himself Worked very hard in creating the site Spent a long time 	<ul style="list-style-type: none"> It is a big task A lot is involved in making a web site It is complicated to do Creating a web page requires a good amount of work 	
Autonomy / responsibility for performance / excellence	<ul style="list-style-type: none"> To do well in what he is doing It is something that he does well Something of their own 	<ul style="list-style-type: none"> Sees his web page as an artist sees a finished work of art Because an individual can now create a Web page all by themselves 	<ul style="list-style-type: none"> Doesn't need to call somebody to get attention It is a wise decision to deal with computers because of the advancements in this field
Problem solving – learning	<ul style="list-style-type: none"> Desires a sense of completion Seeing what all he can do on it Finds it educational 	<ul style="list-style-type: none"> Finally finished it Completed it successfully Perfected it several times 	<ul style="list-style-type: none"> To learn more about computers Learn skills for the future To learn and practice programming skills Wants to become familiar with technology

Table 5
Exemplars of Uniqueness Motive Indicators

	Intrinsic - Self	Extrinsic - Narrow	Extrinsic - Broad
Sensation / stimulation	<ul style="list-style-type: none"> • He seems very enthused about the web • It is fun and interesting • To get intellectual stimulation • <i>It's exciting to have a Web page</i> 	<ul style="list-style-type: none"> • Very interested in building a web page • It is interesting to have something like that • Excited about the new technology 	<ul style="list-style-type: none"> • Interesting frontier to explore
Time use	<ul style="list-style-type: none"> • To have something to do • Has time • Nothing better to do • More constructive than watching TV • Use his free time 	<ul style="list-style-type: none"> • Spend a great deal of time with their computer • Has more time than we do 	<ul style="list-style-type: none"> • A way of finding out information without being in contact with a person directly
Innovation / creativity	<ul style="list-style-type: none"> • Proud of his creativity • Wants to be creative with his work • To express his creativity • <i>Innovative</i> • <i>To express his modernness</i> 	<ul style="list-style-type: none"> • Enjoys creating something • To be able to create something 	<ul style="list-style-type: none"> • They have an interest in the future • To be a part of the future • It's a new form of modern technology
Novelty / change	<ul style="list-style-type: none"> • To be different • To do something that is new to her • To try new things 		<ul style="list-style-type: none"> • It is what is "in" today • It is the "in" thing • The trendy thing to do • <i>To be part of a new fad</i> • <i>It's different</i>
Entertainment	<ul style="list-style-type: none"> • This is a hobby • <i>It can be a form of entertainment</i> 	<ul style="list-style-type: none"> • Has an interest in computers 	<ul style="list-style-type: none"> • Enjoys exploring the Internet
Invidiousness	<ul style="list-style-type: none"> • They are one of the few people 		<ul style="list-style-type: none"> • Computers are not for everyone

Table 6
Exemplars of Utilitarian Motive Indicators

	Intrinsic - Self	Extrinsic - Narrow	Extrinsic - Broad
Job market information / resume	<ul style="list-style-type: none"> • Have a resume on the web page • To find a job • To prepare for the job market 	<ul style="list-style-type: none"> • Is available to future employers • To impress an employer 	
Economic gain	<ul style="list-style-type: none"> • A way to make money • Cut back on telephone bills • They are getting paid to do it • To start a business • It means an opportunity to generate more business 		
Functionality	<ul style="list-style-type: none"> • Wants to work with computers as a career • To get information • So they don't have to call or write as much 	<ul style="list-style-type: none"> • Easiest way to communicate • Employers can use it as an informational source • Wants to share information about a project • Many of his customers use computers 	<ul style="list-style-type: none"> • <i>Because of its usefulness</i> • <i>It makes things easier for consumers</i>
Business promotion	<ul style="list-style-type: none"> • Has a product to sell • To market his ideas • It will benefit their business because of advertising 	<ul style="list-style-type: none"> • <i>Customers find these ads and respond to them</i> 	<ul style="list-style-type: none"> • To advertise something • To give information about an organization • To attract people for business purposes • To increase consumer awareness of his product

Exhibit 1
Projective Association Response Form

Please read the following scenario and respond to it by taking a few minutes to write out all the possible responses or thoughts of person C.

Scenario:

Person A: "Yes!! My web page is ready!! I feel great!"

Person B: "I wonder what makes "person A" feel so great?? I would not spend hours at the computer to have a fancy page up there in the middle of nowhere."

Person C: "I guess it's because . . ."
(Insert possible responses here! Please write as much as you can)

.....
.....
.....
.....

"Person A" probably wants to,
(Insert possible responses here! Please write as much as you can)

.....
.....
.....
.....

(The respondents filled in the blank left by the third speaker. Most respondents wrote two or three sentences to fill this blank space.)