A Model of Self-Presentation in Interpersonal Relationships

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Abstract

Introduction. Today's changing society requires individuals who respond quickly to external challenges and develop their professional and personal skills successfully. Effective development requires personal potential and the ability to make impressions to achieve expected results. This is possible through the correct use of self-presentation strategies. This study developed for the first time a model of self-presentation. **Methods.** The study included 385 participants, 303 of whom were adults aged 18–22 years and 82 of whom were adults aged 25–36 years. A questionnaire was developed to identify the biographical characteristics of the participants and their views on self-presentation, which revealed implicit ideas about this phenomenon. The study used the following assessment tools: the Level of Reflexivity Assessment Inventory (A. V. Karpov), the Self-Regulation Style of Behavior Questionnaire, SSB-98 (V. I. Morosanova), the Affiliation Motives Assessment Inventory (A. Mekhrabian), the Individual Orientation in Communication Assessment Inventory (S. L. Bratchenko), the Self-Confidence Test (V. G. Romek), the Volitional Qualities Questionnaire M. V. Chumakov), and the Strategies of Self-Presentation Questionnaire (I. P. Shkuratova). Theoretical analysis was performed and the results were summarized on the basis of exploratory and confirmatory factor analysis. **Results.** The relationship between behavioral strategies and individual psychological characteristics was established. A model of self-presentation was developed. The goal of the model is to identify the algorithm for actions of the subject in different stages of self-presentation in order to create a certain impression about himself/herself. The empirical model reflects the self-presentation process, which consists of preparatory-organizational, procedural-operational, procedural-effective, and evaluative-effective (reflective) stages. Each stage presents a combination of components, factors, individual characteristics, self-regulation

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styles, communication orientations, and behavioral strategies. **Discussion.** Based on the empirical model that identifies the characteristics required for the self-presentation process and effective methods for self-presentation to create the self-image necessary for recipients, a new approach to the scientific problem of self-presentation is proposed.

Keywords

For citation

Introduction

The issue of self-presentation does not lose its relevance because modern world reality requires an increase in self-presentation behavior and self-presentation competence. In this regard, it is necessary to develop new approaches to study the process of self-presentation as an important condition for self-expression and achieving interpersonal communication objectives.

Self-presentation is the basis of social life, which effectiveness depends on the impression individuals leave on others (Sezer, Gino, & Norton, 2018; Akhmadeeva, 2023). This means that social success/failure in interpersonal relationships is determined by the ability of a person to choose the necessary behavior tactics, present himself/herself to a target audience, and calculate the algorithm of action and its possible consequences. According to I. V. Abakumova, the subjects of interpersonal interaction, consciously or unconsciously attempt to make an impression and attract the attention of others in order to maintain a priority position in communication and to be able to manage the interaction process (Abakumova, Brizhak, Kukulyar & Kolenova, 2020).

The issues related to effective self-presentation in a variety of interaction situations have been widely discussed in previous studies. In present research, 'self-presentation' is analyzed from the perspective of self-presentation (Abakumova et al., 2020; Koryagina, 2023; Pikuleva, 2023; Fedorov, 2020; Jones & Pittman, 1982; Leary, 2019; Mead, 2015; Schlenker, 2012; Snyder, 2000), self-representation (Vasil'eva & Tsvetova, 2021; Gotseva, 2008; Shkuratova, 2009; Goffman, 2021; Cooley, 2019; Nichols, 2020; Pandey, Chopra & Karve, 2020; Sezer et al., 2018), self-regulation, self-disclosure, self-expression, expressive behavior, manipulation, motivation, natural charm, intuition, impression

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management, trust, and image characteristics (Belobragin, 2018; Borozdina, 2019; Labunskaya & Drozdova, 2017; Petrova, 2019), which indicates the breadth and diversity of this phenomenon. The above concepts are united by the idea of self-presentation as a process that helps demonstrate social courage, self-confidence, competence, dialogue, and reveal the volitional qualities required by the situation through the ability to develop self-reflection.

Researchers note that self-presentation is a form of individual activity that is carried out in interpersonal relationships and aims to achieve specific objectives (Pikuleva, 2023; Fedorova, 2007; Shkuratova, 2009; Jones & Pittman, 1982; Schlenker, 2012). According to the procedural approach, the phenomenon of self-presentation is interpreted as a holistic process of self-presentation, which has its own structure, and as a process consisting of certain stages of its implementation in interpersonal relationships. The motivational approach enables us to understand to what extent the communicator recognizes and accepts his/her own motivation, goals, and possible degree of self-disclosure in interaction situations. Based on this approach, we believe that motivation components of situational and individual characteristics affect the effectiveness of self-presentation forms and that it is necessary to implement specific strategies and tactics to influence partners (recipients) in interaction Although there has been some in-depth study of this issue (Belobragin, 2018; Borozdina, 2019; Vasil'eva & Tsvetova, 2021; Goffman, 2021; Koryagina, 2023; Cooley, 2019; Labunskaya & Drozdova, 2017; Petrova, 2019; Pikuleva, 2023; Fedorov, 2020; Shkuratova, 2009; Abakumova et al., 2020; Jones & Pittman, 1982; Leary, 2019; Mead, 2015; Nichols, 2020; Pandey et al., 2020; Sezer et al., 2018; Schlenker, 2012; Snyder, 2000), it is important to pay special attention to aspects related to self-presentation in the context of interpersonal psychology, especially from the point of view of the individual psychological characteristics required in the process of self-presentation and the use of behavioral strategies.

Self-presentation is a complex psychological construct that is completely unavailable to empirical research. In this respect, we considered it necessary to study it at the phenomenal level, focusing on individual psychological characteristics that contribute to the effective self-presentation in important situations. We have identified individual personal characteristics mediated by situations of self-presentation, including:

- Reflexivity, the main mechanism for constructing a "road map" of self-presentation and representing mental representations of "how one perceives, understands and explains what is happening" (Kholodnaya, 2023, p. 296);

- Conscious self-regulation, which is "a tool for initiating and maintaining individual volitional activity" (Morosanova, 2021, p. 8);

- The need for affiliation (the desire for communication, emotional contacts, having friends, providing and receiving support), which contributes to the establishment of friendly relationships in self-presentation that have a significant impact on achieving objectives (Tarasova & Razuvaeva, 2022);

- Orientation in communication, revealing the characteristics of the individual's value-meaning sphere, including objectives and means of communication, and methods of behavior in interpersonal relationships;

- Self-confidence, social courage, initiative in social contacts. These qualities enable individuals to express their needs openly, achieve goals, protect their interests, express their own positions and value preferences without resorting to aggression;

- Volitional personality traits (restraint, decisiveness, independence) aimed at overcoming difficult situations, rapid decision making, behavior regulation, variation of different strategies and tactics relevant for self-presentation;

- Activity which refers to the way in which the initiator interacts with the target audience, to the desire to occupy a central position and to initiate contacts in order to achieve the goals of self-presentation.

The presence of the above properties can enable the subject of self-presentation to create a self-image that corresponds to the situation. This, in turn, will enable subsequent interactions to choose strategies and tactics to achieve goals (e.g., establish contacts, develop relationships, speak publicly, and solve professional problems). We hypothesized that the relationship between individual psychological characteristics and behavioral strategies creates a certain dependency structure.

This **study aimed** to develop a model of self-presentation in interpersonal relationships.

In the proposed model, self-presentation is a structured process composed of preparatory-organizational, procedural-operational, and procedural-effective stages. Each stage presents a composition of components, a combination of factors, individual personality characteristics, self-regulatory styles, communication orientation and behavioral strategies. The criteria for the effectiveness of the self-presentation model we have developed are as follows: satisfaction with the need for affiliation, self-regulation, flexibility, modeling, dialogue, authority, and self-promotion. The existence of these criteria can enable the subject of self-presentation to create an appropriate image for the situation and choose the strategies necessary to achieve the objectives. The model reflects the process of personal promotion taken into account from the perspective of its integrity. The adjustment of certain characteristics of the subject is not excluded. Consequently, it is possible to identify the dynamics of individual development and predict its prospects from a perspective of increasing the efficiency of self-presentation.

Methods

The study was conducted at the Ufa University of Science and Technology and included 385 participants (men and women aged 18 to 36).

To verify the universality of the developed model, we argued that two age-based groups were needed. This was because the age range of the group of respondents

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composed of students was very limited. Therefore, another sample was represented by older participants in the survey. The results were assumed to be identical and will not affect the stability of the structural components of the model and the model itself.

- The first group comprised of university students aged 18 to 22. At this age self-presentation has its own characteristics, related to the desire for self-identification and social isolation, university education, career development, and interpersonal relations (friends, romantic relationships, professional relationships). In all these areas, students may encounter psychological barriers and communication difficulties.

- The second group comprised of 25 to 36-year-olds (middle-aged adults). During this period of life, the majority of people have a harmonious combination of external conditions and subjective factors that contribute to their peak development (acme), including their highest potential, activity, and productivity in various areas of their lives, including self-presentation, which was reflected in the responses to the questionnaire, which recorded socio-biographical facts showing professional self-assessment and personal well-being.

Assessment tools

To prove the hypothesis, the study used the following assessment tools:

- The Individual Orientation in Communication Assessment Inventory by S. L. Bratchenko by S. L. Bratchenko to determine the dominant type of orientation of individuals in communication and interpersonal relationships.

- The Level of Reflexivity Assessment Inventory by A. V. Karpov to examine the level of reflexivity.

- The Self-Regulation Style of Behavior Questionnaire, SSB-98, by V. I. Morosanova to determine the individual profile in individual self-regulation.

- The Affiliation Motives Assessment Inventory by A. Mehrabian to identify motives in affiliation.

- The Volitional Qualities Questionnaire by M. V. Chumakov to determine the severity of individual volitional qualities in self-presentation.

- The Self-Confidence Test by V. G. Romek to assess general self-confidence, social courage, initiative in social contacts and self-presentation situations.

- The Strategies of Self-Presentation Questionnaire by I. P. Shkuratova to determine the preferred self-presentation strategies.

Analysis of results

The analysis of the empirical data results was performed on the basis of exploratory or confirmatory factor analysis using the principal component methods with the principal function from the psych package (Revelle, 2021). The quality of the compiled model

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was determined according to the following fit indices: CFI, comparative fit index, $(0 < CFI \leq 1)$; TLI, Tucker-Lewis index, $(0 < CFI \leq 1$ TLI); RMSEA, Root mean-square error of approximation, $(0 < RMSEA \leq 1)$; SRMR, Standardized Root mean square residual. This indicator ranges from 0 to 1. SRMR < 0.08 (Brown, 2015); RMSEA < 0.06 to 0.08 with 90 % CI and SRMR $\leq$ 0.08; TLI and NFI $\geq$ 0.95; CFI $\geq$ 0.95 (Hu & Bentler, 1999; Gatignon, 2010) are considered acceptable.

Results

An exploratory factor analysis was conducted using Spearman's rank correlation coefficients based on rank sequence matching. To determine the number of factors, the principal component methods were used. The oblique factor rotations were used, as it was assumed that there was a correlation between them. Subsequently, a confirmatory analysis was carried out to verify the consistency of the resulting factor solution with the hypotheses. This analysis was carried out for each age group.

Let us consider the results of confirmatory analysis in a sample of students (18–22-year-olds). A confirmatory analysis revealed a four-factor structure of the self-presentation process (anticipating self-presentation planning, flexible self-organization, confident self-promotion, evaluating self-presentation results), as shown in Table 1.

Table 1
Confirmatory factor analysis results in the group of respondents aged 18–22 years

Factor	Indicator	Assessment standard	SE	Z	P
Anticipating self-presentation planning	Self-regulation	1.000*			0.000
	Planning	0.146	0.0134	10.88	0.000
	Programming	0.161	0.0138	11.62	0.000
	Fear of rejection	0.576	0.1640	3.51	0.000
Flexible self-organization	Flexibility	1.000*			0.000
	Modeling	1.064	0.0738	14.41	0.000
	Variability of behavior	0.401	0.1193	3.36	0.000
	Endurance	1.669	0.1957	8.53	0.000

Factor	Indicator	Assessment standard	SE	Z	P
Confident self-promotion	Self-confidence	1.000*			0.000
	Initiative	1.062	0.1875	5.67	0.000
	Self-promotion	5.105	0.9507	5.37	0.000
	Dialogicity	2.532	0.4206	6.02	0.000
Evaluating self-presentation results	Reflection	1.000*			0.000
	Desire to please	5.313	1.8689	2.84	0.000

Note: *fixed parameter; CFI 0.965; TLI 0.955; SRMR 0.0489; RMSEA 90 %; $p < 0.001$*

Since CFI = 0.965 and TLI = 0.955 are higher than the threshold value of 0.90, the quality of the factor model can be assessed as high.

Next, let us analyze the results of the confirmatory analysis of the 'adult' sample (25–36-year-olds), as shown in Table 2.

Table 2
Confirmatory factor analysis results in the group of respondents aged 25–36 years

Factor	Indicator	Assessment standard	SE	Z	P
Anticipating self-presentation planning	Self-regulation	1.000*			
	Planning	0.123	0.0218	5.63	<.001
	Programming	0.123	0.0201	6.11	<.001
	Independence	0.141	0.0295	4.79	<.001

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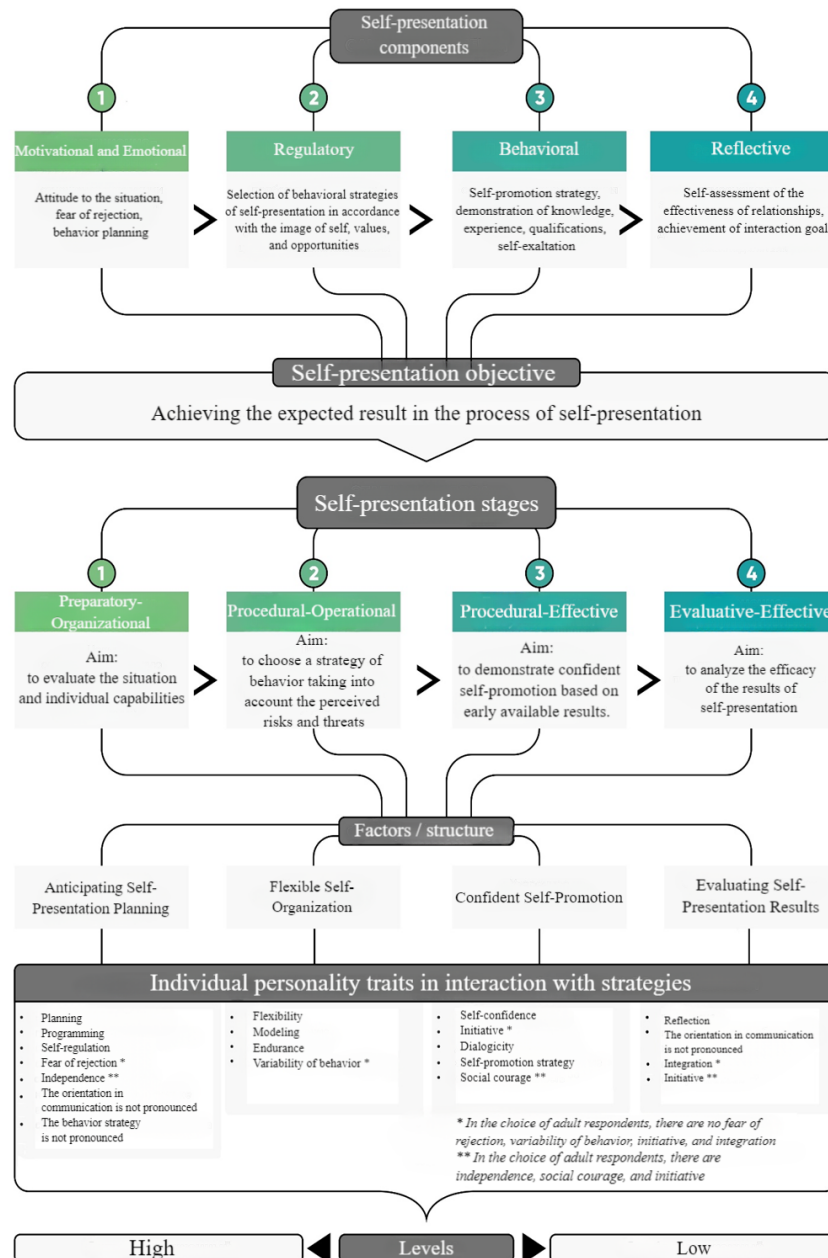| Factor	Indicator	Assessment standard	SE	Z	P
Flexible self-organization	Flexibility	1.000*			
	Modeling	1.050	0.1011	10.38	<.001
	Endurance	1.559	0.3241	4.86	<.001
Confident self-promotion	Self-confidence	1.000*			
	Self-promotion	0.583	0.1691	3.45	<.001
	Dialogicity	0.530	0.1552	3.42	<.001
	Social courage	1.016	0.1661	6.11	<.001
Evaluating self-presentation results	Reflection	1.000*			
	Initiative	3.188	0.9506	3.35	<.001

Note: *fixed parameter; CFI 0.954; TLI 0.940; SRMR 0.0803; RMSEA 90 %; p < 0.001.*

Table 2 shows that the four-factor model of the given structure shows relatively high values of global fit indexes. CFI = 0.954 and TLI = 0.940 exceed their threshold value of 0.90. Consequently, the quality of the factor model can be assessed as high. The resulting structure of positive relationships between factors indicates that these factors are interdependent and form a single psychological construct.

As a result, we also identified four factors in the adult sample: anticipating self-presentation planning, flexible self-organization, confident self-promotion, evaluation of self-presentation results

The analysis of empirical data enabled us to develop the model of self-presentation (Fig. 1).

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Figure 1
Self-presentation model

Discussion

Based on the confirmatory factor analysis, the factors enabled us to determine the stages of self-presentation, each logical continuation of the previous stage enabling the

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communicator to implement and improve the skills acquired at the previous stage. If the subject fails to perform the tasks assigned in the initial stages, he/she will not be able to demonstrate confident self-promotion and achieve the desired interaction objective.

Anticipating self-presentation planning

In the sample of students, the first factor, Anticipating Self-presentation Planning, reveals to the subject the possibilities of adaptive interaction with the environment, where the ability to anticipate (predict) the results of his/her activities is required. In the process of communication, individuals strive to be accepted to the maximum by others (Labunskaya & Drozdova, 2017). The sensitivity of interaction partners to rejection forces them to plan, program and anticipate the possible consequences of their actions in advance. Subjects with the ability to self-regulate and anticipate do not use specific self-presentation strategies. Perhaps they have a wide range of strategies and each one depends on the circumstances.

Flexible self-organization

The second factor, Flexible Self-organization, assumes that students have the ability to model and be flexible, so that they can adequately assess situations and external circumstances and regulate their own behavior according to changes in the circumstances. In psychological sources (B. A. Vyatkin, E. A. Klimov, A. V. Libin, V. S. Merlin, V. A. Tolochek), such behavior is usually referred to as an "individual style of activity". Moreover, the concept of 'activity' includes a wide range of activities (communication, management, etc.). According to N. V. Grishina, an individual style of activity is trans-situational, as it can at the same time have stability and dynamism in accordance with a particular situation of interaction, which brings this phenomenon closer to the ability to self-regulate and be flexible (Grishina & Kostromina, 2021). Self-control helps in difficult situations to maintain calmness, not to 'be emotional' and not to show a negative attitude to what is happening. The presence of flexibility manifested in the 'variability of behavior' strategy indicates the tendency of respondents to analyze future situations in advance to understand how best to present themselves and what tactics should guide partner perception on the desired path.

Confident self-promotion

The third factor, Confident Self-promotion, provides students with an initiative, self-confidence and a dialogue orientation in communication, which manifests itself in a stance towards equality, empathy, non-judgment and cooperation.

Meanwhile, in self-presentation, especially in its early stages, it is difficult to talk about the 'equality' of psychological positions. According to L. G. Dmitrieva, dialogue is a complex phenomenon in which interpersonal relationships cannot be 'equilibrium' in real life situations. In real relationships, including self-presentation, we can most

likely observe an 'asymmetry' of dialogue that affects dialogue and self-presentation in interpersonal relationships. The process of balancing psychological positions is closely related to self-presentation, because here we observe the desire for balance between the subjects involved, the assessment of the situation and the opportunity to realize the communicator's individual resources (Dmitrieva & Akhmadeeva, 2023).

Evaluating self-presentation results

The fourth factor, Evaluating Self-presentation Results, involves a comparison of the objectives set and the results obtained. This can be achieved through reflection – individuals' ability to make introspection, the awareness of their own actions and the nature of relationships with others. By analyzing the responses of the communication partners, the subject of the self-presentation can conclude on the impression and sympathy of others. Here, the personal motivation is the desire to please. If the result of self-presentation is not justified and the communication partners do not like the subject presenting himself/herself, then he/she should adjust his/her behavior for further constructive interaction. A better behavior model will lead him/her to "search for new solutions and the desire to identify with a group that meets the values and interests" of the recipients (Vasil'eva, 2021, p. 690).

The results of the factor analysis seem to show some differences between the samples and are considered to be quite natural, which is consistent with the normative characteristics of the subject's age category. We associate the identified differences with age aspects and individual psychological characteristics that manifest themselves differently in motivations, attitudes, volitional qualities and self-presentation strategies. Nevertheless, we see no contradiction here that could lead to some uncertainty in the interpretation of the empirical model of self-presentation in the interpersonal relationships we have developed.

Next, let us interpret the factor structure obtained in the adult sample (25–36-year-olds).

Anticipating self-presentation planning

Unlike the group of boys and girls, in the group of men and women, the first factor included the 'independence' variable; the motive of 'fear of rejection' did not actualize. Independence (self-sufficiency and self-confidence) allows the older category of subjects to organize and control activities without external assistance, as this process includes subjective experiences and conscious self-regulation of behavior (in a broad sense – understanding and prediction of future actions). These subjects are capable of taking personal responsibility for their actions; they are ready to manage their motives, distribute their sequences and program their own behavior on this basis. Independence excludes situations where adult subjects may fear rejection (fear of not being accepted by the target audience).

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Flexible self-organization

In the adult sample, the strategy variable of 'behavioral variability' was not included in the second factor. This can be explained as follows. Due to their age, these subjects have passed the 'testing' phase, i.e. they have already decided on their life plans and established value systems and stable behavioral patterns (Kulagina & Kolyutskii 2005; Sapogova, 2021). In this age group, the subjects of self-presentation may not feel the need for a 'behavioral variability' strategy. Flexibility, modeling, and resilience are more relevant for this age. Flexibility encourages the optimal choice of behavior strategies in various situations (interpersonal and professional relations) and allows subjects to model (predict) other ways to achieve their goals. Resilience and the ability to properly evaluate emerging issues contribute to the implementation of set goals and objectives.

Confident self-promotion

In the third factor, social courage appears instead of initiative in social contact, which requires non-compliance in social situations, tendency to take risks, an orientation towards individual actions and self, the ability to say "no", the ability to seek help if necessary, and the ability to express current emotions, initiate communication and interpersonal contact. All of this is a clear (positive) result of the implementation of the subjects' life plans, who can be characterized as successful in social matters and flexible in their contacts. Social courage acquired through the process of life experience eliminates the need to initiate contacts, especially those needed to solve problems important for the subject.

Evaluating self-presentation results

In the fourth factor, the position of the 'desire to please' strategy is taken by the volitional quality of 'initiative'. This means that adult subjects are fairly objective about their own resources and do not need to confirm their merits through flattery, compliments, demonstrating usefulness or providing services. In situations of self-expression that are important to them, the manifestation of volitional qualities and initiative (the desire to undertake a task independently, looking for new ways of solving problems more successfully, and the awareness of responsibility) is quite sufficient. Adults have therefore passed through a certain stage of personal and professional development in their lives, which allows them to be confident, to rely on their own strengths and to trust their own decisions and actions.

According to the obtained results, the adult sample of subjects is characterized by established values, personality traits, reflection, predictability, personal maturity, i.e. readiness to self-organize, including the desired behavior, effective solution of life problems, which they can correct independently according to the situation.

Research into theoretical works and empirical analysis have enabled us to develop a model of the process of self-presentation. In scientific sources, the model is considered

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by certain characteristics, including a mental image, simplified reality, form, reflections of the original with real or presumed properties (reflection, self-regulation, self-confidence, and communication direction) influenced by various factors, conditioned by the subject's self-movement to achieve important results for him (El'kina, 2019). S. N. Kostromina believes that one of the main requirements for building a model is the existence of the structural elements and characteristics of the original (Kostromina, 2020). By interpreting the model in this way, we have the opportunity to identify its dynamics and to predict the future of the subject in terms of improving self-presentation efficiency. We should note that the subject of self-presentation may experience some limitations, lack of self-resources, and may remain in one of the stages. This is quite natural, as not all subjects can have the range of individual characteristics needed to achieve their goals.

We believe that self-presentation can be classified as a practical activity that enables people to better understand their identity and functions as a tool for self-knowledge, self-understanding, and self-acceptance. By evaluating the results of their actions and those of communication partners in interpersonal relationships, individuals develop ideas about their own qualities, skills, and abilities.

Self-presentation as a phenomenon of interpersonal interaction can be characterized by the following general parameters:

1. Awareness of goals, motives and conditions, assessment of the level of individual achievement abilities, attitude towards the situation of self-presentation;

2. Ways of implementing self-presentation, choosing strategies and tactics;

3. Personal characteristics: modeling, flexibility, endurance, decisiveness, initiative, self-confidence, social courage associated with the choice of self-presentation strategies;

4. Analysis of the achievement of desired goals of interaction through reflection.

The idea inherent in this model is that the subject constructs self-presentation as the process and the result of interaction to create a positive self-image for recipients. This structure includes two levels – mental (ideal ideas) and activity-based (real actions), because the result can be achieved through specific actions and remains at the mental level.

Modeling and predicting the desired outcomes depend on the effectiveness of the strategies and their compliance with the individual psychological characteristics of communicators. The subject can predict the potential consequences of various actions and adjust his/her behavior when he/she is aware of individual psychological characteristics, which in one way or another can affect the process of self-presentation. We agree with T. V. Eksakusto and I. A. Kibalchenko (2021), who believed that mental representations are formed in stages, from anticipating situations to reconstructing images of future behavior.

In the process of our empirical research we (a) identified individual psychological characteristics that could hinder or promote individual self-presentation at each stage of

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self-presentation; (b) distinguished the stages of self-presentation, including anticipating self-presentation planning as a factor of the preparatory-organizational stage; flexible self-organization as a factor of the procedural-operational stage; confident self-promotion as a factor of the procedural-effective stage; evaluation of self-presentation results as a factor of the evaluative-effective stage. Each stage corresponds to certain factors that affect the success of self-presentation. If the next stage is successfully completed, the communicator moves on to the next stage, which promotes the positive result of the final stage of self-presentation.

The model clearly shows that the relationships among factor structures indicate its integrity. This model is universal. It reveals self-presentation patterns in situations of interpersonal relationships and enables us to present this process as an ordered system, which stages are highlighted using the statistical analysis methods proving its universality, as changes in the content of the factor structure in the two age groups of respondents were minimal. The results of mathematical statistics and the modeling procedures suggest that the model is objective and suitable for other similar situations of interpersonal relationships.

According to cultural-historical theory, the ideas of the world and reality are associated with the reflection of means of consciousness (Vygotskii, 2023; Leont'ev, Averina, 2011). Therefore, this model may be extrapolated to other areas of life. Based on empirical results, the logic of the model makes it possible to create a holistic framework for the process of self-presentation needed in various situations of interpersonal relationships (business, profession, education, and personal contacts), especially its stages, to connect its component composition (motivational and emotional, regulatory, behavioral, and reflective) with individual psychological characteristics. Our main conclusion is that individual self-presentation (from beginning to end) is determined by the individual psychological characteristics of the communicator.

Conclusion

Self-presentation in interpersonal relationships is a complex psychological construct composed of certain individual psychological characteristics that mediate behavioral strategies implemented at stages, the sequence of which is focused on achieving the planned result.

The dominant self-presentation strategies of subjects were determined depending on their age characteristics.

Four factors that correspond to the stages of self-presentation in interpersonal relationships were identified, each with certain individual psychological characteristics, communication orientation, and behavioral strategies.

The self-presentation model in interpersonal relationships was developed based on empirical data, which enabled us to identify the consecutive stages of individuals' self-presentation.

The self-presentation model is a holistic construct required in various interpersonal relationships (business, profession, education, and personal contacts).

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Author Contribution

Elena Vladimirovna Akhmadeeva developed the concept of the study, analyzed the relevant literature, including English-language sources, designed the empirical study, wrote the literature overview, performed statistical processing of the results and critical analysis of the study, and created graphic illustrations.

Lyudmila Gennad'evna Dmitrieva prepared the content and the overview section of the study, designed the empirical study, performed statistical processing of the results and critical analysis of the study.

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Conflict of Interest Information

The authors have no conflicts of interest to declare.