



Person in Context Assessment: A Personality Assessment of Temperament, Self-Concept, Personal Goals and Standards

For: Kaitlyn Franke

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Person in Context Assessment

The surveys you completed are part of a new approach to assessing personality based on recent research in personality science. We refer to it as the Person in Context Assessment, or PICA, for short. In this personality assessment, you completed questionnaires measuring different parts of what makes up your personality, including your temperament, self-concept, interpersonal styles, sensitivity to rejection, and your personal goals and standards.

Temperament: Behavioral Inhibition and Approach Systems

Temperament refers to inherited biological systems that influence how you react emotionally and behaviorally to events. To assess temperament, you completed the Behavioral Inhibition and Behavioral Activation System (BIS/BAS) scale, which is the most frequently used measure to assess these two temperament systems.

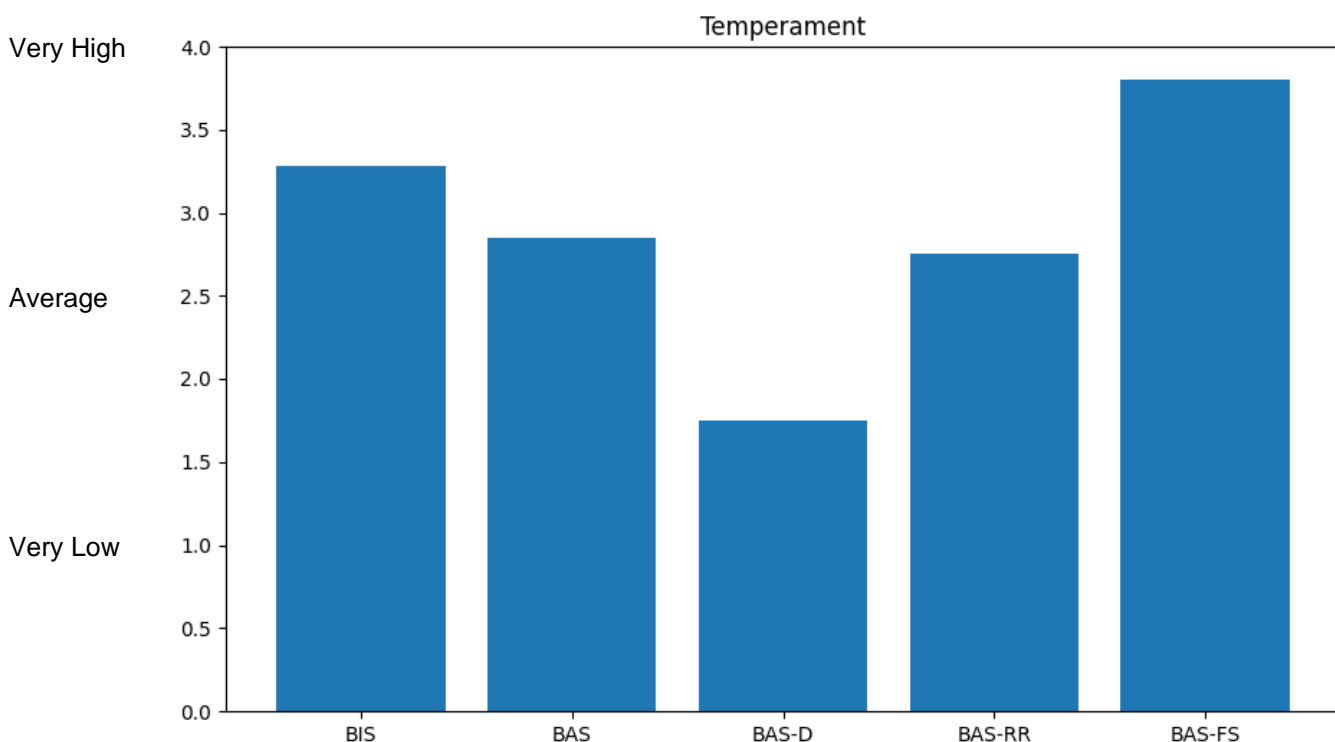
Behavioral Inhibition System (BIS)

The first temperament type is the behavioral inhibition system. It involves a set of brain structures that lead people to hesitate or withdraw when they encounter situations that seem unfamiliar, challenging, or threatening. In these situations, people who score high in behavioral inhibition more easily experience anxiety and impulses to hesitate or withdraw. You can think of this as a psychic brake pedal, a stop system, that moves us away from things that might be dangerous. We all have behavioral inhibition systems. But people inherit behavioral inhibition systems with different sensitivities. Your score can be used to indicate the sensitivity level of your behavioral inhibition system.

Behavioral Approach System (BAS)

The second temperament type is the behavioral approach system. The behavioral approach system involves a set of brain structures that causes people to experience excitement, enthusiasm, and be more motivated to approach situations where there are rewards/incentives-that is, things you want, such as food, sex, or a desired goal. You can think of this as a psychic gas pedal, a go system that moves us to approach things we want. We all have behavioral approach systems. But people inherit behavioral approach systems that differ in their sensitivity or reactivity.

In addition to an overall BAS score, there are three different subscales that measure different types of behavioral activation. If you do not see much differences in your three BAS subscales, your overall BAS score is probably the best score to interpret. However, if you score high on subscales but average or low on others, then it is better to just interpret your specific BAS subscale scores.



BIS: 3.29 (high)

Your score suggests that you may be someone who is more sensitive to situations that are unfamiliar, threatening, or challenging. In these situations, you may have more reactivity in emotional parts of the brain, particularly the amygdala, and may experience greater physiological reactivity. Research has found that infants with high behavioral inhibition temperaments are more likely to develop into 'shy' children. Not all infants with high behavioral inhibition stay 'shy' as your experiences and environment can influence how temperament develops. Importantly, people with high behavioral inhibition temperaments do not experience anxiety unless they experience unfamiliar, challenging or threatening situations. In situations that are familiar, non-challenging, or non-threatening, people with high behavioral inhibition are no more anxious than other people.

All temperaments have strengths and weaknesses. As a result of being quicker to notice threat and to more readily feel anxious, people with high behaviorally inhibited temperaments can be very motivated to anticipate and prepare for such threats. As a result, they can be very conscientious. Other research has shown that people with behaviorally inhibited temperaments are more careful, use more thoughtful strategic approaches to problem-solving. People with this temperament can be also very empathic, more attuned to the emotional experiences of others. On the downside, research has shown that people with high behaviorally inhibited temperaments can be more vulnerable to problems with anxiety and depression.

The important thing, and this is true for all temperaments, is to appreciate your temperament and its strengths--it's part of who you are. But to also learn to minimize your temperament's weaknesses by developing compensatory strategies and skills. For example, it's important to learn how to tolerate initial feelings of anxiety so you don't avoid situations that may seem scary at first but actually provide opportunities for connecting with others and developing skills and competencies. Research shows that as you continue to expose yourself to these initially anxiety-provoking situations, your feelings of anxiety will gradually reduce, and you are likely to feel more confident, and not see these situations as threatening. As a result of seeing these situations as less threatening or novel, you will be less likely in the future to activate your behavioral inhibition system in these situations, which are now more familiar to you.

BAS: 1.75 (low)

Your score suggests that you may be less sensitive to situations where there are rewards, things that are attractive, things you want. In these situations, you may have less reactivity in reward systems of the brain that involve the orbitofrontal cortex, the nucleus accumbens, and amygdala, and you may experience less excitement, less enthusiasm, to approach and get these things that you want.

You might be described as more calm, more even-keeled, emotionally stable, not too excitable or too impulsive. However, your low behavioral activation temperament can have a down side, in that you may experience less enthusiasm, less excitement and positive affect when you see things you want.

The important thing, and this is true for all temperaments, is to appreciate your temperament and its strengths--its part of who you are. But to also learn to minimize your temperaments weaknesses by developing compensatory strategies and skills. For example, if you have difficulty experiencing positive emotions, it may be especially important that you consciously plan for activities that give you pleasure, positive reinforcement, a sense of connection with others or a sense of mastery as you may be less likely to do this spontaneously. In pursuing goals that are important to you, it might be particularly important for you to reward yourself for small accomplishments to sustain your motivation.

BAS-Drive: 2.75 (high)

Your score suggests that you tend to be very motivated to pursue the goals you have, and are quick to act on and move towards your goals, as well as being persistent in achieving them.

BAS-Fun Seeking: 3.8 (very high)

Your score suggests that you tend to crave excitement, and are very motivated and quick to pursue new rewards or things you think might be fun or exciting on the spur of the moment.

BAS-Reward: 2.85 (high)

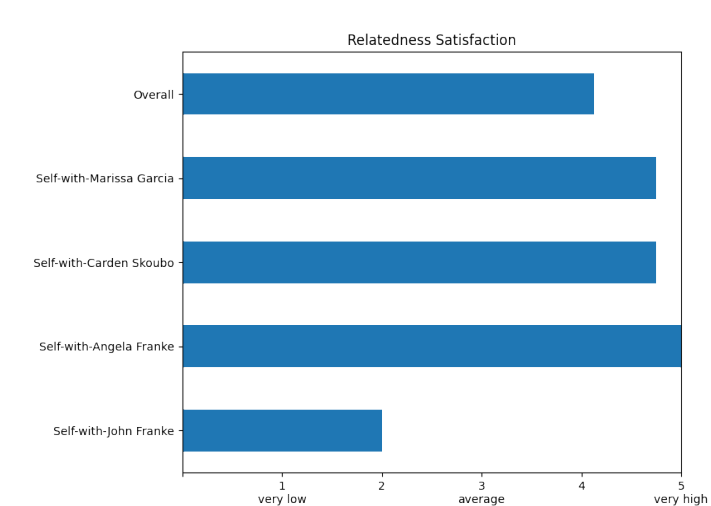
Your score suggests that you experience a high degree of enthusiasm, excitement, and positive emotions when a positive outcome/reward has occurred or when you anticipate a positive outcome/reward to occur.

Self-Concept: Psychological Needs When with Significant Others

The second personality structure we assessed was your self-concept, or self-schema--these are beliefs you possess about who you are, your qualities, needs, and experiences. Our self-schemas influence how we perceive ourselves, interpret the actions of others, and feel and behave, and are a major part of your personality.

Rather than a single self-schema, research has shown that we have multiple self-schemas. These different "selves" emerge from, and are tied to, our interactions with significant others. That is, many people experience the self differently when with different others (e.g., self-with-mom, self-with-friend).

To assess your self-schemas, you completed the Relational Self-Schema Questionnaire (RSSM; Scott et al., 2021), which had you rate how you experience the self when with the four people you interact with and/or think about the most. Some research suggests that our self-experience is organized around the satisfaction of basic psychological needs, such as the need to feel connected to others, to feel competent/in control, and to have a sense of self-esteem. The RSSM assesses the experience of these needs when the self is with different significant others.



Relatedness Satisfaction

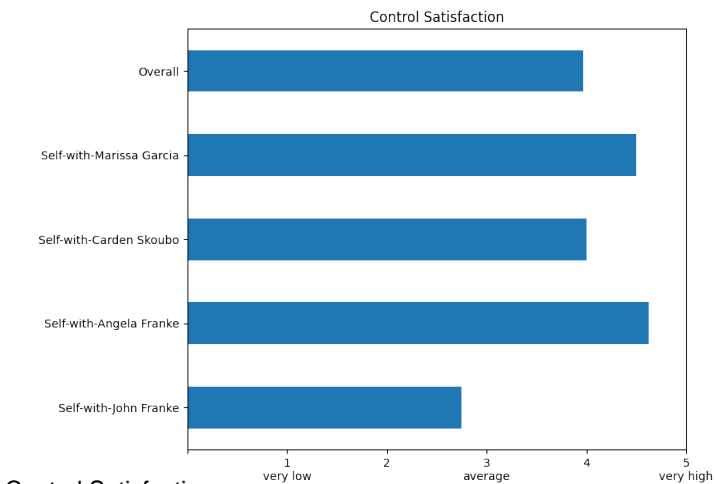
Overall score is 4.12 (high):

Your overall score suggests that in general you experience some features of a positive self-concept. More specifically, this suggests that in general you experience high levels of being connected to, close to, and accepted by the people you most interact with or think about. Some research suggests that feeling connected to others is a basic psychological need and contributes to higher self-esteem and psychological well-being.

Our experience of relatedness satisfaction can vary depending on the specific person involved. Your scores below indicate how your relatedness satisfaction varies for each of the four significant others you identified on this measure.

- Self-with-Marissa Garcia score is 4.75 (very high)
- Self-with-Carden Skoubo score is 4.75 (very high)
- Self-with-Angela Franke score is 5.0 (very high)
- Self-with-John Franke score is 2.0 (low)

Self-Concept: Psychological Needs When with Significant Others



Control Satisfaction

Overall score is 3.97 (high):

Your overall score suggests that in general you experience some features of a positive self-concept. More specifically, this suggests that in general you experience a self that is in control, engaged, and capable and skilled. Some research suggests that feeling in control, engaged, and capable is a basic psychological need. Your score indicates that this need is being met. The self tends to experience "flow," an optimal state of control, when it is engaged in challenging activities for which there are learned and developed skills and abilities. It appears you have developed skills and abilities that empower your sense of self.

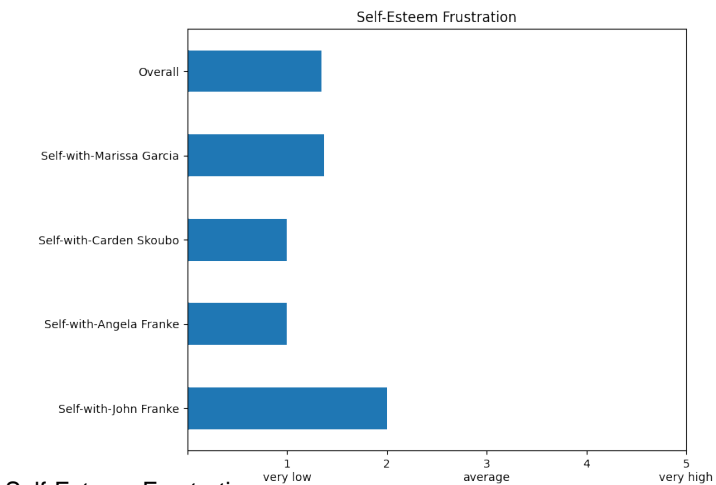
Our experience of control satisfaction can vary depending on the specific person involved. Your scores below indicate how your control satisfaction varies for each of the four significant others you identified on this measure.

Self-with-Marissa Garcia score is 4.5 (very high)

Self-with-Carden Skoubo score is 4.0 (high)

Self-with-Angela Franke score is 4.62 (very high)

Self-with-John Franke score is 2.75 (average)



Self-Esteem Frustration

Overall score is 1.34 (very low):

Your overall score suggests that in general your needs for self-esteem are being adequately met and you do not experience self-esteem frustration.

Some research suggests that feeling a high sense of self-esteem is a basic psychological need. Research has shown that our self-esteem reflects both our levels of feeling accepted and competent. This is likely because the experience of acceptance by others leads us to validate our own personal competence, abilities, or self-qualities. The two go hand-in-hand in contributing to our self-esteem.

Your score suggests that you do experience acceptance and also feel competent in your own abilities with the people you most interact with--therefore your need for self-esteem is being adequately met.

Our experience of self-esteem frustration can vary depending on the specific person involved. Your scores below indicate how your self-esteem frustration varies for each of the four significant others you identified on this measure.

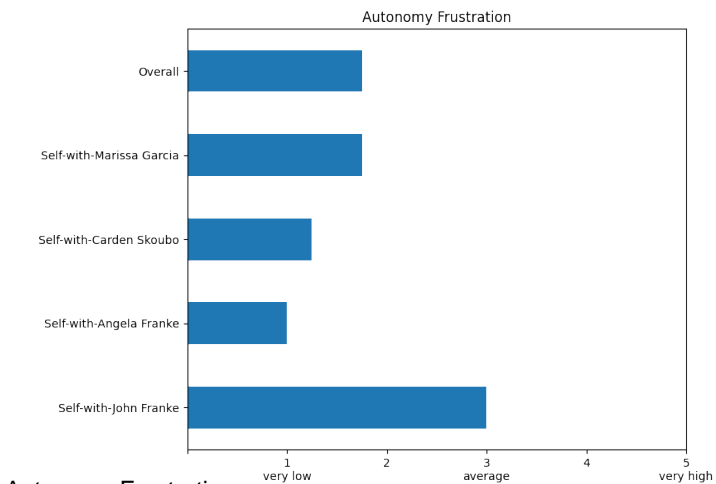
Self-with-Marissa Garcia score is 1.38 (very low)

Self-with-Carden Skoubo score is 1.0 (very low)

Self-with-Angela Franke score is 1.0 (very low)

Self-with-John Franke score is 2.0 (low)

Self-Concept: Psychological Needs When with Significant Others



Autonomy Frustration

Overall score is 1.75 (low):

Your overall score suggests that in general you do not experience high autonomy frustration, or that your actions are being controlled, coerced or pressured by others, that you are doing things out of a sense of obligation.

Some research suggests that feeling a high sense of autonomy-- an optimal level of internal control, freedom, and choice--is a basic psychological need. Your score indicates that this need is being met.

Our experience of autonomy frustration can vary depending on the specific person involved. Your scores below indicate how your autonomy frustration varies for each of the four significant others you identified on this measure.

Self-with-Marissa Garcia score is 1.75 (low)

Self-with-Carden Skoubo score is 1.25 (very low)

Self-with-Angela Franke score is 1.0 (very low)

Self-with-John Franke score is 3.0 (average)

Self-Concept: Rejection Sensitivity

Rejection Sensitivity refers to a tendency to have intense emotional reactions to perceived rejection, whether it is actual or not.

People with high rejection sensitivity have greater concerns about social rejection than most people. They tend to worry excessively about social interactions and what others might think of them. This often leads to misinterpretation of social cues and problems interacting with others due to misinterpretation. In addition, they tend to have extreme anxiety in social situations and a tendency to avoid many social situations due to discomfort or suffer through the situations with high anxiety.

High rejection sensitivity may be due to a history of being rejected, or perceiving that one is being rejected. And it can also be reflective of a negative self-concept or an anxious temperament (i.e., high behavioral inhibition).

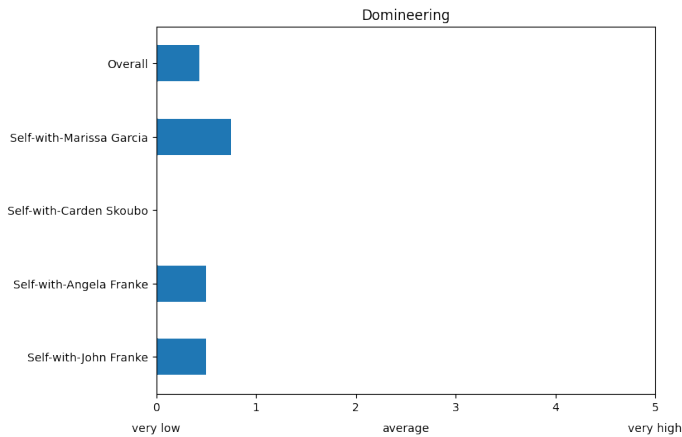
People with low rejection sensitivity are not as concerned about social rejection or about how people may think of them or react to them. They do not worry about rejection and tend to believe that others will be receptive towards them and unlikely to reject their requests. They tend to have social confidence.

Low rejection sensitivity may be due to a history of being accepted by others, or perceiving that one is being accepted. And it can also be reflective of a positive self-concept or a low anxious temperament (i.e., low behavioral inhibition) and/or a high approach temperament (i.e., high behavioral activation).

Your Self-Concept: Rejection Sensitivity Score was: 16.44 (Very High)

Self Concept: Problematic Interpersonal Styles

For each of the four persons you identified in the Relational Self-Schema Measure, you also completed a shortened version of the Circumplex Scales of Interpersonal Problems (Boudreaux et al., 2018). As we did for your scores on the Relational Self-Schema Measure, we provide interpretations for both your overall scores and for each of your separate self-with-other scores. If there is not much difference in your scores across the four people you listed, you should just use your overall score. However, if for any scale, you see differences in your scores across the four people, use the individual scores to interpret your feedback.



Domineering - Overall score is 0.44 (not a problem for you):

This refers to a interpersonal style in which one is too controlling, manipulating, bossy, argumentative, and/or is acting too superior/condescending when relating to others.

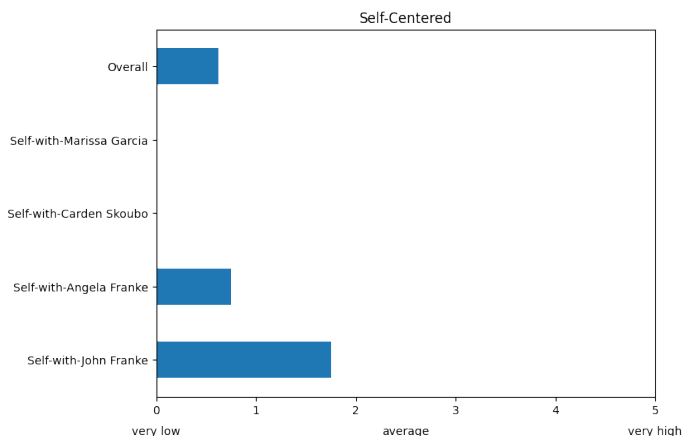
Your score indicates that this is not a problem for you. Our interpersonal styles sometimes varies depending on who we are with. Your scores below indicate how domineering you are with each of the four persons you identified on this measure.

Self-with-Marissa Garcia score is 0.75 (a minor problem for you)

Self-with-Carden Skoubo score is 0.0 (not a problem for you)

Self-with-Angela Franke score is 0.5 (a minor problem for you)

Self-with-John Franke score is 0.5 (a minor problem for you)



Self-Centered - Overall score is 0.62 (a minor problem for you):

This refers to a interpersonal style in which one is too insensitive to others needs, thoughts, feelings, has difficulty providing emotional support, liking others and getting along.

Your score indicates that this is a minor problem for you. Your scores below indicate how self-centered you are with each of the four persons you identified on this measure.

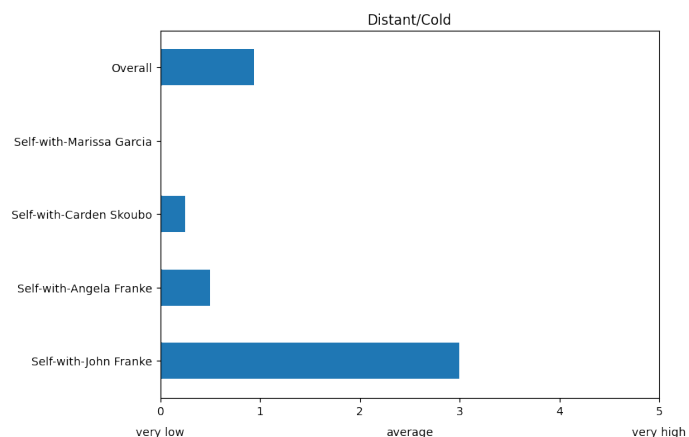
Self-with-Marissa Garcia score is 0.0 (not a problem for you)

Self-with-Carden Skoubo score is 0.0 (not a problem for you)

Self-with-Angela Franke score is 0.75 (a minor problem for you)

Self-with-John Franke score is 1.75 (a moderate problem for you)

Self Concept: Problematic Interpersonal Styles



Distant/Cold - Overall score is 0.94 (a minor problem for you):

This refers to a problematic interpersonal style in which one is uncomfortable with being close or intimate, has difficulty fully connecting and enjoying others company.

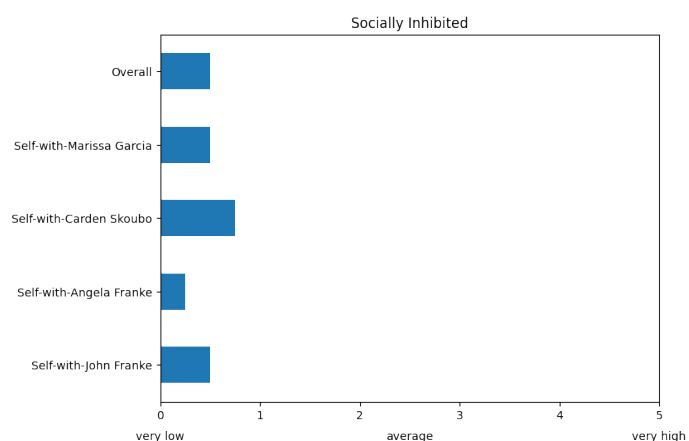
Your score indicates that this is a minor problem for you. Your scores below indicate how distant/cold you are with each of the four persons you identified on this measure.

Self-with-Marissa Garcia score is 0.0 (not a problem for you)

Self-with-Carden Skoubo score is 0.25 (not a problem for you)

Self-with-Angela Franke score is 0.5 (a minor problem for you)

Self-with-John Franke score is 3.0 (a serious problem for you)



Socially Inhibited - Overall score is 0.5 (a minor problem for you):

This refers to a problematic interpersonal style in which one is anxious and shy around others, unable to be themselves and has difficulty fitting in.

Your score indicates that this is a minor problem for you. Your scores below indicate how socially inhibited you are with each of the four persons you identified on this measure.

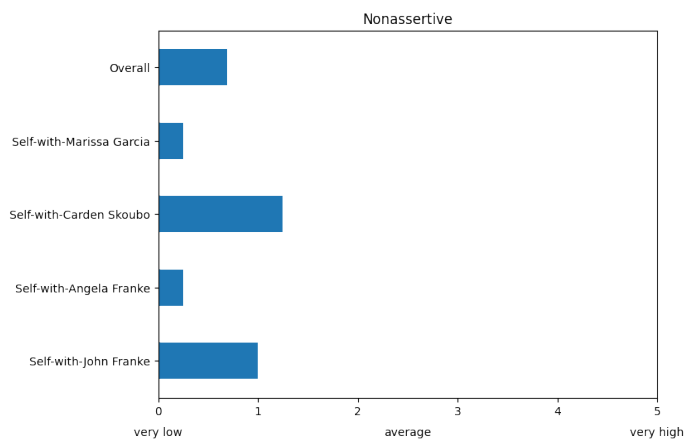
Self-with-Marissa Garcia score is 0.5 (a minor problem for you)

Self-with-Carden Skoubo score is 0.75 (a minor problem for you)

Self-with-Angela Franke score is 0.25 (not a problem for you)

Self-with-John Franke score is 0.5 (a minor problem for you)

Self Concept: Problematic Interpersonal Styles



Nonassertive - Overall score is 0.69 (a minor problem for you):

This refers to a problematic interpersonal style in which one tends to be too compromising, and is too easily taken advantage of, acting overly submissive, letting others boss them around too much.

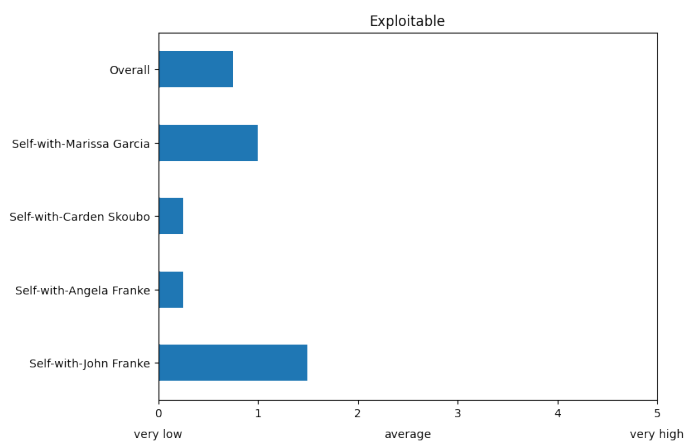
Your score indicates that this is a minor problem for you. Your scores below indicate how nonassertive you are with each of the four persons you identified on this measure.

Self-with-Marissa Garcia score is 0.25 (not a problem for you)

Self-with-Carden Skoubo score is 1.25 (a minor problem for you)

Self-with-Angela Franke score is 0.25 (not a problem for you)

Self-with-John Franke score is 1.0 (a minor problem for you)



Exploitable - Overall score is 0.75 (a minor problem for you):

This refers to a problematic interpersonal style in which one has trouble being assertive and taking the lead, tends to feel weak and insecure and easily embarrassed around others.

Your score indicates that this is a minor problem for you. Your scores below indicate how exploitable you are with each of the four persons you identified on this measure.

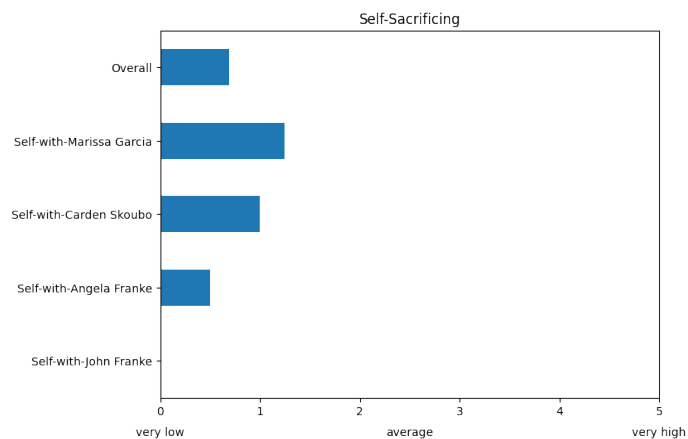
Self-with-Marissa Garcia score is 1.0 (a minor problem for you)

Self-with-Carden Skoubo score is 0.25 (not a problem for you)

Self-with-Angela Franke score is 0.25 (not a problem for you)

Self-with-John Franke score is 1.5 (a moderate problem for you)

Self Concept: Problematic Interpersonal Styles



Self-Sacrificing - Overall score is 0.69 (a minor problem for you):

This refers to a problematic interpersonal style in which one is too giving, tending to put others' needs before their own needs, being easily affected by others' pain and suffering and being too trusting.

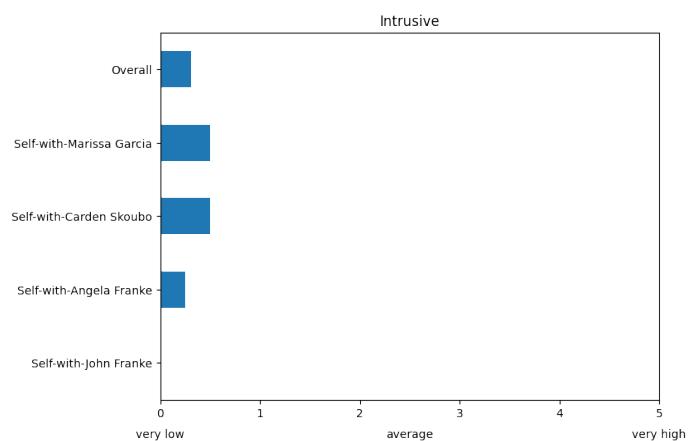
Your score indicates that this is a minor problem for you. Your scores below indicate how self-sacrificing you are with each of the four persons you identified on this measure.

Self-with-Marissa Garcia score is 1.25 (a minor problem for you)

Self-with-Carden Skoubo score is 1.0 (a minor problem for you)

Self-with-Angela Franke score is 0.5 (a minor problem for you)

Self-with-John Franke score is 0.0 (not a problem for you)



Intrusive - Overall score is 0.31 (not a problem for you):

This refers to a problematic interpersonal style in which one has trouble respecting others' privacy, talking too much, being overly affectionate and/or needing to be the center of attention.

Your score indicates that this is not a problem for you. Your scores below indicate how intrusive you are with each of the four persons you identified on this measure.

Self-with-Marissa Garcia score is 0.5 (a minor problem for you)

Self-with-Carden Skoubo score is 0.5 (a minor problem for you)

Self-with-Angela Franke score is 0.25 (not a problem for you)

Self-with-John Franke score is 0.0 (not a problem for you)

Personal Goals and Standards

Personal goals refer to your mental representations of desired future states. Wanting to become a doctor, finding a partner, becoming an author-these all represent future or possible selves, things that we are striving to make happen for ourselves. Goals can also be undesired future states, such as avoiding being poor, dropping out of college, or being divorced. Goals also imply personal standards, which are acceptable, good behaviors in the present. For instance, the goal of becoming a doctor implies that getting good grades now is an important personal standard. Other personal standards include our morals, beliefs we have about what is inherently good and bad behavior. Being honest, disciplined, and polite to others-each of these are examples of moral standards that may guide our behavior.

Personal goals and standards strongly influence our personality functioning, including the situations you seek out, how you interpret what happens to you, how motivated you are, and how you feel and act. We compare our current behavior to our goals and standards, feeling bad if we come up short and feeling good if we have performed successfully. To assess your personal goals and standards, you completed a modified version of the Personal Concerns Inventory (M-PCI; Cox & Klinger, 2011). Although the PCI is considered a "goal" measure when people complete the PCI, they tend to list both goals (e.g., graduate college) and standards (e.g., maintain my good GPA).

Research has shown that it is not just what goals and standards you have but how you think about them that matters. For instance, two people can have the same goal of getting a college degree. But one person is very satisfied with their progress, confident in being able to get a degree, and thinks about it as something positive to approach (e.g., "get a college degree"). Another person with the same goal may think about it very differently: they are not satisfied with their progress, doubt their ability to get a degree, and think about it as something negative to avoid (e.g., "don't get kicked out of college"). A large body of research shows that how you think about your goals matters, and influences your psychological well-being as well as the likelihood of goal/standard success.

For your goal-standard scores, we provide interpretations for both overall scores and for individual scores. For any scale, if there is not much difference in your scores across the four goals-standards you listed, you should just use your overall score. However, if for any goal-standard score, you see differences, use the individual scores to interpret your feedback.

Personal Goals and Standards

Goal 1:

A goal I have related to self-change or self-growth is to be a better communicator/be better about expressing my feelings and needs.

Goal 2:

My most important learning/education goal is to take advantage of more school opportunities or in other words go to more educational events despite whether I'm scared to go alone, busy, or I don't feel like it.

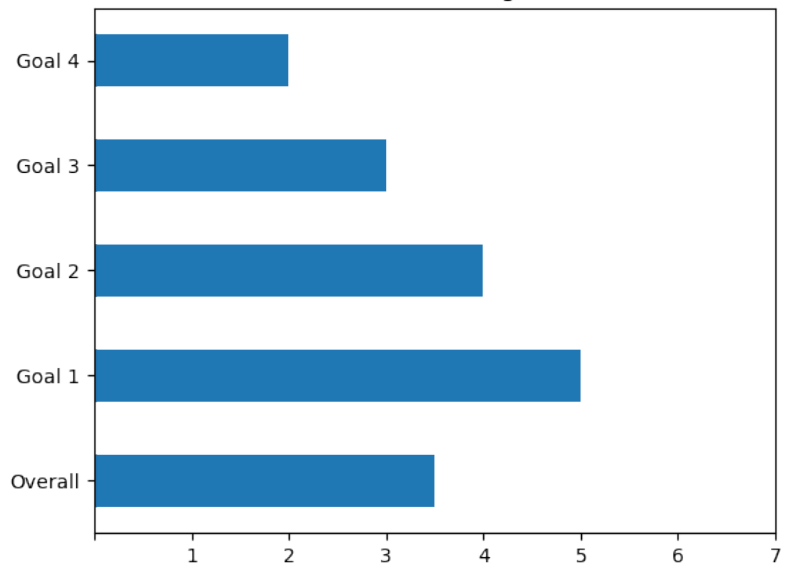
Goal 3:

My most important goal related to money, work, or career is to make enough money to support my family/give them a financially stable life.

Goal 4:

A goal I have related to leisure and/or recreation is to participate in a tennis tournament

Goal Thinking



1=Never 2=Once or a few times 3=Every month or so 4=Every week or so 5=Nearly every day 6=Every day 7=Multiple times a day

Goal Thinking:

Overall score is 3.5 (average):

Although you did not score low in thinking about this goal, you still might benefit from considering ways to increase your awareness of this goal if you believe it is worth pursuing. You might write your goal out and place them somewhere you will see it often (e.g., refrigerator, desk). You might also think of situations that you encounter in your life which present opportunities to act on your goal, associating those situations in your mind with your goal.

Our goal thinking can vary depending upon the specific goal involved. Your scores below indicate how your goal thinking varies for each of the four goals you identified on this measure.

Goal 1 score is 5.0 (high)

Goal 2 score is 4.0 (average)

Goal 3 score is 3.0 (average)

Goal 4 score is 2.0 (low)

Personal Goals and Standards

Goal 1:

A goal I have related to self-change or self-growth is to be a better communicator/be better about expressing my feelings and needs.

Goal 2:

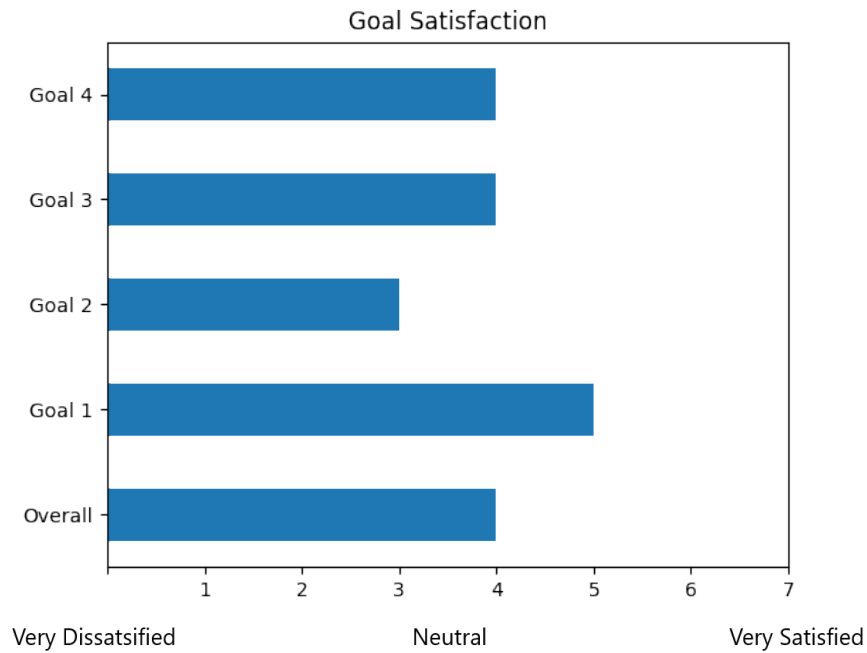
My most important learning/education goal is to take advantage of more school opportunities or in other words go to more educational events despite whether I'm scared to go alone, busy, or I don't feel like it.

Goal 3:

My most important goal related to money, work, or career is to make enough money to support my family/give them a financially stable life.

Goal 4:

A goal I have related to leisure and/or recreation is to participate in a tennis tournament



Goal Satisfaction:

Overall score is 4.0 (average):

Your overall goal satisfaction score indicates that you are neither particularly dissatisfied or satisfied with your current level of progress in making your goals happen. It might be helpful to think of specific actions that you can perform today or tomorrow, even if for only a few minutes, that will likely give you a sense of satisfaction in moving you closer to one of your most important goals. Feeling good about your progress toward your goals builds your self efficacy, feels rewarding, and can fuel your motivation to continue goal pursuit and, in some cases, adopt even more challenging goals.

Our goal satisfaction can vary depending upon the specific goal involved. Your scores below indicate how your goal satisfaction varies for each of the four goals you identified on this measure.

Goal 1 score is 5.0 (high)

Goal 2 score is 3.0 (average)

Goal 3 score is 4.0 (average)

Goal 4 score is 4.0 (average)

Personal Goals and Standards

Goal 1:

A goal I have related to self-change or self-growth is to be a better communicator/be better about expressing my feelings and needs.

Goal 2:

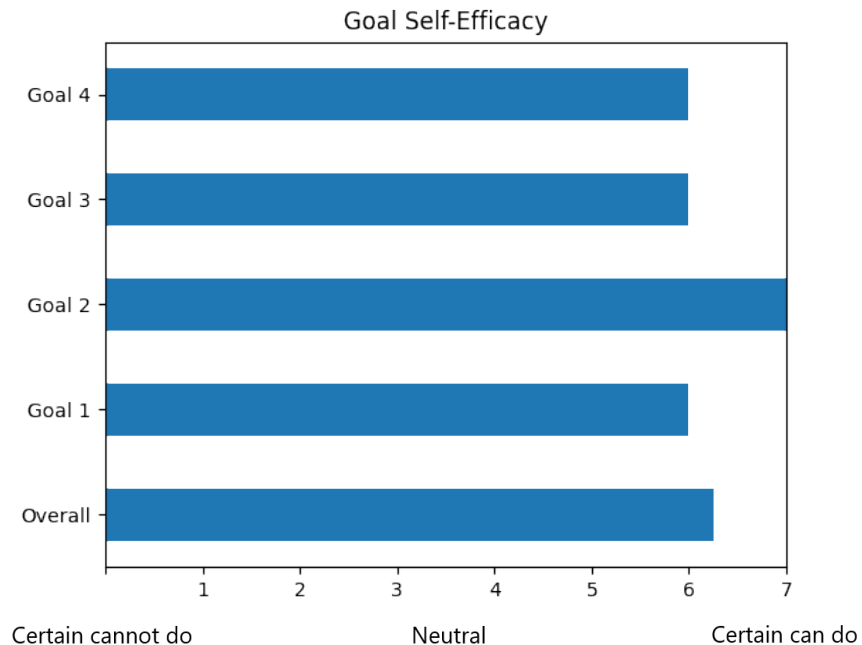
My most important learning/education goal is to take advantage of more school opportunities or in other words go to more educational events despite whether I'm scared to go alone, busy, or I don't feel like it.

Goal 3:

My most important goal related to money, work, or career is to make enough money to support my family/give them a financially stable life.

Goal 4:

A goal I have related to leisure and/or recreation is to participate in a tennis tournament



Goal Self-Efficacy:

Overall score is 6.25 (very high):

Your high goal self efficacy score indicates that you are confident in your ability to perform the activities/behaviors that lead to your goals. Humans don't just act; they reflect on their abilities to act. Self efficacy refers to how confident you are that you can perform a specific action.

If you have high goal self efficacy, and are confident in your ability to perform the actions that will lead to your goals, you are more likely to seek out situations and challenges that move you closer to your goals. You will be more motivated to persist in actions that lead to your goals, which is important because most goals worth pursuing involve setbacks and challenges that require persistence. All of these things can make attaining your goals more likely.

Our goal self-efficacy can vary depending upon the specific goal involved. Your scores below indicate how your goal self-efficacy varies for each of the four goals you identified on this measure.

Goal 1 score is 6.0 (very high)

Goal 2 score is 7.0 (very high)

Goal 3 score is 6.0 (very high)

Goal 4 score is 6.0 (very high)

Personal Goals and Standards

Goal 1:

A goal I have related to self-change or self-growth is to be a better communicator/be better about expressing my feelings and needs.

Goal 2:

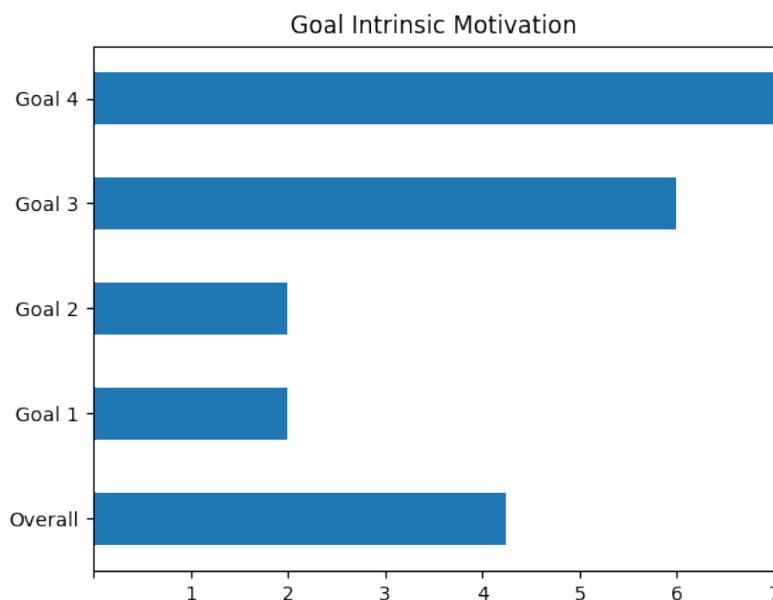
My most important learning/education goal is to take advantage of more school opportunities or in other words go to more educational events despite whether I'm scared to go alone, busy, or I don't feel like it.

Goal 3:

My most important goal related to money, work, or career is to make enough money to support my family/give them a financially stable life.

Goal 4:

A goal I have related to leisure and/or recreation is to participate in a tennis tournament



Goal Intrinsic Motivation:

Overall score is 4.25 (average):

Extrinsically motivated goals are those you feel you are supposed to do, perhaps in order to get something else you want. These are goals pursued for some external reason. In contrast, another way of thinking about goals is as intrinsically motivated goals, pursuing the goal for sake of the goal itself, because you find the goal related activities interesting, fun, and pleasant.

Your score indicates one of two things: 1) you think of your goal as both extrinsically and intrinsically motivated, or 2) you really don't think of your goal either as extrinsically or intrinsically motivated.

Research has shown that, although sometimes necessary, extrinsically motivated goals are, in general, less adaptive. Typically, intrinsically motivated goals are more optimal, tend to more directly meet basic human needs for competence, relatedness, and autonomy, and are associated with higher levels of psychological well being.

It might be good to rethink your goals, and the activities related to your goals, so you see them as coming from you, as chosen by you because of your own values, interests, likes and dislikes.

It may be that your goals are not in and of themselves intrinsically motivated, but are instead related to larger goals you have that are intrinsically motivated. That's ok. In that case, it might be good to remind yourself of your larger goals (My goal to run is extrinsically motivated but it is part of a larger, intrinsically motivated, goal to become and feel healthier).

Our goal intrinsic motivation can vary depending upon the specific goal involved. Your scores below indicate how your goal intrinsic motivation varies for each of the four goals you identified on this measure.

Goal 1 score is 2.0 (low)

Goal 2 score is 2.0 (low)

Goal 3 score is 6.0 (very high)

Goal 4 score is 7.0 (very high)

Something I have to do for the sake of something else (to get approval, a reward, accomplish another goal, etc.)

Both

Something I do for the sake of the activity itself because it is engaging, interesting, pleasant

Personal Goals and Standards

Goal 1:

A goal I have related to self-change or self-growth is to be a better communicator/be better about expressing my feelings and needs.

Goal 2:

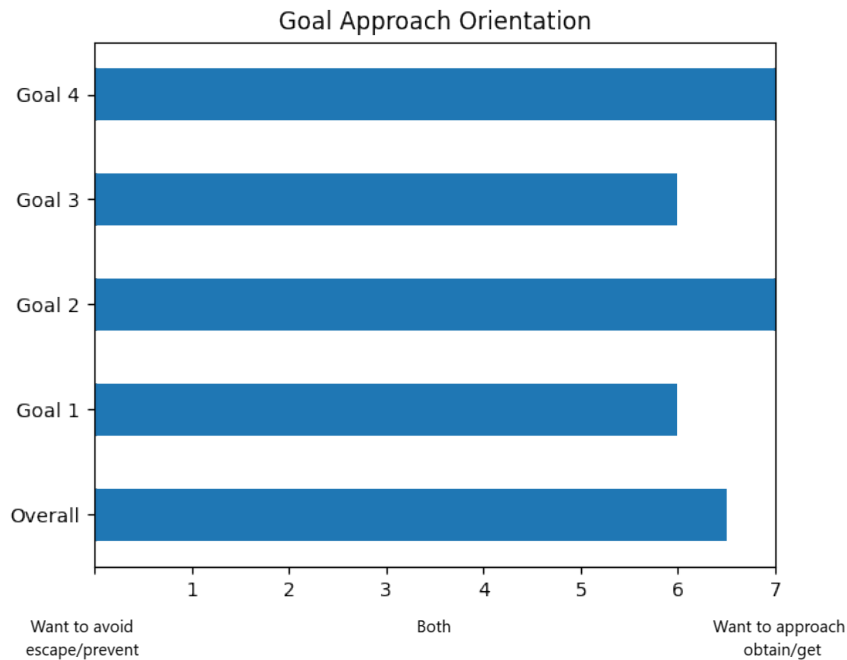
My most important learning/education goal is to take advantage of more school opportunities or in other words go to more educational events despite whether I'm scared to go alone, busy, or I don't feel like it.

Goal 3:

My most important goal related to money, work, or career is to make enough money to support my family/give them a financially stable life.

Goal 4:

A goal I have related to leisure and/or recreation is to participate in a tennis tournament



Goal Approach Orientation:

Overall score is 6.5 (very high):

Your score indicates that you tend to think of your goals as approach goals. Research has shown that this is generally a good way to think about one's goals.

Approach goals are goals that we want to approach, obtain, get. In contrast, avoidance goals are those that we want to avoid, escape, prevent from happening. For instance, two people may have the same goal of wanting to lose weight. However, one of them thinks about this goal as something to avoid (avoid gaining weight) whereas the other person tends to frame it as something to approach (approach getting slimmer).

In short, you are thinking about your goals in way that appears most adaptive and most likely to make your goals happen.

Our goal approach orientation can vary depending upon the specific goal involved. Your scores below indicate how your goal approach orientation varies for each of the four goals you identified on this measure.

Goal 1 score is 6.0 (very high)

Goal 2 score is 7.0 (very high)

Goal 3 score is 6.0 (very high)

Goal 4 score is 7.0 (very high)

Personal Goals and Standards

Goal 1:

A goal I have related to self-change or self-growth is to be a better communicator/be better about expressing my feelings and needs.

Goal 2:

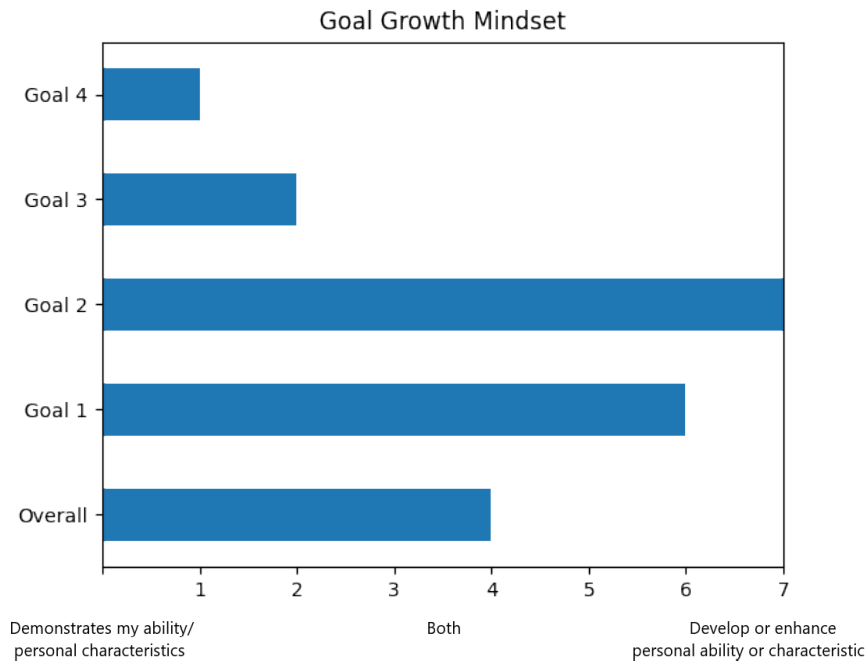
My most important learning/education goal is to take advantage of more school opportunities or in other words go to more educational events despite whether I'm scared to go alone, busy, or I don't feel like it.

Goal 3:

My most important goal related to money, work, or career is to make enough money to support my family/give them a financially stable life.

Goal 4:

A goal I have related to leisure and/or recreation is to participate in a tennis tournament



Goal Growth Mindset:

Overall score is 4.0 (average):

Your score indicates that you don't think of your goals either with a performance or a growth mindset. Performance goals are those in which we tend to think of our goal as proving some level of competence/ability or demonstrating some personal characteristic. In contrast, another way of thinking about your goal would be to think of it with a growth mindset, as an opportunity to improve your level of competence/ability or further develop some characteristic.

In general, research has shown that it is better to think of your goals with a growth mindset, as opportunities to improve, get better, as opposed to trying to demonstrate some already existing quality or ability level.

Our goal growth mindset can vary depending upon the specific goal involved. Your scores below indicate how your goal growth mindset varies for each of the four goals you identified on this measure.

Goal 1 score is 6.0 (very high)

Goal 2 score is 7.0 (very high)

Goal 3 score is 2.0 (low)

Goal 4 score is 1.0 (very low)

Personal Goals and Standards

Goal 1:

A goal I have related to self-change or self-growth is to be a better communicator/be better about expressing my feelings and needs.

Goal 2:

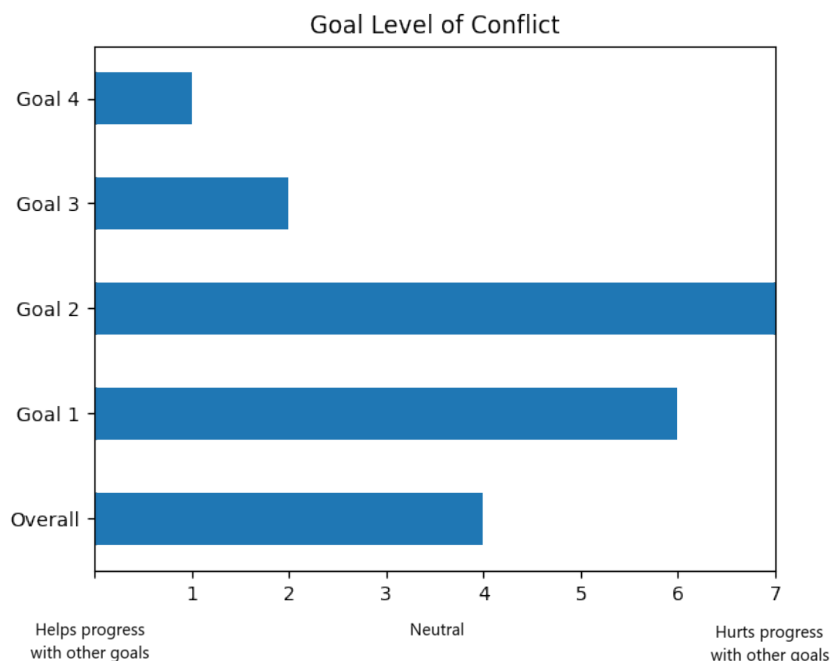
My most important learning/education goal is to take advantage of more school opportunities or in other words go to more educational events despite whether I'm scared to go alone, busy, or I don't feel like it.

Goal 3:

My most important goal related to money, work, or career is to make enough money to support my family/give them a financially stable life.

Goal 4:

A goal I have related to leisure and/or recreation is to participate in a tennis tournament



Goal Level of Conflict:

Overall score is 4.0 (average):

Your overall score indicates that progress on any one goal neither interferes nor facilitates with making progress on your other goals.

It is good that you perceive that making progress on this goal does not conflict with making progress on your other goals. Research has shown that when our goals are conflicted when making progress on one goal is perceived as interfering with making progress on other important goals it can interfere with making progress on any individual goal. Not only that but people who report higher levels of goal conflict also tend to report increased psychological distress and even more physical illness symptoms.

Our goal level of conflict can vary depending upon the specific goal involved. Your scores below indicate how your goal level of conflict varies for each of the four goals you identified on this measure.

Goal 1 score is 6.0 (very high)

Goal 2 score is 7.0 (very high)

Goal 3 score is 2.0 (low)


Goal 4 score is 1.0 (very low)

Most Important Goals and Ranking of Values: Do Your Goals Reflect Your Values?

Personal Values

The last personality component we assessed was your values. Your values refer to your beliefs about what you believe is important to living a good life. To measure your values, you ranked them in order of their importance to you in living a good life.

Research suggests that is important to have personal goals that match your values. Think about whether the goals you are striving for reflect what you believe is most important to living well. If you have a number of values that you list as important for which you do not list any goals, this may indicate poor goal-value fit. If it is the case that you do not have goals for your most important values, you might consider developing a new goal for those values. Research has shown that having goals that match our values increases psychological well-being and motivation.

Most Important	Your Ranking of Values:	Your 4 Most Important Goals:
	Friends & Family	Goal 1: A goal I have related to self-change or self-growth is to be a better communicator/be better about expressing my feelings and needs.
	Intimate Relationships	
	Self-Growth	Goal 2: My most important learning/education goal is to take advantage of more school opportunities or in other words go to more educational events despite whether I'm scared to go alone, busy, or I don't feel like it.
	Education/Learning	
	Physical Health	Goal 3: My most important goal related to money, work, or career is to make enough money to support my family/give them a financially stable life.
	Job/Career	
	Money	Goal 4: A goal I have related to leisure and/or recreation is to participate in a tennis tournament
	Leisure/Recreation	
Least Important	Spirit/Religion	