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

For: nan

Date of Report: November 30, 2024

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.
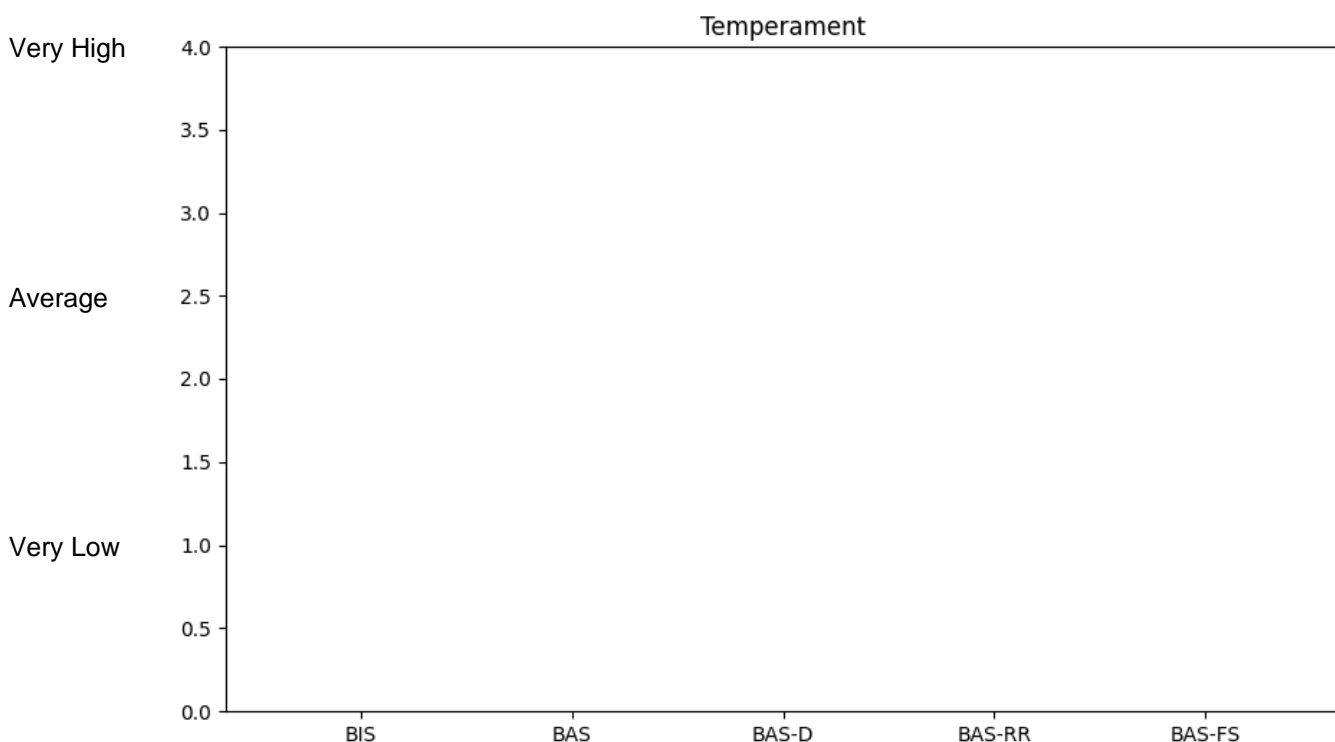
BIS: 0.0 (very low)

Your score suggests that you may be less sensitive to situations that are unfamiliar, threatening, or challenging. In these situations, you may have less reactivity in emotional parts of the brain, particularly the amygdala, and may experience less anxiety and less physiological reactivity. Research has found that infants with high behavioral inhibition temperaments are more likely to develop into "shy" children. Your score suggests that it is unlikely that you were shy as a child, although factors other than temperament can influence shyness.

All temperaments have strengths and weaknesses. For instance, your score suggests that you may be someone who does not readily feel anxious when you face new, challenging, or threatening situations. You can be calm and even bold. However, your lower level of sensitivity to threat, unfamiliarity, and challenge can also have a downside. You may be prone to being impulsive, to approaching situations too quickly without pausing to consider what might go wrong, which can get you into trouble. This is especially true if you also scored higher on the Behavioral Activation System.

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 skills. For example, if impulsivity is a problem, you can learn to hesitate, pause, consider possible negative consequences before approaching a situation that is potentially dangerous.

BAS: 0.0 (very 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: 0.0 (very low)

Your score suggests that you may not be very motivated to pursue goals you have, nor quick to act on and move towards your goals, or persistent in achieving them.

BAS-Fun Seeking: 0.0 (very low)

Your score suggests that you are not very motivated to pursue excitement, fun, new rewards on the spur of the moment.

BAS-Reward: 0.0 (very low)

Your score suggests that you not experience a typical level 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 and act 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.
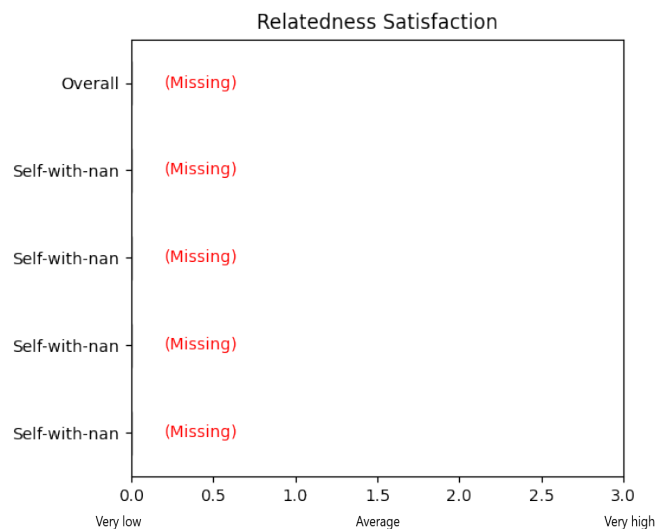
Relatedness Satisfaction:
Overall score is nan (very low):

Your overall score suggests that in general you experience some features of a negative self-concept. Specifically, you experience a self that is disconnected from, not close to, and/or rejected by the people you most interact with and/or think about.
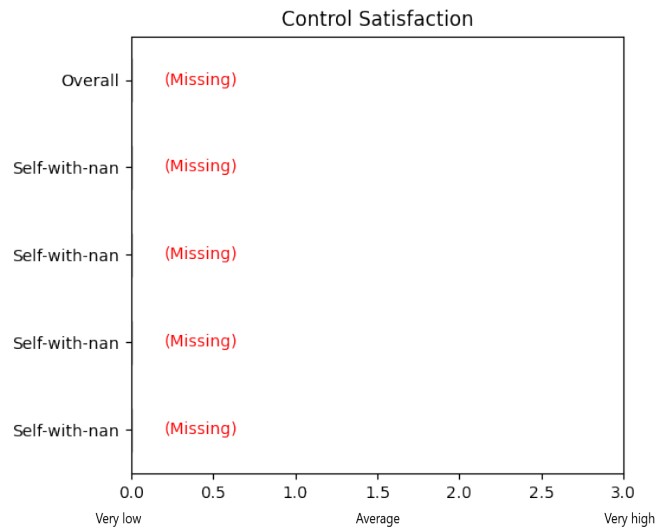
Some research suggests that feeling connected to others is a basic psychological need. Your score indicates that this need is not being met. To increase your levels of relatedness satisfaction, you might reflect on whether you are relating to others in a way that allows for deeper connection and relatedness. Alternatively, you might also reflect on your choices of who you decide to spend time with, and being more deliberate about spending time with those people who accept you and with whom you feel close. Possibly, it may help to identify new people with whom you might develop closer, more connected, relationships.

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

Self-with-nan score is nan (very low) Self-with-nan score is nan (very low)
Self-with-nan score is nan (very low) Self-with-nan score is nan (very low)

Self-Concept: Psychological Needs When with Significant Others

Control Satisfaction

Overall	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)

0.0 (Very low)   0.5   1.0   1.5 (Average)   2.0   2.5   3.0 (Very high)

Control Satisfaction:

Overall score is nan (very low):

Your overall score suggests that in general you experience some features of a negative self-concept when interacting or thinking about this person. More specifically, this suggests that in general you do not 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 not being fully met. The self tends to experience "flow," an optimal state of control, when it is engaged in challenging activities for which you have developed some degree of skill and ability.

To increase your experience of control, you might consider exercising more influence in your relationships with others, being more assertive, and engaging in activities that interest you and enabling you to develop greater competence.

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

Self-with-nan score is nan (very low) Self-with-nan score is nan (very low)
Self-with-nan score is nan (very low) Self-with-nan score is nan (very low)

Self-Esteem Frustration

Overall	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)

0.0 (Very low)   0.5   1.0   1.5 (Average)   2.0   2.5   3.0 (Very high)

Self-Esteem Frustration:

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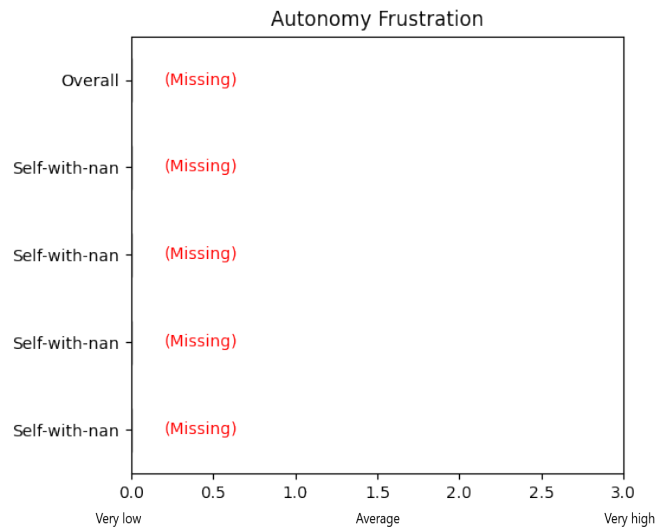
Your score suggests that you do experience acceptance and also feel competent in your own abilities with the people you most interact with or think about--therefore your psychological need for self-esteem needs being adequately met.

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

Self-with-nan score is nan (very low) Self-with-nan score is nan (very low)
Self-with-nan score is nan (very low) Self-with-nan score is nan (very low)

Self-Concept: Psychological Needs When with Significant Others

Autonomy Frustration

Overall	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)

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0.0        0.5        1.0        1.5        2.0        2.5        3.0
Very low              Average                         Very high
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Autonomy Frustration:

Overall score is nan (very 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 upon the specific goal involved. Your scores below indicate how your autonomy frustration varies for each of the four goals you identified on this measure.

Self-with-nan score is nan (very low) Self-with-nan score is nan (very low)
Self-with-nan score is nan (very low) Self-with-nan score is nan (very low)

<p style="text-align:center;">**Self-Concept: Rejection Sensitivity**</p>

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 or a negative self-concept or an anxious temperament (i.e., high behavioral inhibition).
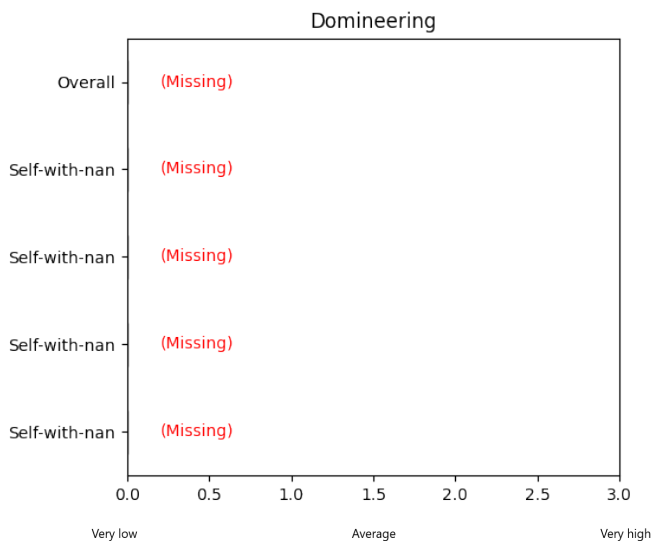
People with low rejection sensitivity are not as concerned about social rejection or about how people may think of them or react to them. They do not worry about rejection and tend to believe that others will be receptive towards them and unlikely to reject their requests. They tend to have social confidence.

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: 1.0 (Very Low)

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	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)

0.0   0.5   1.0   1.5   2.0   2.5   3.0
Very low   Average   Very high

Domineering - Overall score is nan (not a problem):
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. Our interpersonal styles sometimes varies depending on who we are with. Your scores below indicaate how domineering you are with each of the four persons you identified on this measure.
Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)

Self-Centered

Overall	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)

0.0   0.5   1.0   1.5   2.0   2.5   3.0
Very low   Average   Very high

Self-Centered - Overall score is nan (not a problem):
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 not a problem. Your scores below indicaate how self-centered you are with each of the four persons you identified on this measure.
Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)

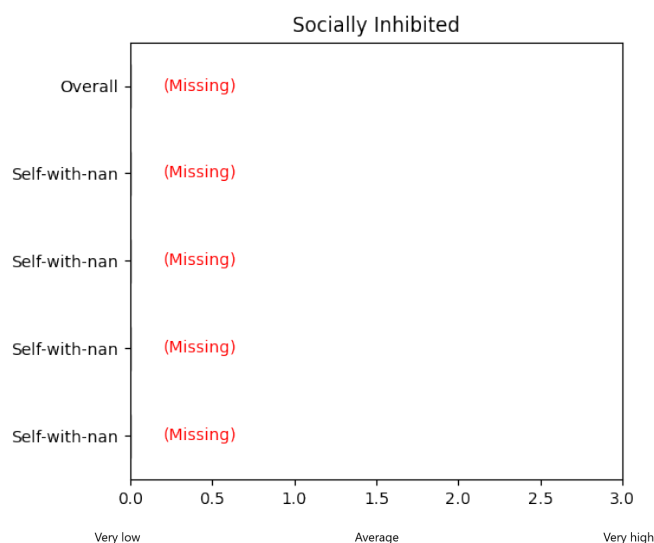# Self Concept: Problematic Interpersonal Styles
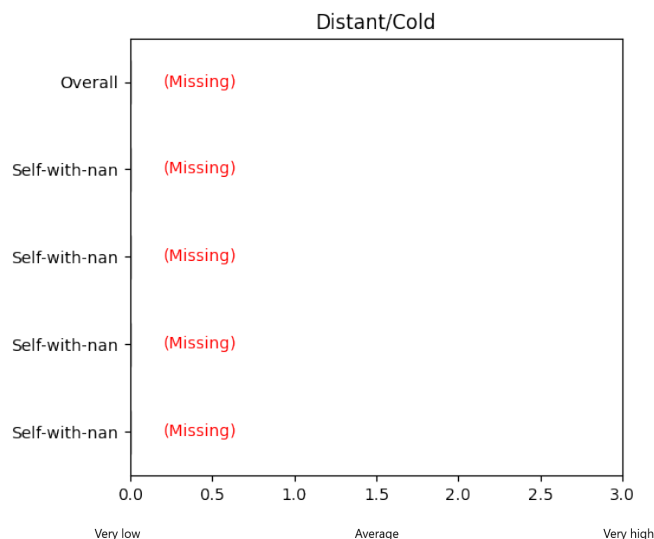
Distant/Cold

Distant/Cold - Overall score is nan (not a problem):
    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 not a problem. Your scores below indicaate how distant/cold you are with each of the four persons you identified on this measure.
    Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)
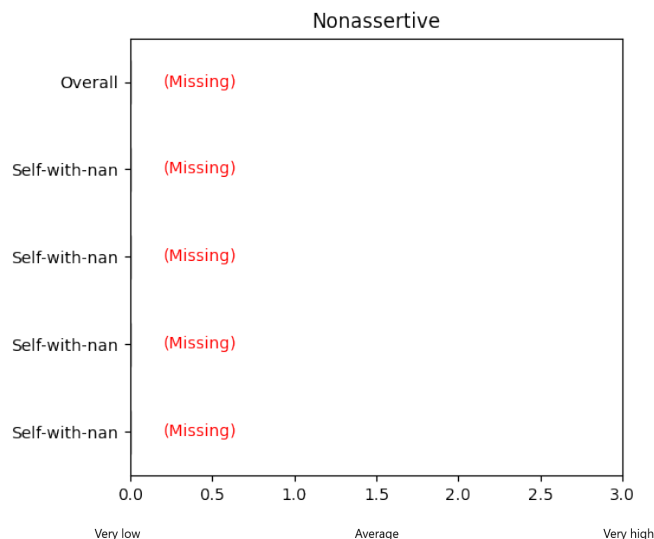
Socially Inhibited

Socially Inhibited - Overall score is nan (not a problem):
    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 not a problem. Your scores below indicaate how socially inhibited you are with each of the four persons you identified on this measure.
    Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)

Self Concept: Problematic Interpersonal Styles

Nonassertive

Overall	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)

0.0   0.5   1.0   1.5   2.0   2.5   3.0

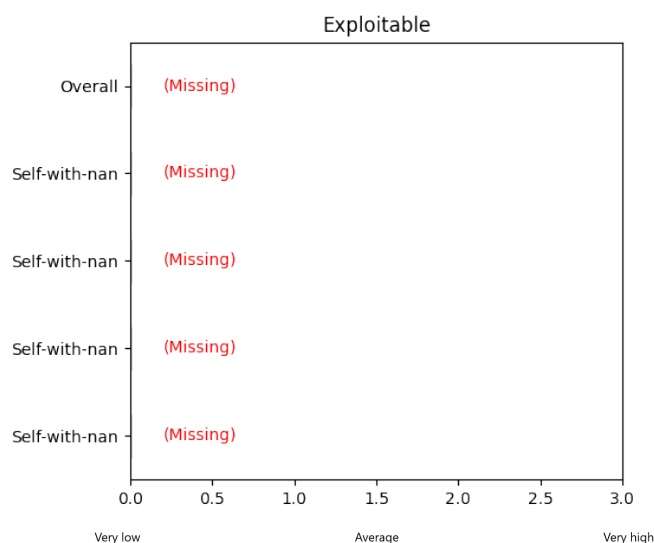Very low   Average   Very high

Nonassertive - Overall score is nan (not a problem):
   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 not a problem. Your scores below indicaate how nonassertive you are with each of the four persons you identified on this measure.
   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)

Exploitable

Overall	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)

0.0   0.5   1.0   1.5   2.0   2.5   3.0

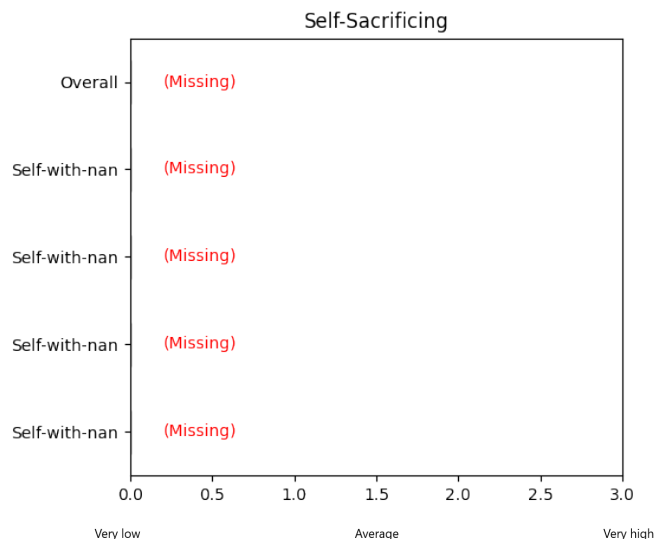Very low   Average   Very high

Exploitable - Overall score is nan (not a problem):
   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 not a problem. Your scores below indicaate how exploitable you are with each of the four persons you identified on this measure.
   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)
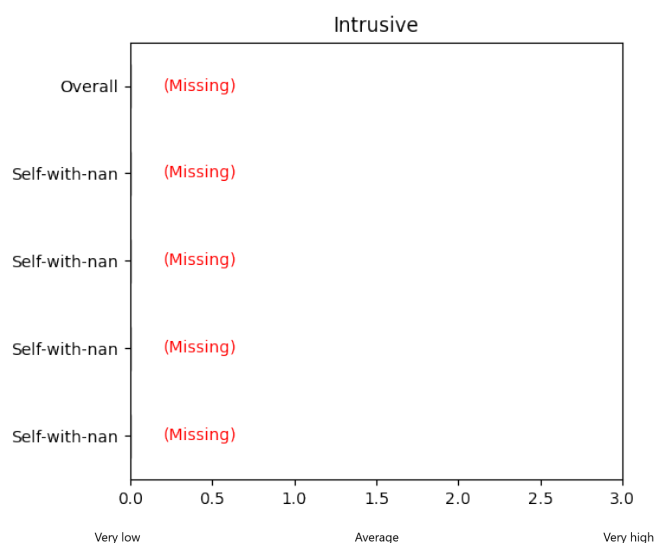
Self Concept: Problematic Interpersonal Styles

Self-Sacrificing

Overall	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)

0.0   0.5   1.0   1.5   2.0   2.5   3.0
Very low   Average   Very high

Self-Sacrificing - Overall score is nan (not a problem):
    This refers to a problematic interpersonal style in which one is too giving, tending tends 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 not a problem. Your scores below indicaate how self-sacrificing you are with each of the four persons you identified on this measure.
    Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)

Intrusive

Overall	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)
Self-with-nan	(Missing)

0.0   0.5   1.0   1.5   2.0   2.5   3.0
Very low   Average   Very high

Intrusive - Overall score is nan (not a problem):
    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. Your scores below indicaate how intrusive you are with each of the four persons you identified on this measure.
    Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)   Self-with-nan score is nan (not a problem)

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; Klinger & Cox, 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:
nan

Goal 2:
nan

Goal 3:
nan

Goal 4:
nan

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 0.0 (very low):

    Your score indicates that you don't think that much about this goal. Goals are more motivating, more likely to lead to effective action, when we are thinking about them often. If you are not thinking of your goal, it is less likely that the goal will come to mind in situations where you might act on it, and you may feel less committed to your goal.

    Consider ways to increase your awareness of this goal if you believe this goal is worth pursuing. You might write your goal out and place it somewhere you will see your goal 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 0.0 (very low)

Goal 2 score is 0.0 (very low)

Goal 3 score is 0.0 (very low)

Goal 4 score is 0.0 (very low)

Personal Goals and Standards

Goal 1:
nan

Goal 2:
nan

Goal 3:
nan

Goal 4:
nan
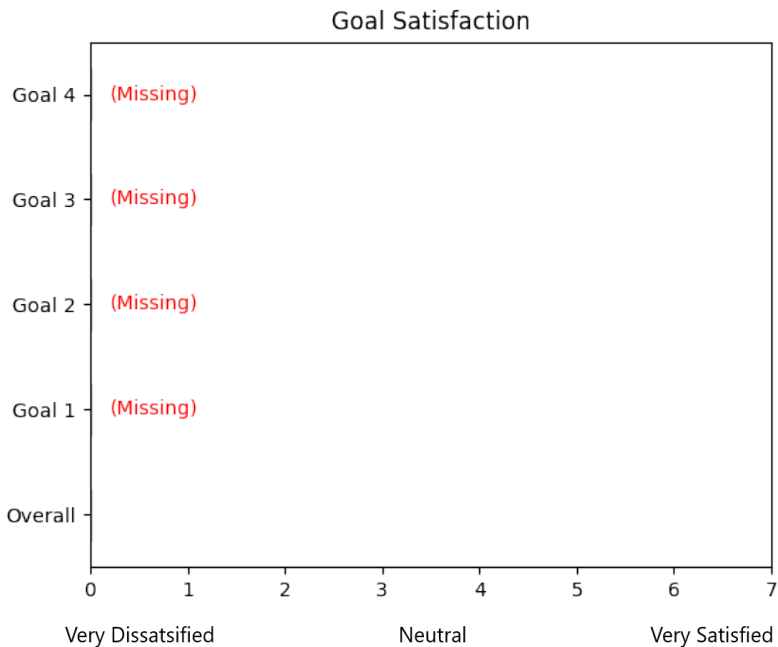
Goal Satisfaction

Goal Satisfaction:
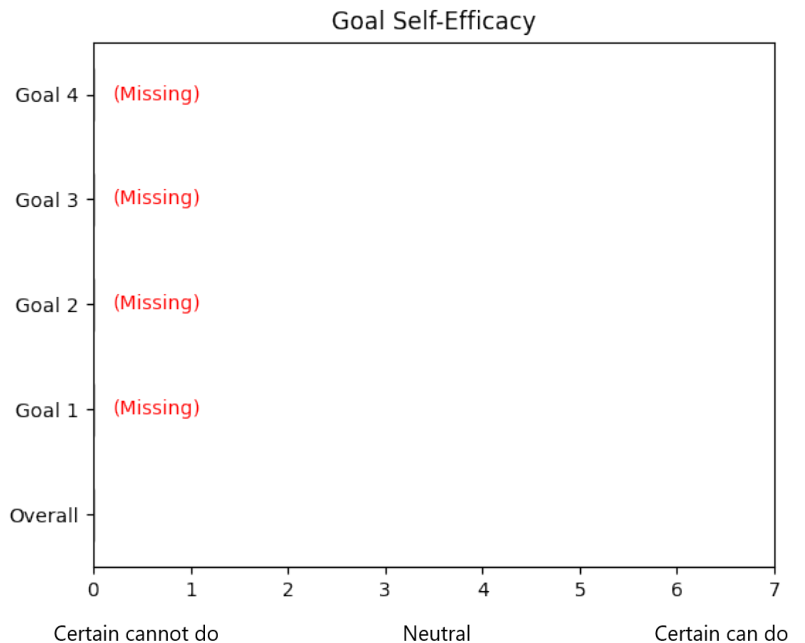
Overall score is 0.0 (very low):

Your overall goal satisfaction score indicates that you are generally dissatisfied 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 0.0 (very low)

Goal 2 score is 0.0 (very low)

Goal 3 score is 0.0 (very low)

Goal 4 score is 0.0 (very low)

Personal Goals and Standards

Goal Self-Efficacy

Goal 1:
nan

Goal 2:
nan

Goal 3:
nan

Goal 4:
nan

Goal 4 - (Missing)

Goal 3 - (Missing)

Goal 2 - (Missing)

Goal 1 - (Missing)

Overall -

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Certain cannot do — Neutral — Certain can do

Goal Self-Efficacy:

Overall score is 0.0 (very low):

Your overall self efficacy score indicates that you doubt your abilities to perform the activities/behaviors that lead to your goals. Self efficacy refers to how confident you are that you can perform a specific action. As a result of not having strong confidence in your ability to perform goal related behaviors, your motivation for pursuing your goals may be low. Research suggests that when you lack strong confidence in your ability to perform actions required for your goals you may be less likely to seek out situations that might move you closer to your goals. You may be less 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. Finally, you may be more prone to feeling anxious and/or depressed. All of these things can make attaining your goals less likely.

It might be helpful to get more specific about actions you do believe you can perform that might move you a little closer to your goal. You could create a goal ladder, with the first rungs describing specific behaviors you can do right now to move you closer to your goal, with later rungs describing specific behaviors for the more distant future. This may make your goal seem a little less challenging. By breaking your large goal down and focusing your thinking on the smaller, more specific goals that lead to your larger goal, you are likely to feel more confident, have higher self efficacy, about making the big goal happen.

Sometimes the problem isn't with the goals themselves but rather that you think too lowly of your abilities. This can happen for different reasons. For instance, if you also had a high BIS temperament, and are more prone to feeling anxious, this can lead to a sort of emotional reasoning. In a sense, your anxious feelings are fooling you: "I feel anxious, therefore I must not be capable of performing this behavior" or "I feel anxious so that means I won't be able to make my goal happen.

Other times a negative self concept, which may have been established at an early age but is no longer accurate, can lead to underestimating your true ability. In these cases, it might help to reflect on past situations in which you successfully performed behaviors similar to those required by your goals. By thinking of these past successes, you can feel more confident, more efficacious, and this should promote better motivation and goal success.

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.
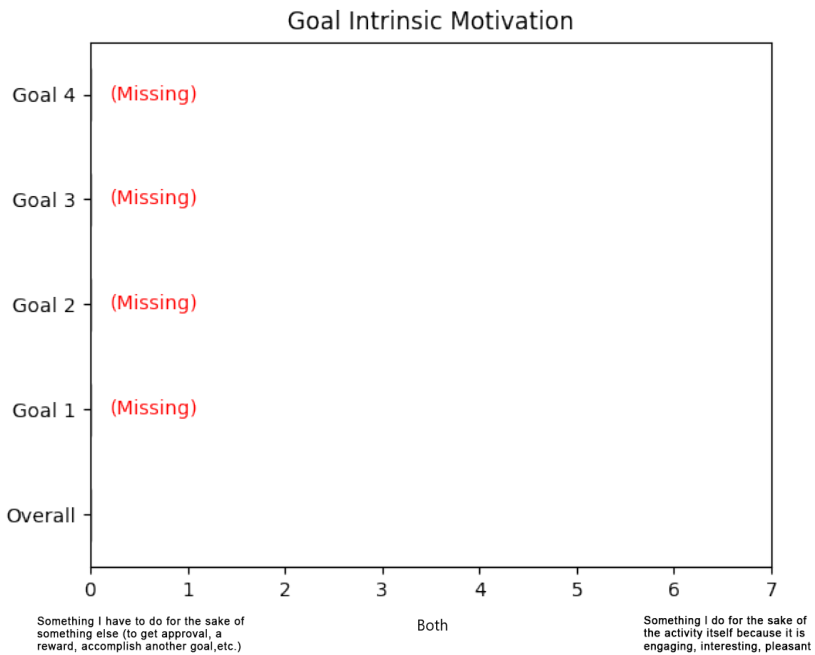
Goal 1 score is 0.0 (very low)

Goal 2 score is 0.0 (very low)

Goal 3 score is 0.0 (very low)

Goal 4 score is 0.0 (very low)

Personal Goals and Standards

Goal Intrinsic Motivation

| Goal 1: |
| nan |
| |
| Goal 2: |
| nan |
| |
| Goal 3: |
| nan |
| |
| Goal 4: |
| nan |

Goal Intrinsic Motivation:

Overall score is 0.0 (very low):

    Your score indicates that you tend to think about the activities related to your goals as extrinsically motivated, which means you think of them as things that you have to do, are supposed do, perhaps in order to get something else you want. You are pursuing your goals for some external reason. In contrast, another way of thinking about your goals would be as intrinsically motivated goals, pursuing the goal for sake of the goal itself, because you find the goal related activities interesting, fun, and pleasant.

    Research has shown that, although sometimes necessary, extrinsically motivated goals are, in general, less adaptive. 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 is possible that your 'extrinsically motivated' goals are related to larger goals that are more intrinsically motivated. In that case, it might be good when engaged in your 'extrinsically motivated' goals to remind yourself of the larger goals your extrinsically motivated goals are related to (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.
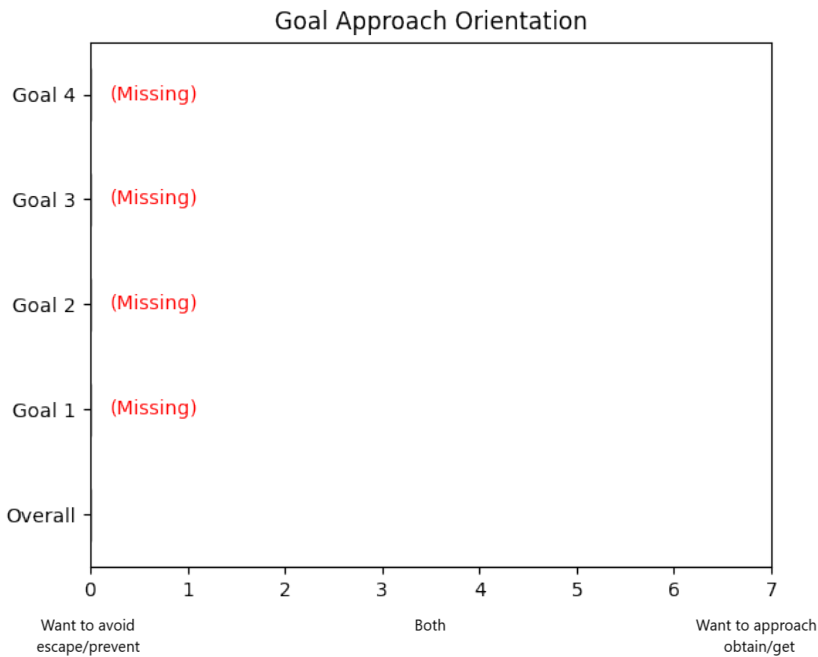
Goal 1 score is 0.0 (very low)

Goal 2 score is 0.0 (very low)

Goal 3 score is 0.0 (very low)

Goal 4 score is 0.0 (very low)

Personal Goals and Standards

<table>
<tr><td>Goal 1:
nan

Goal 2:
nan

Goal 3:
nan

Goal 4:
nan</td></tr>
</table>

Goal Approach Orientation

Goal Approach Orientation:

Overall score is 0.0 (very low):

    Your score indicates that you think of your goals as things you want to avoid, escape, prevent from happening. We call these avoidance goals. Research has shown that, in general, avoidance goals are not the best way to think about what you are trying to do. Instead, a better way to think about your goals is to rethink or reframe them as approach goals. Approach goals are goals that we want to approach, obtain, get.

    You can change your thinking about your goals so that you think of them more as approach goals. 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).
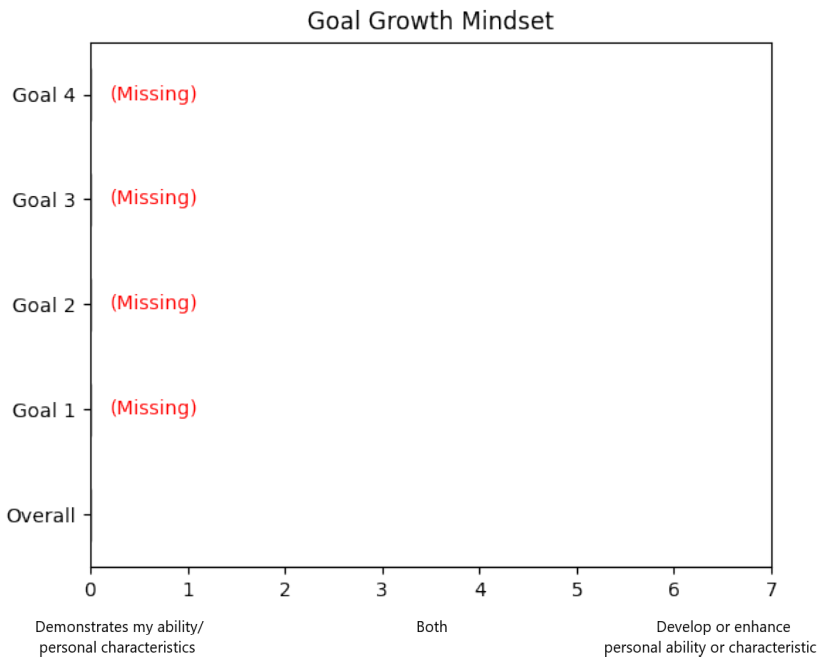
    Consider ways of rethinking your goals so that you can think of them as something positive you want to approach.

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 0.0 (very low)

Goal 2 score is 0.0 (very low)

Goal 3 score is 0.0 (very low)

Goal 4 score is 0.0 (very low)

Personal Goals and Standards

Goal 1:
nan

Goal 2:
nan

Goal 3:
nan

Goal 4:
nan

Goal Growth Mindset

Goal 4 — (Missing)

Goal 3 — (Missing)

Goal 2 — (Missing)

Goal 1 — (Missing)

Overall —

Demonstrates my ability/ personal characteristics   Both   Develop or enhance personal ability or characteristic

Goal Growth Mindset:

Overall score is 0.0 (very low):

    Your score indicates that you tend to think about your goals as performance goals, which means you think of your goals as trying to prove your level of competence/ability or trying to demonstrate some personal characteristic. In contrast, another way of thinking about your goals would be as a growth goals, thinking of your goals instead as opportunities to improve your level of competence/ability or further develop some personal 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 0.0 (very low)

Goal 2 score is 0.0 (very low)

Goal 3 score is 0.0 (very low)

Goal 4 score is 0.0 (very low)

Personal Goals and Standards

Goal 1:
nan

Goal 2:
nan

Goal 3:
nan

Goal 4:
nan

Goal Level of Conflict

Goal Level of Conflict:

Overall score is 0.0 (very low):

    Your overall score indicates that progress on any one of your goals generally helps with making progress on your other goals.

    It is good that you perceive that making progress on any of your goals 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 0.0 (very low)

Goal 2 score is 0.0 (very low)

Goal 3 score is 0.0 (very low)

Goal 4 score is 0.0 (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:**

Money   Goal 1: nan

JobCareer   Goal 2: nan

EducLearning   Goal 3: nan

LeisureRecrea
                                        Goal 4: nan
SelfGrowth

IntimateRel

FriendsFamily

SpiritReligion

PhysicalHealth

Least Important

Treatment Recommendations: Facet Specific

Temperament:
1. Mindfulness Practice
2. Emotion Regulation Interventions for Anger

Self-Regulation: Overall
1. Schema change therapy
2. Cognitive Restructuring Techniques

Beliefs: Overall
1. Self-monitoring
2. Self-management therapy

Significant Factor(s) of Interest:
- BIS (Very Low)
- BAS: Reward Responsiveness (Very Low)
- BAS: Drive (Very Low)
- BAS: Fun Seeking (Very Low)

Treatment Recommendations: Situation Specific

#1 Self-Regulation: Goal 1

1. Schema change therapy
2. Cognitive Restructuring Techniques

Significant Factor(s) of Interest:
- Goal Thinking (Very Low)
- Goal Satisfaction (Very Low)
- Goal Self-Efficacy (Very Low)
- Goal Intrinsic Motivation (Very Low)
- Goal Approach Orientation (Very Low)
- Goal Growth Mindset (Very Low)
- Goal Level of Conflict (Very Low)

#2 Self-Regulation: Goal 2

1. Schema change therapy
2. Cognitive Restructuring Techniques

Significant Factor(s) of Interest:
- Goal Thinking (Very Low)
- Goal Satisfaction (Very Low)
- Goal Self-Efficacy (Very Low)
- Goal Intrinsic Motivation (Very Low)
- Goal Approach Orientation (Very Low)
- Goal Growth Mindset (Very Low)
- Goal Level of Conflict (Very Low)

#3 Self-Regulation: Goal 3

1. Schema change therapy
2. Cognitive Restructuring Techniques

Significant Factor(s) of Interest:
- Goal Thinking (Very Low)
- Goal Satisfaction (Very Low)
- Goal Self-Efficacy (Very Low)
- Goal Intrinsic Motivation (Very Low)
- Goal Approach Orientation (Very Low)
- Goal Growth Mindset (Very Low)
- Goal Level of Conflict (Very Low)

#4 Self-Regulation: Goal 4

1. Schema change therapy
2. Cognitive Restructuring Techniques

Significant Factor(s) of Interest:
- Goal Thinking (Very Low)
- Goal Satisfaction (Very Low)
- Goal Self-Efficacy (Very Low)
- Goal Intrinsic Motivation (Very Low)
- Goal Approach Orientation (Very Low)
- Goal Growth Mindset (Very Low)
- Goal Level of Conflict (Very Low)

Treatment Recommendations: Situation Specific

#1 Beliefs: Self-with-nan

1. Self-monitoring
2. Self-management therapy

Significant Factor(s) of Interest:

- Self-Esteem Frustration (Average)
- Domineering (Very High)
- Self-Centered (Very High)
- Distant/Cold (Very High)
- Socially Inhibited (Very High)
- Nonassertive (Very High)
- Exploitable (Very High)
- Self-Sacrificing (Very High)
- Intrusive (Very High)
- Rejection Sensitivity (Very Low)

#2 Beliefs: Self-with-nan

1. Self-monitoring
2. Self-management therapy

Significant Factor(s) of Interest:

- Self-Esteem Frustration (Average)
- Domineering (Very High)
- Self-Centered (Very High)
- Distant/Cold (Very High)
- Socially Inhibited (Very High)
- Nonassertive (Very High)
- Exploitable (Very High)
- Self-Sacrificing (Very High)
- Intrusive (Very High)
- Rejection Sensitivity (Very Low)

#3 Beliefs: Self-with-nan

1. Self-monitoring
2. Self-management therapy

Significant Factor(s) of Interest:

- Self-Esteem Frustration (Average)
- Domineering (Very High)
- Self-Centered (Very High)
- Distant/Cold (Very High)
- Socially Inhibited (Very High)
- Nonassertive (Very High)
- Exploitable (Very High)
- Self-Sacrificing (Very High)
- Intrusive (Very High)
- Rejection Sensitivity (Very Low)

#4 Beliefs: Self-with-nan

1. Self-monitoring
2. Self-management therapy

Significant Factor(s) of Interest:

- Self-Esteem Frustration (Average)
- Domineering (Very High)
- Self-Centered (Very High)
- Distant/Cold (Very High)
- Socially Inhibited (Very High)
- Nonassertive (Very High)
- Exploitable (Very High)
- Self-Sacrificing (Very High)
- Intrusive (Very High)
- Rejection Sensitivity (Very Low)