

Self-shaping: Generation Z and Social Networks Behind the Scenes

-- Sentiment Analysis Based on Chinese and Foreign Students' Use of Network Social Platforms

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Abstract

Due to the influence of COVID-19, some Chinese and foreign schools have been hampered in their interschool exchanges. The Internet has become an effective medium for students to communicate with other countries under the COVID-19, and the construction of a network exchange platform for Chinese and foreign students is on the rise. Network social platform provides students with the space of social role display and self-construction, playing the dual roles of "front stage" and "back stage" in students' social life. As self-awareness increases, self-shaping becomes the core pursuit of digital Gen Z when they use social networking platforms. Exploring the appearance and inner quality of the current online communication between Chinese and foreign students through opinions mining, and analyzing the self-shaping mechanism of college students with the help of online social platforms, will help promote the construction of sino-foreign students online social platforms which is more in line with the development of the new era.

Keywords

Sino-foreign student exchange; Network social platform; Self-awareness; Qualitative research; Sentiment analysis.

1. The Origin of the Study: The Thought of "The Stage And The Backstage" in the Internet Era

American sociologist Erving Goffman once said in the presentation of self in everyday life, "life is like a play, most of social life has "front" and "backstage". In the "front stage", people present themselves more in line with their social roles and expectations, while in the "backstage" safe zone, people relax and present themselves more authentic. People in the Internet era have "more than one aspect" in social life. They are eager to improve their sense of self-identity and realize the construction and improvement of world outlook, outlook on life and values through self-shaping in the diversified world of information explosion. To some extent, the network social platform plays the dual role of "front stage" and "back stage", as well as the bridge connecting the front and back stage. It sets up a stage for the public to express their social self and release their true self, especially for the digital Generation Z.

So what is the significance of the online social platforms for Gen Z, and what are the validity gaps? What is the hidden mental portrait of the digital generation? And how to clarify the relationship between Generation Z and online social platforms so as to provide a more effective dialogue space for Chinese and foreign students that can better meet the needs of social development?

Today's educators and network platform builders grew up in an era dominated by paper media in the 20th century, so it is difficult for them to fully understand the real needs of the digital generation growing up in the era of the gradual popularization of the Internet and new media. There is an urgent need for an emotional understanding bridge between the young group of Generation Z and the builders of network social platforms.

Therefore, from the perspective of Chinese and foreign students, the analysis of their learning motivation, content and methods with future tense thinking may be a way to establish the emotional connection between the two generations and build a better communication platform for Chinese and foreign students.

Based on this, under the background that the Internet is playing an increasingly important role, it is of great significance to study the validity and self-presentation of Generation Z when they use online social platforms. On the basis of literature review, this study conducted sentiment analysis of public opinion texts on various network social platforms. And combined with the case tracking interviews of five students, this paper analyzed, dealt with, induced and deduced the subjective texts with emotional color.

It aims at truthfully reflect the situation and psychological characteristics of Generation Z's use of online social platforms, so as to help improve the construction of online social platforms and promote the development of Internet + education and the modernization of Chinese education.

2. Research Design

2.1. Research Samples

Network observation takes public opinion comments on network social platforms as research samples, and the case study samples are five students from Kunming University of Science and Technology. Three of them are international students (one from the United States, one from Thailand, and one from Trinidad and Tobago), and two are Chinese students (one in their second year of undergraduate and one in their first year of postgraduate).

Kunming University of Science and Technology is a key comprehensive university praised by Xi Jinping. It has established long-term and stable relations of friendly cooperation and exchanges with more than 60 universities and research institutions in more than 30 countries. The university has played an active role in many important international and regional cooperation mechanisms, which can provide a better environment for Chinese and foreign students to socialize online, which is of research value and reference significance as a sample.

2.2. Research Methods

This study combines case study with network observation to conduct sentiment analysis.

Combining online and offline method, five students from Kunming University of Science and Technology were selected to conduct a two-month follow-up interview as detailed case study samples.

In the case study, topics of conversation between the author and interviewees include:

- (1) Are you willing to use social networking platforms to communicate with foreign students?
- (2) How do you feel about using social networking platforms during the epidemic?
- (3) Motivation of using network social platforms, frequently browsed contents and usage methods.

When carrying out network observation, the topic of "Sino-foreign student exchange" was searched on the social networking platforms such as Xiaohongshu, B website, Weibo, Zhihu and Baidu Tieba. And the interviewees were entrusted to learn about the communication between Chinese and foreign students on foreign network platforms such as Facebook and Twitter. At the same time, some records of classroom communication between Chinese and foreign

teachers and students during the epidemic period were collected from platforms such as Dingding, Superstar Learning Communication and Tencent Conference, and keyword statistical classification and statistical analysis were conducted for the comments on network platforms. Finally, the corresponding conclusions are drawn by combining the case study and the emotional analysis of the text of the social networking platform.

2.3. Network Observation and Research Platform

WeChat, QQ chat, Facebook, Twitter, Dingding, Super star learning, Tencent conference and other platforms.

3. Front Stage Scene: The Boom of Social Networking Platforms in the Post- Pandemic Era

According to the analysis of tracking interviews and data of various platforms, in the post-era, the demand for online communication has soared, and online social networking platforms have received unprecedented opportunities for development. People's demand for social platforms shows a blowout growth when offline social networking is hindered by the epidemic and the uncertainty of social development affected by the epidemic increases.

3.1. Blow-out Growth of Demand for Network Social Platforms under the Epidemic Situation

Takes Tantan App as an example. In the most severe week of the epidemic in February, the per capita usage time increased by more than 30% compared with the usual time. The number of online users increased by 60% during peak hours (from 12:00 a.m. to 1:00 a.m.). According to the social media trend report for the third quarter of 2020 released by Global Web Index, as many as 65% of Gen Z believe that social networking platforms have helped them feel less lonely, and they hope to obtain more valuable information through social networking platforms. During the epidemic prevention and control period, college students' home online learning and communication platforms have diversified forms and blossomed. Communication software, learning software, enterprise platform software and entertainment software have all become the common choices of students. In this interview, the five students all expressed their strong hope to communicate with students from all over the world through the social networking platform, and they believed that it played an important role in broadening their horizons, learning foreign languages and establishing global concepts.

3.2. The Multi-dimensional Significance of the Network Communication Platform for Chinese and Foreign Students

From the perspective of the country's long-term development, the social network platforms for Chinese and foreign students are of constructive significance. According to the national medium-and-long-term strategic plan "China's Education Modernization 2035", China will carry out high-level cooperation in running schools with world-class resources, and build China into a major study abroad center in the world and a desirable study abroad destination for the world's outstanding young people. As an effective communication medium in the Internet era, the network communication platform can effectively solve the problems of space and time obstruction between Chinese and foreign students as well as the communication inconvenience caused by language, habits and other factors under the epidemic situation, which is of great significance to the modernization and internationalization of Chinese education.

For colleges and universities, the development of the network exchange platform for Chinese and foreign students also provides new opportunities for the internationalization of school running to enrich teaching resources, the transformation and cultivation of traditional teaching methods, and the expansion of school influence, which is vital to meet the needs of school

running and talent cultivation in the new era. In the interview, the student from Thailand said many times that through the online communication with Chinese teachers and students, her impression of China has been greatly changed, and she is more eager to learn more about Chinese culture. Two Chinese students said that even during the epidemic, they were able to keep in touch with students who could not come to China through the Internet. Through chatting and video, they could learn more about other countries. College students are in the most critical age to form cultural values. In the information age, students are exposed to more diverse cultures, and their communication and emotional needs are constantly updated. To some extent, the network exchange platform can build a platform for equal cultural exchange among different countries, meet the interaction needs of Chinese and foreign students, improve the mechanism of multicultural integration, and have a far-reaching impact on the construction of students' more sound cultural values.

In the online text collection, the author classifies the topics discussed by Chinese and foreign students on various social platforms from October to December 2020.

Table 1. Network observation topic statistics

Topics of Number of occurrence	Sharing life (%)	Epidemic (%)	Epidemic (%)	Learning online (%)	Asking for help (%)	Others (%)	Total number
	205(28)	167(22)	112(15)	98(13)	87(11)	65(8)	734

It can be found that the network social platform also plays an indispensable role in the emotional communication of students during the epidemic. The rise of social network platforms has made the communication between users more frequent, and such communication is not limited by regional space. Therefore, during the quarantine period of the epidemic, the psychological distance between users has become closer due to the loneliness, uncertainty and empathy caused by the reduction of social contact. According to The theory of Emotional contagion [1], by comparing one's own emotions with those of others, one accepts the other person's emotions, if one considers them appropriate. On network social platforms, people are not only limited to content sharing and information exchange, but also affected and transmitted by emotions, and this influence is more apparent to the young generation with rich emotions. Many interviewees said that online communication with students from different countries greatly alleviated their anxiety about the epidemic, as well as their own feelings of loneliness and helplessness. At the same time, they could learn about the experience and wisdom of different countries in dealing with the epidemic, which made them more confident in overcoming the epidemic.

3.3. The Validity Gap of Students' Use of Network Platform for Learning and Communication

As far as the current exchange of Chinese and foreign students is concerned, the social networking platform is still insufficient. According to the network observation, most students think that the sense of two-way interaction and participation is not strong in the network learning and communication during the epidemic period. Students from the United States reported that due to the long distance and Internet problems, they could not timely participate in class interaction with teachers and classmates in real time, while Chinese students also said that they seldom put forward questions voluntarily and mostly completed tasks issued by teachers passively. "Boring", "Just left the device on and did something else", "Because of oversleeping missed the class" and other similar expressions appeared many times in the interviews of the five interviewees. Due to the lack of emotional experience, interactive input, reward and punishment mechanism and other multi-level communication and interaction in

real in a real classroom ,, experiment or extracurricular activity scenes, students lack an immersive communication environment and are unable to apply themselves to learning.

Based on the above reasons, students' learning self - efficacy also declined. Self- efficacy refers to the degree to which people are confident about whether they can use their skills to complete a certain work. A person's sense of self - efficiency varies with a different environment. "Not solid in study", "Worry about the exam " and other words repeatedly appeared in the interviewees' discourse, which showed the decrease of students' learning confidence and self - efficacy in the completely online teaching environment. It is worth noting that, according to many students, the reasonable use of network social platform tools in normal school teaching can greatly improve their learning efficiency, broaden their horizons and enhance their interest, and make them more confident among their peers. The differences in students' feelings and self- efficacy of using network social platforms under the two different conditions are thought-provoking, indicating that the digital generation growing up in the Internet era has the ability to use network social platforms correctly, but it still needs management mechanism and external environment to provide correct guidance. Although there are some standardized procedures for managing students in online teaching, they are mostly a surface formality, and it is difficult to find the balance between standardization, effectiveness and flexibility. Although the situation of the current epidemic has improved, there is no doubt that in the post-epidemic era, social networking platforms will still play an irreplaceable role in the communication and learning between Chinese and foreign students, and it is still crucial to make up for the gap in the validity of students' use of online platforms for communication.

In addition, the lack of professional social platforms for Chinese and foreign students is also a vital problem reflected by students in this interview. Due to different domain names and network security protection in different countries, it is difficult to ensure that users can use the apps or websites of some social networking platforms in different countries, which brings great barriers to the online interaction between Chinese and foreign teachers and students.

4. Backstage Portrait: The Velf-Presentation of the Digital Generation

According to the discussion with the interviewees about the motivation of using the network social platform, the content they often browse and the use methods, the author finds that college students of the digital generation show obvious self-shaping consciousness and new learning mechanism when using social networking platforms.

4.1. The Dominator and the User

Compared with their parents, the young people of today have a more distinct individualized perspective. They pursue their own value pursuit and freedom of life through creation. The current era is also an era in which "I" is activated. The process of acquiring information from the network platform, analyzing and internalizing it, and then applying it to the real world is the sequence of self-consciousness construction of "object-subject-self", which corresponds to the realistic path of individual self-cognition, self-presentation, and ultimately self-shaping. Online social networking platforms are dominated by users. For Gen Z, who are skilled in using them and can switch between the virtual world and the real world at will, "I am the dominator and the user " has become a prominent feature of their use of network tools.

Table 2. Classification statistics of emotion in discourse expression

Emotional propensity of motivation	Active	Passive
Examples of relevant expressions	“want”、“need”、“希望找到”、“除此之外还有什么”、“可不可以这样……” etc.	“have to” “have no choice but” “必须” “烦死了” “令人头大” etc.
Total number	67	39

In the interview, the author made classified statistics on the discourse expressions of the five students when they used the network platform to complete the task (the words with the function of social self-mockery, such as "corporate slave", were created according to the context). During the epidemic period, as some recreational activities were restricted, Chinese and foreign students' desire to obtain information and seek knowledge through the Internet increased significantly. There is a shift from "I need" to "I want" in the motivations of the digital generation for using online social tools, compared to the socially conscious Generation X, who grew up in the era that traditional media are still in the mainstream. The reason behind this change is actually the change from the passive thinking of self-positioning according to social needs to the active thinking of pursuing individualization and self-value creation. This reflects the dual characteristics of the young generation's desire to realize self-value through creation and their pursuit to find their true selves in the complex environment of information explosion under the background of the Internet era. The pursuit of individualization and self-awareness has become an important label reflecting the psychology of the Gen Z.

There are complex social reasons behind this phenomenon: the abundant information sources provided by the Internet era, the social stage set up by the vigorous growth of "We Media" and new forms of business, as well as the demand for social innovation-driven development, and young people's curiosity seeking and individualization mentality all provide fertile ground for this mentality.

4.2. Construction of a New Memory Palace

More than 1,600 years ago, Augustine likened memory to a palace (Augustine says in the Confessions that the images from perception are stored in the infinite palace of memory, "I have come to the domain of memory, its vast palace, where the innumerable treasures of images are arranged by sense. They cannot be swallowed up and buried by oblivion, by enlargement, reduction, or placement after deformation."), people put huge memories into categories. Traditional education often adopts the idea of "preparing for a rainy day", which asks students to reserve necessary knowledge and skills to fill the memory palace through memorizing and repeating exercises during their teenage years, so that they can regurgitate effective information and apply skills according to their needs in the future. In the Internet age, the information available, the memory palace of Matteo Ricci type method (Matteo Ricci developed a memory technique based on space and location. "With the image of the thing, and the image of the ability, settle in every place" from "The Book of the Western Kingdom") is no longer applicable. In the era of information explosion people must learn to adapt to the construction of a new type of memory palace.

According to the five interviewed students' explanation of their own process of using the network social networking platform, we can extract the construction mechanism of a new memory palace. This mechanism mainly includes two aspects: first, timely learning has become a new way of learning, and the digital generation is more inclined to "demand-driven learning". According to the promotion of a certain task or goal, they will make use of network resources to carry out phased learning in a more planned way. A wealth of images and streaming media in the network platform can provide them with a more convenient and visualized access. The

second is the mechanism of information screening and identification. The memory space is limited and the information is infinite, so people need to choose information correctly. Generation Z is more capable of information retrieval and classification, and more purposeful in information processing. The task-driven intake reflects the needs of social development, while the information-driven intake of knowledge meets the needs of capacity. In the process of constantly learning and selective absorption of information, the new memory palace continuously realizes the renewal of knowledge and ability.

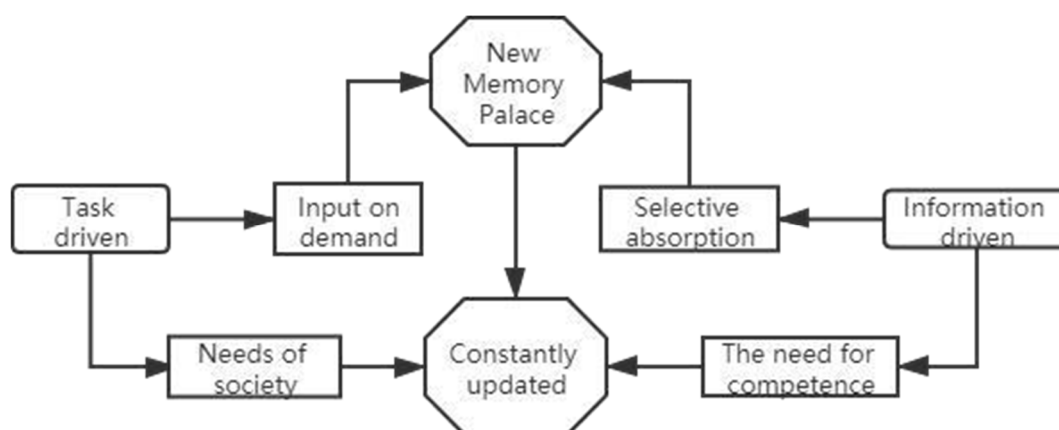


Figure 1. Schematic diagram of the new memory palace

This kind of analysis is also confirmed by network observation. In the network observation of Bilibili, Zhihu, Baidu Tieba, Twitter and other Chinese and foreign social platforms, the author found that "XX needs to be completed, it is urgent!" and other words in the forum post bar has become a common expression. For college students, such tasks are mostly for knowledge storage or skill learning. Common topics include: a certain homework topic, preparation for exams (such as CET-4 and CET-6, computer level 2, etc.), the acquisition of a certain professional qualification certificate, a certain kind of business reference information, etc. The on-demand intake of knowledge or skills driven by these tasks also reflects, to a large extent, the requirements of social development for young people's knowledge and skills. With the support of network information resources, students can choose to absorb knowledge according to their needs, so as to improve their independent ability and constantly update their memory palace.

4.3. Diversification and Homogenous Interaction

In the Internet era, with the prosperity of social culture and the rise of personalized culture, Chinese and foreign students present a colorful situation in the choice of content on network social platforms. According to the interview content and the network observation on different social platforms, the author finds that the content browsed by Gen Z is extremely rich, including social hot spots, domestic and foreign current politics, as well as subcultures and emerging cultures with multivariate elements. The Gen Z show an equal emphasis on mainstream culture and personalized minority culture. And the individualized interest-based secondary culture, e-sports culture, auto-tune remix-themed content, ancient culture, the BL culture (BL is short for Boy's Love, which refers to the romantic and pure love between two males) and other relatively minority culture has become a new common topic of online communication of students at home and abroad, the construction of these common topics in cross-cultural communication plays an important role in the media.

According to the conversations between the Thai students and the Chinese students, their mutual love for Thai TV series and Thai stars made them get acquainted with each other quickly. When Chinese and foreign students communicate on the network platform, they pursue the

Platonic spiritual world exchange, and there is an obvious trend of social homogenization. Social homogeneity means that people tend to be friends with people who are similar to them, and people who have similar interests in their lives tend to cluster together more easily. Internet social networking tools make it easier for young people to find minority groups that share common interests with them, and build bridges through homogeneous hobbies to make friends with people from all over the world with different living habits. Flexible social communication with more compatible multicultural carrier has become a new mechanism of cross-cultural communication in the Z era.

Corresponding to multiculturalism, the media tools used by the digital generation on social platforms are also diversified. On social platforms, they are not limited to text communication. Editing pictures, editing audio and video has almost become a necessary skill for most young people. Their sensitivity to all kinds of information enables them to quickly analyze popular topics and trends, combine popular elements with personalized content, and use social networking platforms to edit and publish highly creative content. The understanding of multiculturalism and the application of diversified tools actually promote the new learning and communication of the digital generation in the Internet era.

5. Gateways and Mirrors: The Social Network Platform for Students

After observing the foreground and background of online social platforms and Chinese and foreign students, clarifying the relationship between the front stage and backstage will help to better play the role of the bridge and link of the network social platform. The role of online social networking platforms for students is like a gateway and mirror. They can see the world from themselves and reflect themselves from the world. They can build themselves from multiple dimensions, so as to realize the exploration of their true self in the era of uncertainty and challenges.

5.1. Gateways: Multiple World Impressions

According to the interview records of students, it is the consensus of the vast majority of students that they hope to broaden their horizons and learn more new things through the network social networking platform. To understand the world from the perspective of individuals, network social platforms are like multi-faceted gateways, providing more information resources and broadening the thinking boundary for the public, and thus enriching the cognition of "me" (American psychologist James first proposed in 1890 that the self has two different aspects, namely the subject I (I) and the object I (Me)". Me" refers to the object in the self that is noticed, thought, or perceived. "Me" plays an important role in cognitive function. It affects how people remember, process and interpret information, and guides their actions). Constructing a more three - dimensional "me" in the information age will be more helpful for people to make correct predictions and choices, and to cope with various changes and challenges in the future world. Online communication between Chinese and foreign students can enable students to feel other cultures more vividly from a micro perspective other than official media reports. It plays an important role in the construction of students' world outlook and values to absorb and understand diverse cultures from the outside.

5.2. Mirrors: The Dialogue Between Society and "I"

(American psychologist James first proposed in 1890 that the self has two different aspects, namely the subject I (I) and the object I (Me). "I" refers to the actively perceiving, thinking part of the self. Our self-concept distinguishes us from other things and other people. Self-concept has motivation and will functions)

From the perspective of what is the world to me, network social platform is like a mirror. Through network tools, the public observes at different mirror images of the society and

reflects "Me" from the "images in the mirror", so as to constantly construct the subject "I", and self-consciousness is formed in the constant dialogue between "Me" and the "I". In this process, people constantly internalize the external information, and when forming "I" 's understanding of the world, they learn how the world evaluates "me" in the mirror image, and realize the integration between the individual and the social self through continuous dialogue between the subject "I" and the object "Me".

5.3. Dual - oriented Mechanism of Gateways and Mirrors

In the interview, many students said that they did not have specific plans for their future. When they were confused, they would usually think of talking to their peers on the network platform to find relevant suggestions and materials, which would have a certain guiding effect on their life. As far as college students are concerned, there is a profound contradiction between the physiological maturity and the lag of psychology maturity in the learning environment of the ivory tower. On the one hand, they have great expectations for the future and are eager to challenge themselves and realize their self-worth; On the other hand, they are easy to lose themselves under the impact of a variety of value systems and cultures, and even have self-doubt.

Through the gateways and mirrors provided by social networking platforms, Cen Z absorb, mine and utilize the information. They can realize the effective absorption and internalization of external resources and the reasonable sublation of various cultures and values, which forms the dual-oriented mechanism of external information acquisition and internal absorption and fusion. Self-refining in the multi-value system and culture is the path for the young generation to realize self-shaping.

6. Conclusion and Discussion

In today's fast-changing society, it is difficult for us to deal with all kinds of changes and challenges with blind and passive thinking in the face of the future. Only by anticipating the future from the standpoint of the present can we make better use of these changes and take the initiative to shape the future. Urban anthropologist and writer Jennifer James (1997) once proposed "future tense thinking", which inspires us to analyze and process the present from the perspective of the future, to seek a balance between the present and the future, and to design the future from a larger perspective.

With the changes of social networking platforms, we should build an exchange platform for Chinese and foreign students that is more in line with the development needs of The Times with the thinking of future tense. According to this study, the following suggestions are put forward:

(1) Under the background of self-shaping becoming the pursuit of students, social networking platforms should be more centered on student user groups, comprehensively use emerging technologies such as big data, cloud computing, artificial intelligence and streaming media, promote the refinement of content module classification, build a more powerful search engine, and analyze user needs more accurately.

(2) Use VR, AR and other technologies to enhance the sense of interaction and immersive experience of network social networking, expand diversified content, and attract groups of Chinese and foreign students with different interests. Enrich pictures, videos, audio and other different forms, and provide more tools for users to use social platforms to achieve innovation.

(3) Provided that the information today is more numerous and jumbled, social network platforms are more responsible for information screening, to provide a safe and healthy network environment for Chinese and foreign students to communicate.

(4) According to the characteristics of cross-border communication between Chinese and foreign students, social networking platforms need to shoulder more international

responsibilities, promote information cooperation between countries and governments, and establish more communication platforms for common use by Chinese and foreign students. We should build an exchange environment that seeks common ground while reserving differences, respect national and ethnic differences, improve our ability to deal with sensitive information such as religious, racial and political issues and all kinds of emergencies, and provide a diversified social stage for students from different countries and cultures to have equal dialogue. In the era of the Internet, the spiritual needs of the digital generation are constantly changing, and self - building and self - discovery have become their core spiritual demands and goals in the context of information explosion. The network social network platform should give full play to the role of window and mirror image in the communication between Chinese and foreign students, connect the front and backstage of social life, and provide a broader social stage for the communication between Chinese and foreign students according to the change of students' needs with the future tense thinking.

There are still some problems in this study, such as short research time, small research scope and failure to follow up and return visits. In modern society, more exploration and thinking are still needed on how network social platforms should provide better services for the communication between Chinese and foreign students.

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