

An Examination of Dispositional Authenticity

by

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ABSTRACT

Authenticity is a familiar concept in popular culture. Despite its popularity, few studies have empirically examined the construct of authenticity. In this study, the Authenticity Scale and Authenticity Inventory, two recently created scales measuring dispositional authenticity, were examined to determine how they compare to one another as well as how they related to theoretically relevant measures including well-being and career indecision. Results from 576 undergraduate students supported the factor structure of the Authenticity Scale, but empirical support for the Authenticity Inventory was not found. Findings indicated that the Authenticity Scale was strongly related to well-being and moderately correlated with career indecision. Small correlations between the Authenticity Scale and the Self-Concept Discrepancy Scale provided evidence that the constructs of authenticity and congruence are related but measure different things. The clinical and research implications of this study are explored and encourage a broader perspective in conceptualizing vocational concerns. The empirical support found for the Authenticity Scale advocates for its use in future research applications.

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Chapter 1

INTRODUCTION

Authenticity is a familiar concept in popular culture. Numerous self-improvement books have been written on the topic. A broad definition of authenticity involves a way of being in the world that reflects one's core-self (i.e., thoughts, feelings, and emotions) (Kernis & Goldman, 2006; Wood, Maltby, Baliousis, Linley, & Joseph, 2008). Kernis and Goldman (2006) point out that authenticity is also an important topic in the literature offering a historical overview of the topic coupled with more recent psychological perspectives. Despite its popularity, few studies have empirically examined this construct (Peterson & Seligman, 2004; Wood et al., 2008). Recently, however, two measures examining dispositional authenticity have been created to improve clarity in the field, thereby providing a solid foundation on which researchers can build (Kernis & Goldman, 2006; Wood et al., 2008). In this study, these two measures were examined to determine how they compared with one another as well as how they related to theoretically relevant measures.

While the authors of both measures of dispositional authenticity conceptualize the construct slightly differently, authenticity can be defined as a way of living that is self-authored, corresponds with one's internal experience (i.e., physiological states, thoughts, feelings, etc.), and involves openness and honesty in one's outward behavior and communication in relationships (Kernis & Goldman, 2006; Ryan & Deci, 2000; Wood et al., 2008). Authors have pointed

out that the historical roots of authentic functioning extend back to the days of Ancient Greek philosophers with well-known phrases such as the “Unexamined life is not worth living” and “Know thyself” (Harter, 2002; Kernis & Goldman, 2006). In Kernis’ and Goldman’s (2006) review of the historical literature on authentic functioning, they point out important themes that remain pertinent to the construct. These themes include an attention to self-awareness, people’s actions, the influence of interpersonal relationships, and objectively processing one’s positive and negative aspects. More contemporary definitions of authentic functioning highlight the importance of behaviors that are reflective of one’s inner experience in addition to a sense of freedom in choice for self-expression (Harter, 2002; Peterson & Seligman, 2004; Sheldon, Ryan, Rawsthorne, & Ilardi, 1997). For example, Maslow referred to authentic functioning in his description of the self-actualized person, an individual who developed his/her internal human capacities (Maslow, 1959). In addition, theories such as values clarification shed some light on authentic functioning. For example, individuals who have clarified their values have more self-knowledge and are in a better position to exhibit self-directing behavior that is less inconsistent (Raths, Harmin, & Simon, 1978). These characteristics closely mirror the most recent operational definitions of authenticity.

The value of authenticity can be seen in that it is considered to be related to well-being (Wood et al., 2008). For example, Rogers (1961) described features of authentic functioning (e.g., trusting one’s inner experience) and considered

them essential elements in one's experience of the good life and being a fully functioning person. While authentic functioning is seen as important to well-being, researchers have pointed to the lack of empirical studies that have properly defined and measured this construct (Harter, 2002). Some have attributed this to its complex nature (Peterson & Seligman, 2004). Given these barriers, it is not surprising that there is not consistency in the literature about what the construct represents.

The few empirical studies that have examined authenticity have looked at it from the perspective of self-knowledge and the extent to which one's true self is revealed around certain types of people (i.e., friends, parents, etc.) (Harter, Marold, Whitesell, & Cobbs, 1996). Authenticity has also been researched in less direct means by focusing on one's experience of feeling authentic (i.e., extent to which behaviors feel meaningful and freely chosen) across various social roles (Sheldon et al., 1997; Woods et al., 2008). To address this problem and more clearly interpret the existing literature on authenticity, researchers have recently looked to comprehensively identify its multidimensional nature (Kernis & Goldman, 2006; Woods et al., 2008). These researchers have identified it as an individual difference variable and have sought to provide valid measurement of dispositional authenticity. I am aware of only two scales that measure dispositional authenticity. Both have demonstrated adequate psychometric properties but they have different factor structures, different numbers of items, and different theoretical emphases despite similar influences. The Authenticity

Inventory (AI-3; Kernis & Goldman, 2006) and The Authenticity Scale (Wood et al., 2008) are the two scales that currently measure dispositional authenticity (Wood et al., 2008).

Authenticity Measures

The AI-3's focus is heavily influenced by the historical literature on authenticity. In their review of the philosophical and psychological literature, Kernis and Goldman (2006) point to the work of important philosophers such as Aristotle, Socrates, Sartre, Kierkegaard, and Heidegger and identify important themes relating to authenticity including self-awareness, actions that are expressive of an individual's internal experience, one's experience in relation to others, and the ability to objectively process and acknowledge one's positive and negative aspects. In addition, they discuss major influences to their conceptualization of authenticity including self-determination theory as well as Rogers' theory of the fully functioning person. Self-determination theory classifies authentic functioning as actions that represent individuals' true motivations and values (Ryan & Deci, 2000). Kernis' and Goldman's (2006) conceptualization of authenticity is also guided by Roger's theory of the fully functioning person. These characteristics include an emphasis on a way of being in the world that is freely chosen and is guided by one's internal experience. In addition, one's ability to be open to his/her experiences and process information without distortion remains critical. Finally, these factors are based on important characteristics of the fully functioning person such as living in the moment and

being creative in his/her approach to life (Kernis & Goldman, 2006; Rogers, 1961).

Based on these perspectives, Kernis and Goldman (2006) conceptualized authenticity as a multicomponent construct and hypothesized four distinct yet interrelated elements. The components include awareness, unbiased processing, behavior, and relational orientation as measured in the AI-3. The Awareness component explores one's processing ability and motivation to increase knowledge of one's internal experiences. The Unbiased Processing component examines one's ability to objectively evaluate characteristics of self and avoid distortion of incoming external feedback. The Behavioral component examines one's tendency to behave in accordance with one's values and ideas. The Relational Orientation component explores one's value in being open and honest in close relationships with others.

The authors of the AI-3 scale started with a large pool of items that represented their multicomponent conceptualization of authenticity and administered these items to several samples of college students. Items were eliminated based on interitem correlations and exploratory factor analyses (Kernis & Goldman, 2006). A confirmatory factor analysis was also used to investigate whether authenticity was a unidimensional or multidimensional construct. Results supported their multicomponent conceptualization of authenticity with results yielding a four-factor model that could be represented by a general higher-order factor of authenticity. This hierarchical more parsimonious model was used to

interpret the components of authenticity and helped to support the discriminant validity between the factors (Kernis & Goldman, 2006).

The scale went through revisions during its development in order to produce adequate psychometric properties (Kernis & Goldman, 2005). Items were also revised to solve the problem of low internal reliabilities. For example, in the relational orientation subscale, substantial increases in alpha (i.e., from .32 to .66) occurred when items centered on close relationships rather than to others in general (Kernis & Goldman, 2005).

Throughout its various versions, the AI-3 has helped to strengthen the link between authenticity and well-being through empirical studies that have focused on features of adaptive functioning (Goldman & Kernis, 2002; Kernis & Goldman, 2006). This scale has been related to important constructs including self-report measures of psychological and subjective well-being, verbal defensiveness, and general and contingent measures of self-worth. For example, in the first study to examine the AI (Version 1), the AI was related to measures including the Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985) the Positive Affect/Negative Affect Scale (Brunstein, 1993), The Contingent Self Esteem Scale (Paradise & Kernis, 1999), and Rosenberg's (1965) Self-esteem Scale (Goldman & Kernis, 2002). Higher total scores on the AI were related to greater self-esteem and life satisfaction and lower levels of net negative affect and contingent self-esteem (i.e., self worth dependent on conditions such as meeting expectations) (Goldman & Kernis, 2002).

The authors note that subscales for the AI varied in their relation to these well-being measures. For example, the awareness subscale related to three of the four well-being measures such that higher subscale scores were related to higher life satisfaction, greater self-esteem, and lower scores of net negative affect. In contrast, the unbiased processing subscale related to only one well-being measure such that a higher subscale score related to greater life satisfaction. While subscale relations to these well-being measures varied and some were not statistically significant, the authors note that all subscales related to the other measures in the expected direction, thereby providing initial validity support (Goldman & Kernis, 2002).

In addition, two of the elements (i.e., awareness and unbiased processing) in Kernis' and Goldman's (2006) conceptualization of authenticity involve the ability to process information related to self with awareness, objectivity, and without distortion. Kernis and Goldman (2006) summarize and discuss a study using the AI-3 that helped to illustrate these components of authenticity. In this study, a sample of 101 undergraduates participated in a structured interview using the defensive verbal behavior assessment. The defensive verbal behavior assessment examines an individual's language and looks to detect defense mechanisms that may protect the self from information that is threatening and discrepant from one's self-image.

Highly trained coders rate the responses of participants based on questions asked in the assessment and scores are summed to produce an overall verbal

defensiveness score. Raters use awareness and distortion in evaluating defensive responses. Kernis, Lakey, Heppner, Goldman, and Davis (2005) indicated that total AI-3 scores were significant and inversely related to defensiveness ($r = -.25$) (as cited in Kernis & Goldman, 2005). These results help to highlight the awareness component of authenticity as well as the unbiased processing component of the AI-3 (Kernis & Goldman, 2006). This latter element is an additive feature that other conceptualizations of authenticity do not seem to explicitly contain. Results in a more recent study confirmed that higher total AI-3 scores have an inverse relationship with verbal defensiveness ($r = -.25$). However, results indicated that mindfulness as measured by the Mindful Attention Awareness Scale (Brown & Ryan, 2003) mediated the relationship between authenticity and verbal defensiveness, thereby highlighting the importance of both variables in lower scores of verbal defensiveness (Lakey, Kernis, Heppner, & Lance, 2008).

Finally, the AI-3 has also been used in connection with investigating romantic relationship functioning. In one unpublished study, Kernis and Goldman (2006) summarize the research related to the AI-3 and several self-report measures that were administered to examine relationship functioning. These measures were administered to 61 heterosexual couples in committed relationships. Goldman, Brunell, Kernis, Heppner, and Davis (2005) indicated higher total AI-3 scores were significantly related to greater relationship satisfaction, greater self-disclosure, and less defensive reactions to partner

transgressions (as cited in Kernis & Goldman, 2006). These results highlight the important connection between authenticity and the relationship domain.

The Authenticity Scale's (Wood et al., 2008) focus is also heavily based on Rogers' theory and conceptualizes authenticity from a tripartite definition from person-centered psychology. In reviewing the literature, Wood et al. (2008) believed this conceptualization to be the most comprehensive. According to this conceptualization, they therefore hypothesized three factors: authentic living, accepting external influence, and self-alienation. These factors stress the ideas of congruence and consistency. Following Barrett-Lennard's (1998) conceptualization, this scale conceptualizes authenticity as consistency between a person's true experience, his/her cognitive representation of that experience, and his/her outward behavior and communication. The Authentic Living factor examines the degree to which behaviors are consistent with one's conscious awareness of his/her internal experience. The Accepting External Influence factor examines the degree to which interpersonal relationships influence one's behaviors. The Self-Alienation factor examines the extent to which individuals are out of touch with themselves (Wood et al., 2008).

According to this conceptualization of authenticity, items were then developed to represent this construct. An exploratory factor analysis was performed on a sample of two hundred undergraduate students. While the scale originated with 25 items, factor loadings were used to determine the number of items to retain. The final scale included 12 items, with four items representing

each factor. Confirmatory factor analyses were performed on two samples of college students as well a sample of individuals from the local community, yielding the hypothesized three-factor model that loaded on a higher order authenticity factor. This scale has shown both convergent and discriminant validity on important measures for samples comprising both college students and community members.

The Authenticity Scale has shown convergent validity with self-esteem, subjective, and psychological well-being measures. Some of these measures include Rosenberg's (1965) Self Esteem Scale, the Satisfaction with Life Scale (Diener, et al., 1985), and the short versions of Ryff's (1989) scales of psychological well-being. The Authenticity Scale has demonstrated discriminant validity with the Balanced Inventory of Desirable Responding (Paulhus, 1984) as evidenced by the low correlations (ranging from $r = .06$ to $r = -.09$) between the two scales (Wood et al., 2008). The Authenticity Scale has also shown discriminant validity with the Big Five personality traits (Wood et al., 2008). For example, Wood et al. (2008) reported that the Big Five traits explained a maximum of 13% of the variance in the subscales of authenticity, suggesting that this scale has important differences from the Big Five traits.

Examination of Authenticity and Well-being

Given that both of these scales have sought to comprehensively examine trait authenticity, the first purpose of this study was to examine the relationship between the two scales in depth to determine how they compare with one another

as well as to theoretically relevant measures. Given the construct's history and definitional confusion, such an examination could add insight into the degree that these scales bring clarity to the field. Of particular importance is the degree that these scales overlap with one another and are indeed measuring the same thing. These measures have different theoretical foundations despite their similar influences. For example, the two authenticity scales do cover similar content in that both scales address awareness of one's internal experiences and the extent that individuals behave in accordance with their internal values rather than conforming to other's expectations. However, the AI-3 has specific subscales that more explicitly address two other important factors including relationship patterns and the extent to which an individual accurately processes information about self (i.e., relational orientation and unbiased processing respectively). It was therefore expected that these two scales would correlate with one another. However, the relatedness of these scales would not be extensive enough to indicate redundancy. Based on the unique conceptualizations of each of these scales, it was expected that the factor structure for each scale would be retained, but that the scales would not correlate highly, suggesting that the scales do cover different content.

In addition, the correlations between the total scores for these two authenticity scales should only be moderately correlated with one another and not suggest redundancy between the scales. Furthermore, it was hypothesized that in an exploratory factor analysis (EFA) for each of the scales, the AI-3 would yield a four-factor solution and The Authenticity Scale would yield a three-factor

solution, thus providing cross validation for the factor structure of the two scales and indicating that they do cover different content.

While the authenticity scales have been correlated with important measures that focus primarily on healthy and adaptive functioning, they have not been compared against one another. Such an analysis will prove helpful in determining the extent to which they are measuring the same thing and which scale does a better job in predicting outcome measures. This analysis may also provide insight regarding test administrative decisions given the significant difference in items for the scales. Given the recognition that authenticity remains a critical foundation on which well-being is established, the authenticity scales were compared with two popular measures of well-being (i.e., life satisfaction and self-esteem) to add additional support linking these variables together (Wood et al., 2008). While both of these measures are global in nature, both are widely used in the literature as measures of well-being (Heatherton & Wyland, 2003; Wood et al., 2008). Both of these measures have individually already been related to each of the authenticity scales. However, inclusion of these two measures is consistent with this study's focus and will help illustrate which authenticity scale has greater incremental validity. It was expected that the authenticity scales and well-being measures would be positively correlated with one another. Given the more comprehensive conceptualization of the AI-3 that includes unbiased processing and relationship orientation components, it was hypothesized that total AI-3

scores would better predict self-esteem and life satisfaction than total scores on The Authenticity Scale.

Examination of Authenticity and Career Indecision

While the study of authenticity has been linked to well-being, it has not been explored within the realm of vocational psychology. As Blustein (2008) argues, there is a need to return attention and focus to this important area within psychology in order to better comprehend human behavior. Brown and Rector (2008) echo this need, specifically calling attention to the area of career decision-making. Blustein (2008) goes on to explain that determinations of health insurance coverage and reimbursements from third-parties combined with the demands of the health profession have contributed to an increasing emphasis on mental health concerns, at the expense of work related issues. Blustein (2008) explains how work remains an important factor in psychological health and remains intertwined with other domains of a person's life. It therefore, cannot be overlooked. Consequently, the second focus of this study involves responding to the need to revisit vocational psychological issues by exploring the connection between authenticity and work related concerns, specifically career indecision.

Career indecision has been used to refer to the challenges that emerge as individuals try to make choices regarding their careers (Gati, Krausz, & Osipow, 1996). Research has pointed to both developmental and emotional and personality elements in understanding career decision-making. For example, familiar models for career development (e.g., Super's Vocational Developmental Tasks) include

an exploratory/ crystallization phase where individuals are attempting to better understand their interests and values so they can identify their career goals (Zunker, 2002). More recently, models highlighting emotional and personality components have come to the forefront in explaining career decision-making difficulties (Brown & Rector, 2008; Saka & Kelly, 2008). Researchers have also found how certain negative personality traits (e.g., perfectionism, fear of commitment) are predictive of career indecision (Leong & Chervinko, 1996; Page, Bruch & Haase, 2008). However, the construct of authenticity has not been explored in relationship to career decision-making.

Authenticity has particular relevance to career indecision because of the self-awareness component. This element is seen as critical in the conceptualization of authenticity. Individuals cannot behave according to their true selves if they are not cognizant of their thoughts, values, and emotions. Self-knowledge is also seen an important source for career-decision making. Indeed, Brown and Rector (2008) identify lack of information as a source for career indecision in their model of career indecision. As several authors indicate, career interventions in the research literature tend to focus on helping clients understand their vocational interests (Brown & Rector, 2008; Miller & Brown, 2005). Consequently, authenticity should be empirically linked to the construct of career indecision given that self-knowledge is important to both constructs.

Sources of Career Indecision

In an attempt to bring better conceptual clarity to the literature on vocational indecision, Brown and Rector (2008) did a meta-analytic study using factor analysis. In doing a comprehensive search of the literature, they identified 28 published correlation matrices (i.e., of different variables that related to indecision) that were appropriately responsive to factor analytic techniques. Matrices that yielded appropriate Bartlett chi square test results and communality estimates were then subjected to principal axis factoring with oblique rotations. In identifying common factors across the analysis, results suggested four latent sources of career-decision making difficulties: indecisiveness/trait negative affect, lack of information, interpersonal conflicts and barriers, and lack of readiness (Brown & Rector, 2008). All measures selected to represent career indecision in this study loaded onto one of these factors.

It was expected that higher total AI-3 scores as well as higher total scores on the Authenticity Scale would be negatively related to the lack of readiness factor, the interpersonal conflicts and barriers factor, the lack of information factor, and the indecisiveness/trait negative affect factor. These factors represent individuals who are experiencing interpersonal barriers and are having challenges with self-knowledge and management of their emotions. Based on the conceptualization of authenticity, individuals who are more authentic should have more self-knowledge and experience more honesty and openness in relationships. The empirical link found between authenticity and well-being also suggests that authentic individuals are more likely to be well-adjusted. Therefore, it was

expected that individuals who scored higher on authenticity scales would have less problems in the four areas of career indecision.

In addition, the AI-3 seems to have a more comprehensive conceptualization of authenticity than the Authenticity Scale because it includes focus on the extent to which a person accurately processes information about self (i.e., unbiased processing). This element appears key to career decision-making tasks given the need to appropriate self-knowledge into one's vocational choice. It also appears key to well-being and Kernis and Goldman (2006) note that accurate rather than distorted self-realities are generally more healthy. Consequently, it was hypothesized that total scores on the AI-3 would better predict all outcome variables than the Authenticity Scale.

Examination of Authenticity and Congruence

Finally, the construct of authenticity includes definitions of congruence (Wood et al., 2008). Within Wood et al.'s model of authenticity, congruence is used to denote the degree of consistency between the three levels of one's experience: their primary experience (i.e., physiological state, emotions, cognitions), their awareness of this experience, and their outward behavior. Perfect congruence is not considered possible but reflects how closely these experiences mirror one another.

The term of congruence originated from Rogers' person-centered approach to counseling and was used to signify the extent to which an individual was genuine and authentic (Arthur & McCarthy, 2007; Rogers, 1961). Rogers had

attempted to look at and examine the vague and ambiguous concept of the self, and congruence was used to describe the level of integration of the self (Evans, 1975). Rogers believed that conditions of worth put individuals at risk for being incongruent and thus more likely to hide behind a façade. Individuals who were incongruent were considered less able to listen to their feelings and to accept themselves. These individuals experienced a discrepancy between their real and ideal self (Arthur & McCarthy, 2007; Rogers, 1961).

Rogers believed that authentic functioning, unconditional positive regard, and empathetic understanding on the part of their therapist would create an atmosphere of acceptance within the counseling relationship that would lead to greater congruence within the client as evidenced by a decrease in the discrepancy between one's real and ideal self. For example, in one of his research investigations, he examined the effectiveness of client centered therapy and changes in concept of the self. It is in this research investigation that he hypothesized that the real and ideal self would become more congruent during the course of therapy. Using the Q-technique, clients were given self-descriptive statements that they had to sort according to how they considered themselves currently and how they considered themselves as they ideally would like to be. These card sorts were given at several points including before, during, and following therapy. Findings indicated that while clients initially presented in therapy with a discrepancy between their real and ideal self, they experienced greater congruence during the course of therapy. By the conclusion of therapy,

clients were also seen as better adjusted as evidenced by a correspondence between a client's self-perception in card sortings to the sortings of a person that was considered well-adjusted (as judged by a group of clinical psychologists) (Rogers, 1961).

To test whether a client had greater access to his feelings and experiences during the course of therapy, the degree of congruence was also examined in another way. Rogers looked at how one's concept of self corresponded with his experience (i.e., awareness of feelings and experiences). He explored this during the course of therapy again using card sortings to represent how the client perceived himself. In addition, a diagnostician's evaluation of the client was also used because it was assumed that a trained clinician would have awareness of the client's total experience based on his observed patterns. The diagnostician's evaluation was based on tests that were administered to the client (i.e., Thematic Apperception Test). Subsequent card sortings by the diagnostician were then used to describe the client. It was hypothesized that there would be an increase in congruence between the client's self perception and the client as perceived by the diagnostician during the course of therapy. Results from this study supported this hypothesis (Rogers, 1961).

The study of the correspondence between the actual-ideal domains has more recently been examined within the self-concept discrepancy literature for both normal and clinical populations. For example, Higgins, Klein, and Strauman (1985) set out to test self-concept discrepancy theory by examining how various

domains of the self (i.e., actual/ideal/ought) related to emotional discomfort within an undergraduate student population. Dejection-related emotions (e.g., dissatisfaction and shame) were hypothesized to be associated more strongly to actual-ideal discrepancy than with actual-ought discrepancy. In addition, agitation-related emotions (e.g., guilt and fear) were hypothesized to be associated more strongly to actual-ought discrepancy than with actual-ideal discrepancy. Findings supported these hypotheses.

Self-concept discrepancy has also been examined within clinical populations. In a study by Scott and O'Hara (1993), participants were assigned to clinical groups based on whether they presented with symptoms of major depression or anxiety using DSM-III-R criteria. Participants that did not present with any mental health disorder were also included as part of the study for comparison. Participant self-concept discrepancies were evaluated using the Selves Questionnaire (Higgins et al., 1985). In terms of overall self-concept discrepancies (i.e., including actual/ideal/ought domains of self), results supported the hypothesis that clinical subjects had higher self-concept discrepancies than normal subjects. However, this applied to only the depressed and depressed-anxious participants and not to the anxious participants. With respect to the actual/ideal domains of self, depressed subjects (i.e., depressed and depressed-anxious) reported high levels of discrepancy in comparison to those who were not depressed (normal and anxious groups) as predicted (Scott & O'Hara, 1993).

Both authenticity and congruence may seem interchangeable considering that they both seem to overlap one another. However, authenticity seems to have a theoretical framework that represents something more comprehensive than simply congruence. For example, the multidimensional nature of authenticity more specifically addresses other important factors such as relationship influence (i.e., conforming to other's expectations) and unbiased processing of self-information. This study will therefore look to differentiate these constructs in order to eliminate confusion. In examining the construct of congruence, the measure that was used examined discrepancies between one's true self and his/her ideal self following the lead of Rogers (1961). While congruence may have been used to refer to authentic functioning, its empirical examination as seen through the previous examples is more narrow in scope than that of authenticity. In contrast, the multidimensional nature of authenticity encompasses one's personality and involves a more pervasive pattern of consistency. It was therefore hypothesized that both the Authenticity Inventory and the Authenticity Scale would better predict outcome variables (i.e., both well-being measures and all three career indecision measures) in comparison to the Self-Concept Discrepancy Scale.

To summarize, I hypothesized a) that total scores on the two scales of authenticity would be positively related to one another; b) that an exploratory factor analysis would indicate a three-factor structure for the Authenticity Scale and a four-factor structure for the Authenticity Inventory; c) that the Authenticity Inventory would better predict career indecision and well-being measures than the

Authenticity Scale; d) that the Authenticity Scale would better predict outcome variables than the Self-Concept Discrepancy Scale.

Chapter 2

METHODS

Sample

Five hundred seventy six undergraduate students (177 men, 365 women) from an ethnically diverse university located in a Southwestern state participated in this study. Ages ranged from 18 years to 42 years ($M = 20.1$, $SD = 3.9$). Among the participants, 67.3% were Caucasian, 15.2% were Hispanic, 6% were Asian, 4% were African American, 1.2% were Native American, 2.8% classified themselves as Other American, and 3.5% were foreign-international students.

Measures

The Authenticity Inventory (AI-3; Kernis & Goldman, 2006). The 45-item scale of the AI-3 was used to measure dispositional authenticity. The Awareness subscale contains 12 items and measures one's processing ability and motivation to increase knowledge of one's internal experiences (e.g., "For better or for worse I am aware of who I truly am"). To enhance clarity, statements that contained the wording of "self-aspects" were modified to "aspects of myself" (e.g., I am able to distinguish those *aspects of myself* that are important to my core-or true-self from those that are unimportant). The Unbiased Processing subscale contains 10 items and measures one's ability to objectively evaluate characteristics of self and avoid distortion of incoming external feedback (e.g., "I find it very difficult to critically assess myself"). The Behavioral subscale contains 11 items and

examines one's tendency to behave in accordance with one's values and ideas (e.g., I find it easy to pretend to be something other than my true-self). The Relational Orientation subscale contains 12 items and measures one's value in being open and honest in close relationships with others (e.g., "I want people with whom I am close to understand my weaknesses"). For better reading clarity, statements with the phrase "close others" were modified to contain the phrasing "people who are close to me" (e.g., I tend to idealize *people who are to close me* rather than objectively see them as they truly are). Participants rated items on a 1 (*strongly disagree*) to 5 (*strongly agree*) scale with total higher scores indicating higher dispositional authenticity. Kernis and Goldman (2006) sampled from college students and reported alphas for the subscales ranging from .64 to .80. Kernis and Goldman (2006) reported an alpha of .90 for the scale as a whole. Test-retest reliabilities for the subscales ranged from .69 to .80. In the current study, alpha ranged from .59 to .78 for the subscales and .86 for the total scale (see Appendix D).

The Authenticity Scale (Wood, Maltby, Baliouisis, Linley, & Joseph, 2008).

The 12-item scale of the Authenticity Scale was used to measure dispositional authenticity. The Self-alienation subscale contains 4 items and measures the extent to which individuals are out of touch with themselves (e.g., "I feel alienated from myself"). The Accepting External Influence subscale contains 4 items and examines the degree to which interpersonal relationships influence one's behaviors (e.g., "Other people influence me greatly"). The Authentic Living

subscale contains 4 items and examines the degree to which behaviors are consistent with one's conscious awareness of his/her internal experience (e.g., "I am true to myself in most situations"). Participants rated items on a 1 (*does not describe me well*) to 7 (*describes me very well*) scale and responses were totaled for each subscale. Higher scores indicated being more in touch with one's internal experience (i.e., Self-alienation subscale), less of a tendency to conform to the expectations of others (i.e., Accepting External Influence subscale) and behaving in accordance with one's values (i.e., Authentic Living subscale). In their first study using the scale, Wood et al. (2008) sampled from undergraduate students and reported alphas for the subscales ranging from .69 to .78. Test-retest reliabilities ranged from .78 to .91. Across samples of college students and community members, Wood et al. (2008) reported subscale intercorrelations with a range of $r = -.40$ to $.42$. In the current study, alphas ranged from .76 to .87 for the subscales and .87 for the total scale (see Appendix E).

The Career Decision Scale (CDS; Osipow, Carney, & Barak, 1976). The CDS is a 19-item scale that measures reasons for career indecision. On the CDS, participants rated items on a 1 (*Not at all like Me*) to 4 (*Exactly Like me*) scale. Higher scores indicated greater indecision. Sample items include "Several careers have equal appeal to me. I'm having a difficult time deciding among them" and "I know I will have to go to work eventually, but none of the careers I know about appeal to me". Items 1-2 evaluate certainty of career/major choice. Items 3-18 assess reasons for career indecision according to its four-factor structure (i.e., lack

of structure and confidence, perceived external barriers, positive choice conflict, and personal conflict) (Brown & Rector, 2008; Osipow et al., 1976). This factor structure was inconsistent in subsequent studies with varied factor solutions ranging from two to four factors. However, Shimizu, Vondracek, Schulenberg, and Hostetler (1988) found that the factor analytic techniques used in these studies contributed to this invariance because orthogonal rather than oblique solutions were used. Shimizu et al. (1988) then conducted an EFA on the CDS and compared their results to previous studies. They rotated the varimax solutions of the previous studies with an oblique rotation and results indicated more similarity among factors than had previously been found, especially from the Osipow et al. (1976) study.

Shimizu et al. (1988) found a four-factor structure that included diffusion (3 items), support (3 items), approach-approach (3 items), and external barriers (4 items). Shimizu et al. (1988) noted that three items did not load saliently on one factor (i.e., according to the Simple Structure Model). Vondracek, Hostetler, Schulenberg, and Shimizu (1990) decided to exclude these three items in creating subscales for the CDS.

The barrier subscale of the CDS remains reflective of Brown's and Rector's (2008) Interpersonal Conflicts and Barriers factor. Given that the other factors of Brown's and Rector's model remain adequately covered with the career indecision measures included in this study, only the barrier subscale of the CDS will be used. This subscale had a factor loading of .68 on the Interpersonal

Conflicts and Barriers factor. Osipow et al. (1976) reported test-retest reliabilities of the CDS ranging from .82 to .90. In addition, Osipow et al. (1976) illustrated construct validity and demonstrated that students who were exposed to interventions designed to aid in vocational decision making scored lower on the CDS in comparison to control groups. In the current study, alpha was .68 for this subscale (see Appendix F).

The Career Decision Profile (CDP; Jones, 1989). The CDP is a 16-item scale evaluating individuals' level of decidedness for an occupation and their level of comfort about where they are in the process. The decidedness and level of comfort subscales each contain two items. The CDP also assesses reasons for indecision including lack of educational-occupational information, lack of self-clarity, indecisiveness, and choice/work salience according to its four-factor structure. Each of these subscales contains 3 items. The Decisiveness subscale of the CDP remains reflective of Brown's and Rector's (2008) Indecisiveness/Trait Negative Affect factor. This subscale of the CDP had a factor loading of .63 on the Indecisiveness/Trait Negative Affect factor. The Knowledge of Educational-Occupational Information of the CDP remains reflective of Brown's and Rector's (2008) Lack of Information factor. This subscale of the CDP had a factor loading of .75 on the Lack of Information factor. The Self-Clarity subscale of the CDP remains reflective of Brown's and Rector's (2008) Lack of Readiness factor. This subscale of the CDP had a factor loading of .70 on the Lack of Readiness factor.

Sample items of the CDP include “I wish I knew which occupations best fit my personality” and “I feel relieve if someone else makes a decision for me”. Participants rated responses for all subscales on a 1 (*strongly disagree*) to 8 (*strongly agree*) scale. For each of the four reason subscales, scores are totaled and then subtracted from 27. However, to maintain consistency between scales, subscale total scores will not be subtracted from 27 so that higher scores will indicate greater career indecision. Therefore, higher scores for the Knowledge of Educational-Occupational Information, Self-Clarity, and Decisiveness subscales indicated greater challenges in these areas. Higher scores on the Career Choice Importance subscale suggested participants were unlikely to pursue career-counseling support. Jones (1989) sampled from undergraduate students and reported that test-retest reliabilities ranged from .66 to .80. Alphas ranged from .68 to .85.

Validity support includes that the CDP scales have been correlated between measures of anxiety, identity, and career salience. For example, Jones reported (1998) that the Self-Clarity scale was significantly correlated with the State-Trait Anxiety Inventory (Spielberger, Gorsuch, Lushene, Vagg, & Jacobs, 1983) and Identity Achievement Scale (Simmons, 1973). In addition, the Career Choice importance scale was also significantly related to the Career Salience Questionnaire (Greenhaus, 1971). For the reason subscales, Jones (1989) indicated that with the exception of one intercorrelation that was .41, the rest were low with five out of six yielding intercorrelations .22 or lower. These results help

to provide discriminant evidence between these subscales. In the current study, alphas ranged between .66 and .84 (see Appendix G)

Career Factors Inventory (CFI; Chartrand, Robbins, Morrill, & Boggs, 1990). The CFI is a 21-item four-factor scale that conceptualizes career indecision as being related to both informational (i.e., Need for Career Information and Need for Self-Knowledge) and emotional components (i.e., Career choice anxiety and Generalized Indecisiveness). The Need for Career Information and Self-Knowledge subscales of the CFI remain reflective of Brown's and Rector's (2008) Lack of Information factor. These subscales of the CFI had a factor loading of .75 and .66, respectively, on the lack of information factor. The Generalized Indecisiveness subscale of the CFI remains reflective of Brown's and Rector's (2008) indecisiveness/trait negative affect factor. This subscale of the CFI had a factor loading of .63 on the indecisiveness/trait negative affect factor. Sample items of the CFI include "Before choosing or entering a particular career area, I still need to attempt to answer 'who am I?'" and "Before choosing or entering a particular career area I still need to talk to people in one or more various occupations". Participants rated items on a 5-point scale ranging from strongly disagree to strongly agree for the informational subscales. For the emotional subscales, sample item stems include "For me, decision making seems:" and "While making most decisions I am:". Participants rated item stems with response anchors on a 5-point scale (e.g., Quick/slow; Worried/calm;

Certain/uncertain). One of the item stems was modified from “dry/wet” to “peaceful/nervous” for better reading quality.

Higher scores for the subscales of the CFI indicated higher levels of career indecision. Chartrand et al. (1990) sampled from undergraduate students and reported alphas ranging from .73 to .86 for each scale. Test-retest scores were reported as ranging from .79 to .84. The CFI scales have demonstrated convergent validity and been related to measures of anxiety, goal instability, indecisiveness, and self-esteem. For example, the Career Choice Anxiety, General Indecisiveness, and Need for Self-Knowledge subscales were significantly correlated with the trait anxiety subscale of the State-Trait Anxiety Inventory. The Generalized Indecisiveness subscale was also significantly correlated with the Goal Instability Scale and Rosenberg’s (1965) Self-esteem measure (Chartrand et al. 1990). In the current study, alphas ranges between .82 and .89. (see Appendix H).

Goal Instability Scale (Robbins & Patton, 1985). This 10-item scale measures a lack of goal directedness and motivation in work. Participants rated items on a 1 (*Strongly agree*) to 6 (*Strongly disagree*) scale. However, to maintain consistency between scales, anchors were reversed so that higher scores (range is from 10 to 60) indicated greater goal instability. Sample items include “I wonder where my life is headed” “I have confusion about who I am” and “After a while, I lose sight of my goals”. Using a sample of undergraduate students, Robbins and Patton (1985) reported test-retest reliabilities of .76 and an alpha of .81. In addition, this scale has shown convergent validity with both measures as well as career

indecision measures. For example, using a sample of undergraduate students, Robbins and Patton (1985) reported a correlation of $-.64$ with the Self-esteem scale (Rosenberg, 1965) and a correlation of $-.48$ with the Personal Competencies Inventory (Ostrow et al., 1981). In addition, Chartrand et al. (1990) reported that the Goal Instability Scale was related to the CFI with significant correlations with the subscales of Career Choice Anxiety ($r = -.29$), Generalized Indecisiveness ($r = -.43$) and Need for Self-knowledge ($r = -.29$). Finally, the Goal Instability Scale remains reflective of Brown and Rector's (2008) Lack of Readiness factor. The Goal Instability Scale had a factor loading of $.67$ on this factor. In the current study, alpha was $.85$. (see Appendix I).

Study Variables

As previously mentioned, The Knowledge of Education-Occupational Information subscale of the CDP and the Need for Career Information and Need for Self-Knowledge subscales of the CFI was used to represent Brown's and Rector's (2008) Lack of Information factor. After these subscale scores were totaled and standardized, the mean was used to represent Brown's and Rector's (2008) Lack of Information factor. The Decisiveness subscale of the CDP and the Indecisiveness subscale of the CFI will be used to represent Brown's and Rector's (2008) Indecisiveness/Trait Negative Affect factor. In the same way, subscale scores were totaled and standardized, and the mean was used represent the Indecisiveness/Trait Negative Affect Factor. Furthermore, the Self-Clarity subscale of the CDP and the Goal Instability Scale was used to represent Brown's

and Rector's (2008) Lack of Readiness factor. Scores were once again totaled and standardized and the mean was used to represent the Lack of Readiness factor.

Finally, the barrier subscale of the CDS was used to represent Brown's and Rector's (2008) Interpersonal Conflicts and Barriers factor.

Self-Esteem Scale (Rosenberg, 1965). This 10-item scale is considered to be one of the most popular measures of global self-esteem (Demo, 1985). It was used as a measure of well-being. Participants rated items on a 1 (*strongly disagree*) to 4 (*strongly agree*) scale. Higher scores indicated greater self-esteem. Sample items include "I feel that I am a person of worth, at least on an equal plane with others" and "At times I think I am no good at all". The reproducibility coefficient for this scale is .93. The scaleability coefficient for this scale is .73. Heatherton and Wyland (2003) note an alpha of .92 in their review of the literature. This scale has achieved convergent validity with measures of well-being such as the Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985), both measures of authenticity, and Ryff's (1989) scales of psychological well-being. In addition, Rosenberg (1965) reported that volunteers at a Clinical Center who scored higher on self-esteem were identified by raters (i.e., nurses) as appearing gloomy and disappointed less frequently than those with lower scores. In the current study, alpha was .89. (see Appendix J).

Satisfaction With Life Scale (Diener, Emmons, Larsen, & Griffin, 1985). This five-item scale was used as a measure of well-being and will be used to measure global life satisfaction. Participants rated items on a 1 (*strongly disagree*) to 7

(*strongly agree*) scale. Higher scores indicated greater life satisfaction. Sample items include “I am satisfied with my life” and “The conditions of my life are excellent”. Diener et al., 1985) reported an internal consistency of .82 and a test-retest reliability correlation coefficient of .82. Diener et al. (1985) reported that correlations between this measure and a number of other measures of subjective well-being were moderately strong ranging from -.32 to .75. Some of these measures include Cantril’s (1965) Self Anchoring Ladder, Fordyce’s (1978) single item measure of happiness, and Bradburn’s (1969) Affect Balance Scale. In the current study, alpha was .86. (see Appendix K).

Self-concept Discrepancy (Cantor, Norem, Niedenthal, Langston, & Brower, 1987). Following the lead of Cantor et al. (1987) in a shortened version of the Selves Questionnaire (Higgins, Klein, & Strauman, 1985) participants were asked to list 10 attributes associated with themselves “as they actually are” and “as they would ideally like to be”. However, participants were not be restricted to think of their actual and ideal selves from only the achievement and interpersonal domains. In terms of scoring, data are coded according to matches, mismatches, and nonmatches between the true and ideal self. Matches refer to words that were considered synonyms to one another in the true and ideal listings. Mismatches refer to words that were antonyms of one another in the two columns. Finally, nonmatches were coded when words from one column were not considered to be related to words in the other column.

Self-discrepancy scores are calculated by subtracting the number of matches from the number of mismatches. Cantor et al. (1987) reported interrater agreement as being 93% for codings. The original Selves Questionnaire had an interrater correlation of .80 for a randomly selected 20 self-concept pairs (Higgins et al., 1985). In addition, total self-concept discrepancy scores (combined for actual/own-ideal/own discrepancy; actual/own-ought/own discrepancy; actual/own-ideal/other discrepancy; actual/own-ought/other discrepancy) were significantly correlated with measures of discomfort such as the Beck Depression Inventory, the Hopkins Symptom Checklist, and the Emotions Questionnaire (Higgins et al., 1985). Similarly, Cantor et al. (1987) reported that greater self-concept discrepancies in the achievement domain were related to more stress and less positive feelings than those with lower self-concept discrepancies. In the current study, self-discrepancy scores were converted into a fraction to account for the varying number of responses for participants. Scores were calculated by subtracting the number of matches from the number of mismatches divided by the total number of responses minus the number of nonmatches. The intraclass correlation for raters was .93 for a randomly selected 50 self-concept pairs (see Appendix L).

Procedures

Recruitment for participants came through research announcements made by teachers in classrooms, emails made through student list serves, flyers distributed on campus, and participation as part of research credit for a course. As

part of incentive for participation, participants were entered into a drawing to win a gift card. Students interested in participating in the study accessed the questionnaires online. Participants were presented with a consent form and told of the broad nature of the project before beginning the questionnaires. The survey took approximately 35 minutes to complete.

Out of the five hundred seventy six undergraduate students who participated in this survey, five hundred and thirty seven undergraduate students completed more than 85% of the test and therefore missing data was not a problem (George & Mallery, 2003). With the exception of the Self-Concept Discrepancy Scale, less than 2% of data was missing for item variables in this study. The Self-Concept Discrepancy Scale had 8% missing data. Missing values were replaced using linear interpolation. The remainder of the thirty-nine participants responded to less than 76% of the total survey but did complete either the Authenticity Inventory or the Authenticity Scale. Therefore, responses from these participants were used only in the factor analyses of the authenticity scales and these participants were excluded from the remainder of the analyses in this study.

Chapter 3

RESULTS

Factor Analysis of Authenticity scales

To examine the factor structure of the two authenticity scales, exploratory factor analyses were conducted. For the Authenticity Scale, Bartlett's test indicated that the data were suitable for an EFA, $\chi^2 (66) = 2845.28, p < .01$, and the Kaiser-Meyer-Olkin measure indicated that there was an adequate sample size for this specific analysis (.87). An exploratory factor analysis was conducted on the twelve-item Authenticity Scale using principal axis factoring. Wood et al. (2008) illustrated that the factors were correlated in their sample and therefore an oblique (promax) rotation was used. A parallel analysis using the mean of eigenvalues and the 95% criterion suggested a three-factor structure. The parallel analysis included one hundred iterations. A scree plot also suggested a three-factor structure supporting the model by Wood et al. (2008). The scree plot is presented in Figure 1.

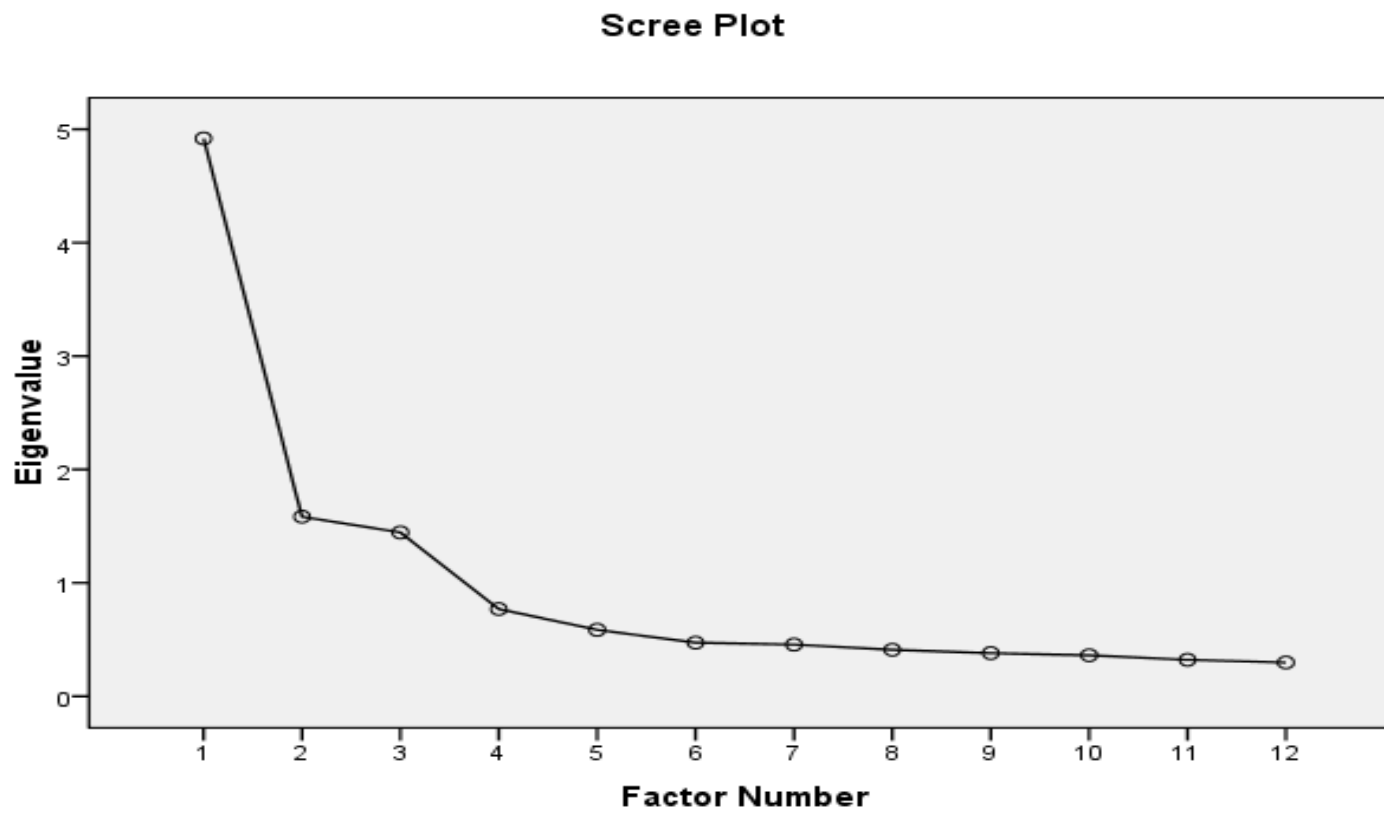


Figure 1. Scree plot for the Authenticity Scale.

All items loaded on the same factors as in the original study. There were no cross loadings as defined by loadings greater than .32 on two factors (Tabachnick & Fidell, 2007). The eigenvalues for the three factors were 4.94, 1.58, and 1.44 and the factors accounted for 66.27 percent of the total variance. Table 1 displays the factor loadings. The accepting external influence and self-alienation subscales were reverse coded so that all three subscales could be combined into a total score for comparison with the Authenticity Inventory. The factor correlation matrix revealed that the factors were moderately to highly correlated. Self-alienation correlated with authentic living at $r = .52$ and with accepting external influence at $r = .54$. Accepting external influence was correlated with authentic living at $r = .44$.

Table 1

Summary of Factor Loadings for the Authenticity Scale

Item	Self-Alienation	Accepting External Influence	Authentic Living
1. I think it is better to be yourself, than to be popular.	-.05	.08	.43*
2. I don't know how I really feel inside.	.77*	.00	-.02
3. I am strongly influenced by the opinions of others.	.08	.65*	.11
4. I usually do what other people tell me to do.	.03	.71*	.04
5. I always feel I need to do what others expect me to do.	.01	.75*	-.07
6. Other people influence me greatly.	-.07	.81*	-.01
7. I feel as if I don't know myself very well.	.81*	-.01	.01
8. I always stand by what I believe in.	-.07	.01	.77*
9. I am true to myself in most situations.	.09	.00	.73*
10. I feel out of touch with the 'real me'.	.79*	-.03	.01
11. I live in accordance with my values and beliefs.	.01	-.07	.79*
12. I feel alienated from myself.	.80*	.05	-.02

Note: * Indicates the factor the item loaded in Wood et al. (2008) study.

In comparing the equivalence of the factor solutions in this study and in the original study, the convergence correlation for the self-alienation factor was $r = .92, p < .01$. The convergence correlations for the accepting external influence factor and authentic living factor were $r = .98, p < .01$ and $r = .95, p < .01$, respectively.

For the Authenticity Inventory, Bartlett's test indicated that the data were also suitable for an EFA, $\chi^2(990) = 6310.28, p < .01$, and the Kaiser-Meyer-Olkin measure indicated that there was an adequate sample size for this specific analysis (.88). Based on the results of Kernis' and Goldman's (2006) study, the factors were assumed to be correlated. As a result, an oblique (promax) rotation was used. In contrast to the Authenticity Scale, the Authenticity Inventory did not perform as well in factor analysis. Both the parallel analysis and scree plot indicated a different number of factors. A parallel analysis using the mean of eigenvalues suggested eleven factors. The 95% criterion indicated nine factors. The parallel analysis included one hundred iterations. In contrast, the scree plot did not indicate a definitive number of factors. It suggested three to five factors. The scree plot is displayed in Figure 2. Based on theoretical considerations, use of the scree plot, and proportion of variance accounted for, a three-factor, four-factor, and five-factor solution were analyzed. These three factor solutions accounted for a cumulative total variance of 29.80%, 33.72%, and 37.21% respectively for the measured variables.

Scree Plot

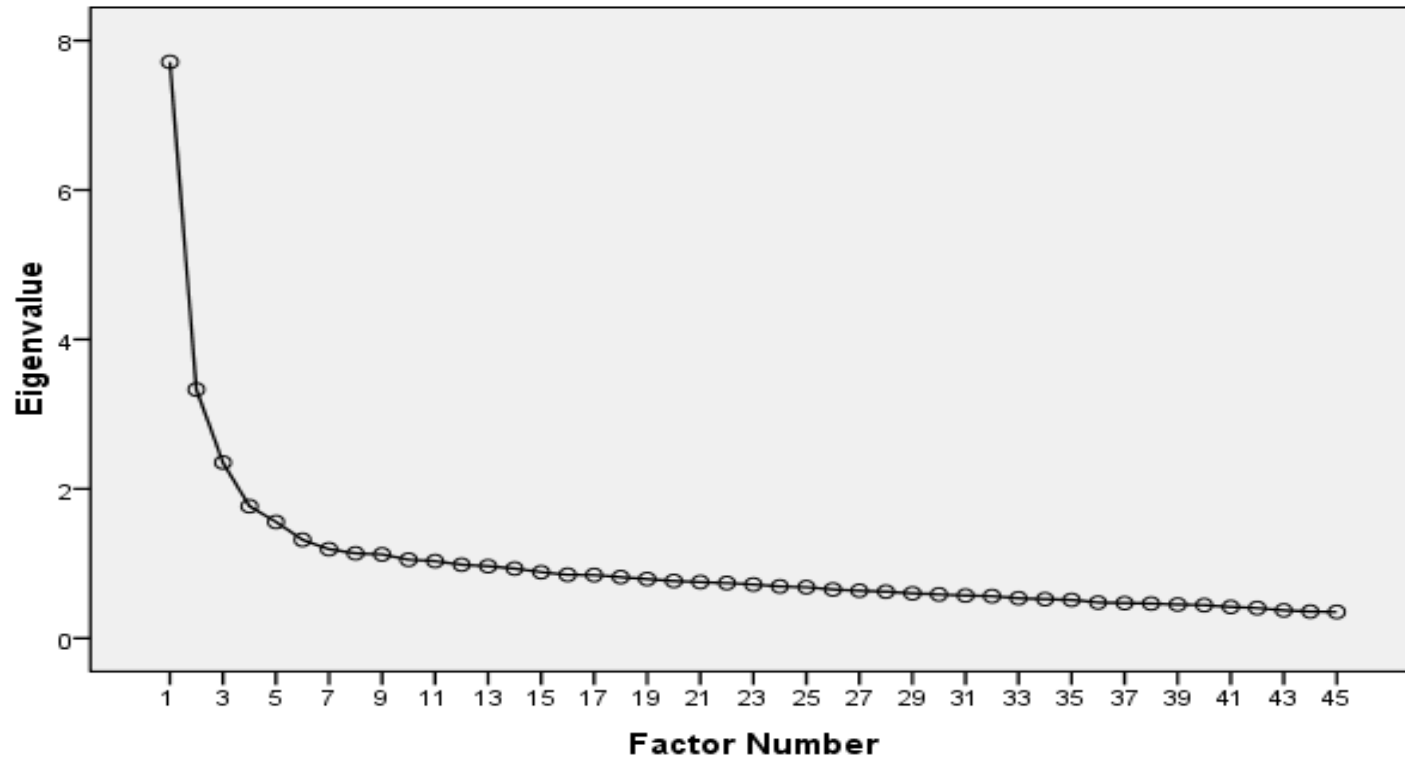


Figure 2. Scree plot for the Authenticity Inventory.

The three factor solutions did not have clean structures and all had at least five items that did not load onto any one factor using Tabachnick's and Fidell's (2007) minimum loading criterion of .32. The three-factor solution had two cross loadings and a disproportionate number of total items for subscales that ranged from six to seventeen. The first factor combined a number of items that largely consisted of the awareness and behavioral subscales as defined by Kernis' and Goldman's (2006) four-factor model. However, theoretical considerations and empirical evidence clearly discriminate among these two different elements of authenticity. While a few items from the awareness and behavioral subscales loaded on the second factor in this solution, the items primarily represented the relational orientation subscale as defined by Kernis' and Goldman's (2006) four-factor model. The third factor in this solution consisted of items solely from the unbiased processing subscale.

The four-factor solution had one cross loading and had nine items that did not load onto any one factor. The first factor in this solution had items that primarily represented the relational orientation subscale though a few items from the awareness and behavioral subscales also loaded on this factor. The second factor had four items that represented the behavioral subscale, one item from the relational orientation subscale, and three items from the unbiased processing subscale. The third and fourth factors closely mirrored the awareness and unbiased processing subscales, respectively. Table 2 shows the summary of factor

loadings and provides comparison with Kernis' and Goldman's (2006) four-factor structure. The eigenvalues for the four factors were 7.73, 3.34, 2.34, and 1.77.

Table 2

Summary of Factor Loadings for the Authenticity Inventory

Item	Relational	Behavioral	Awareness	Unbiased
1. I am often confused about my feelings.	-.19	.33	.37*	.01
2. I frequently pretend to enjoy something when in actuality I really don't.	-.09	-.49*	.05	-.23
3. For better or for worse I am aware of who I truly am.	-.05	.09	.62*	-.12
4. I understand why I believe the things I do about myself.	-.11	.03	.64*	-.04
5. I want people with whom I am close to understand my strengths.	.47*	-.16	.04	-.12
6. I actively try to understand which aspects of myself fit together to form my core- or true-self.	.38	-.29	.25*	.02
7**. I am very uncomfortable objectively considering my limitations and shortcomings.	.02	.17	.02	.26*
8**. I've often used my silence or head-nodding to convey agreement with someone else's statement or position even though I really disagree.	-.02	.31*	.05	.25
9. I have a very good understanding of why I do the things I do.	-.03	.16	.58*	-.12
10**. I am willing to change myself for others if the reward is desirable enough.	-.06	.13*	.14	.19
11. I find it easy to pretend to be something other than my true-self.	.16	.42*	-.03	.12
12. I want people with whom I am close to understand my weaknesses.	.46*	.03	-.22	.12
13. I find it very difficult to critically assess myself.	-.05	-.08	.29	.42*
14**. I am not in touch with my deepest thoughts and feelings.	.20	-.05	.25*	.22
15. I make it a point to express to people who are close to me how much I truly care for them.	.49*	.04	.06	-.06
16. I tend to have difficulty accepting my personal faults, so I try to cast them in a more positive way.	-.08	.12	-.08	.51*
17**. I tend to idealize people who are close to me rather than objectively see them as they truly are.	-.14*	.19	.20	.17
18. If asked, people I am close to can accurately describe what kind of person I am.	.43*	.16	.12	-.15

19. I prefer to ignore my darkest thoughts and feelings.	.05	.22	-.06	.38*
20. I am aware of when I am not being my true-self.	.18	-.16	.42*	-.03
21. I am able to distinguish those aspects of myself that are important to my core-or true-self from those that are unimportant.	.01	-.12	.54*	-.02
22. People close to me would be shocked or surprised if they discovered what I keep inside me.	.11*	.57	-.10	.09
23. It is important for me to understand the needs and desires of people who are close to me.	.51*	-.13	-.05	.14
24. I want people who are close to me to understand the real me rather than just my public persona or "image".	.65*	.11	-.15	-.06
25. I try to act in a manner that is consistent with my personally held values, even if others criticize or reject me for doing so.	.36	.02*	.29	.06
26**. If I am in disagreement with a person who is close to me, I would rather ignore the issue than constructively work it out.	.18*	.10	.06	.26
27. I've often done things that I don't want to do merely so I would not disappoint people.	-.13	.45*	.03	.17
28**. I find that my behavior typically expresses my values.	.19	.16*	.29	-.00
29. I actively attempt to understand myself as best as possible.	.42	-.23	.20*	.14
30. I'd rather feel good about myself than objectively assess my personal limitations and shortcomings.	-.09	-.23	.01	.54*
31. I find that my behavior typically expresses my personal needs and desires.	.35	.15*	.04	-.15
32. I rarely, if ever, put on a "false face" for others to see.	.09	.50*	.03	-.02
33**. I spend a lot of energy pursuing goals that are very important to other people even though they are unimportant to me.	.05	.30*	-.06	.17
34. I frequently am not in touch with what's important to me.	.04	.08	.37*	.20
35. I try to block out any unpleasant feelings I might have about myself.	-.07	.02	-.14	.61*
36. I often question whether I really know what I want to accomplish in my lifetime.	-.17	.27	.34*	.04
37. I often find that I am overly critical about myself.	-.23	.53	.03	-.16*
38. I am in touch with my motives and desires.	.14	.08	.54*	-.06

39. I often deny the validity of any compliments that I receive.	.01	.55	-.01	-.16*
40. In general, I place a good deal of importance on people who are close to me understanding who I truly am.	.67*	.05	-.17	-.14
41. I find it difficult to embrace and feel good about the things I have accomplished.	.06	.51	.06	-.07*
42. If someone points out or focuses on one of my shortcomings, I quickly try to block it out of my mind and forget it.	.03	.01	-.09	.54*
43. The people I am close to can count on me being who I am regardless of what setting we are in.	.34*	.22	.18	-.06
44. My openness and honesty in close relationships are extremely important to me.	.55*	.09	.04	-.00
45**. I am willing to endure negative consequences by expressing my true beliefs about things.	.27	.08*	.17	.15

Note: * Indicates the factor the item loaded in Kernis' and Goldman's (2006) study. ** Indicates the item did not load onto any one factor. Relational = Relational Orientation; Unbiased = Unbiased Processing.

The five-factor solution had no cross-loadings and had among the least number of items that did not load onto any one factor. With the exception of a few items, the first four factors very closely mirrored the item content of the relational orientation, awareness, behavioral, and unbiased processing subscales. The fifth factor consisted of only three items and represented items from the unbiased processing subscale. Costello and Osborne (2005) argue that five or more strongly loading items indicate a solid factor and therefore the fifth factor could be considered weak. The poor performance of the Authenticity Inventory in factor analysis calls into question what the scale is actually measuring. There was little replication of the factor structure obtained previously by Kernis and Goldman (2006). Clearly, the measure did not assess the same dimensions in a similar manner in this sample. The scale was therefore dropped from this study and excluded from further analysis.

Relations among Variables

Table 3 presents the correlations of the self-concept discrepancy measure and the authenticity scale with the well-being variables (self-esteem and satisfaction with life). In general, the self-concept discrepancy measure correlates significantly but is of small magnitude with the well-being scales and the authenticity scale (range of $r = -.06$ to $-.23$). That is, individuals who reported lower self-concept discrepancies, scored higher on well-being measures and the authenticity measure. The correlations among the authenticity subscales were moderate in effective size (range of $r = .38$ to $.48$). The correlations of the well-

being variables of self-esteem and satisfaction with life were generally of medium effect size with the subscales of the authenticity measure (range of $r = .32$ to $.54$). The total authenticity score was medium to large in effect size with the well-being variables (range of $r = .48$ to $.56$).

Table 3

Authenticity, Self-concept Discrepancy, and Well-being

	<i>M</i>	<i>SD</i>	1	2	3	4	6	7
<u>Authenticity Scale (AS)</u>								
1. Authentic Living	22.23	3.92						
2. External Influence	18.03	5.32	.38**					
3. Self-Alienation	21.23	5.69	.42**	.48**				
4. Total AS Score	61.49	11.83	.71**	.81**	.84**			
5. Self-Concept Discrepancy	-.13	.19	-.06	-.19**	-.21**	-.21**	-.23**	-.21**
<u>Well-being Criteria</u>								
6. Self Esteem	30.90	5.49	.37**	.40**	.54**	.56**		
7. Satisfaction with Life	23.97	6.74	.36**	.32**	.45**	.48**	.60**	

*Note: Corrected ** p < .002*

The correlations of the authenticity scale with the career indecision measures are presented in Table 4. The self-concept discrepancy measure had similar small relations with each of the career indecision scales (r 's = roughly .10) while the total authenticity scale score had generally moderate correlations with the career indecision scales (range of $r = -.15$ to $-.60$). The total score for the Authenticity Scale had high correlations with the goal instability measure ($r = -.60$). The subscales for the authenticity scale were generally of small magnitude with the Career Decision Profile (range of $r = -.08$ to $-.41$). The subscales for the authenticity scale were generally of medium magnitude with the Career Factors Inventory (range of $r = -.06$ to $-.39$).

The correlations of the authenticity scale with the four types of career indecision are also presented in Table 4. The self-concept discrepancy scores were generally significant but uniformly small and similar. Large correlations were found on the lack of readiness variable with the authenticity scale but all scales were generally of moderate magnitude (range of $r = -.33$ to $-.58$).

Table 4

Authenticity, Self-concept Discrepancy, and Career Indecision Factors

	<i>M</i>	<i>SD</i>	Authentic Living	Ext. Influence	Self-Alienation	Total AS	SC Disc
<u>Career Decision Profile</u>							
Decidedness	6.13	4.43	-.14	-.08	-.14	-.15	.07
Comfort	7.38	3.91	-.15**	-.21**	-.23**	-.25**	.11
Self-Clarity	13.25	6.29	-.18**	-.30**	-.40**	-.39**	.16**
Knowledge about Occupation	12.06	5.50	-.14	-.25**	-.28**	-.30**	.09
Decisiveness	12.27	5.86	-.23**	-.35**	-.41**	-.43**	.15
Career Choice Importance	7.83	4.13	-.27**	-.14	-.22**	-.26**	.05
<u>Career Factors Inventory</u>							
Career Choice Anxiety	17.35	5.48	-.26**	-.37**	-.35**	-.42**	.06
Generalized Indecisiveness	14.72	4.73	-.27**	-.38**	-.39**	-.45**	.17**
Need CI	20.32	5.03	-.06	-.19**	-.13	-.17**	.06
Need SK	11.91	4.43	-.27**	-.33**	-.39**	-.42**	.15**
<u>Goal Instability Scale</u>	28.45	9.51	-.39**	-.42**	-.59**	-.60**	.23**
<u>Four Types of Career Indecision</u>							
Interpersonal Conflicts and Barriers	6.39	2.33	-.27**	-.29**	-.36**	-.39**	.16**
Lack of Information	.03	.79	-.20**	-.32**	-.34**	-.37**	.13

Indecisiveness/Trait Neg. Affect	.01	.92	-.27**	-.39**	-.43**	-.48**	.17**
Lack of Readiness	.01	.86	-.33**	-.42**	-.58**	-.58**	.23**

Note: Total AS= Total Authenticity Score; SC Disc = Self Concept Discrepancy Scale; Ext Influence = Accepting External Influence; Need CI= Need for Career Information; Need SK = Need for Self-Knowledge. **Corrected $p < .0007$

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Examination of Relative Contribution

To examine the relative contribution of each predictor variable to the criteria, a series of hierarchical regressions were conducted. The self-concept discrepancy variable was entered first. Next, the authenticity scale was entered. The R squared gain at each step was tested for significance of gain in prediction. These regressions were done separately for each criteria (self-esteem, satisfaction with life, interpersonal conflicts and barriers, lack of information, indecision, and lack of readiness) and these regressions are summarized in Table 5. Self-concept discrepancy accounted for a small but significant amount of variance in self-esteem, adjusted $R^2 = .05$, $F(1, 535) = 30.34$, $p < .01$. When the Authenticity Scale was entered into the model, it explained a significant amount of the variance in self-esteem beyond that accounted for by self-concept discrepancy, R^2 change = $.28$, $F(1, 534) = 219.74$, $p < .01$. With respect to satisfaction with life, self-concept discrepancy explained a similar amount of variance, adjusted $R^2 = .04$, $F(1,535)= 25.66$, $p < .01$. The Authenticity Scale accounted for 20% of the variance beyond that accounted for self-discrepancy alone, R^2 change = $.20$, $F(1, 534) = 138.78$, $p < .01$.

Table 5

Summary of Six Hierarchical Multiple Regressions on Quality of Life and Career Indecision Measures

	<i>B (SE)</i>	β	Adjusted R^2	ΔR^2	sr^2
<u>Self-Esteem</u>					
Model 1:	-6.55(1.19)	-.23**	.05**		
Model 2:			.33**	.28**	
Self Concept Discrepancy	-3.45(1.02)	-.12**			.01**
Authenticity Scale	.25(.02)	.54**			.28**
<u>Satisfaction With Life</u>					
Model 1:	-7.43(1.47)	-.21**	.04**		
Model 2:			.24**	.20**	
Self Concept Discrepancy	-4.21(1.34)	-.12**			.01**
Authenticity Scale	.26(.02)	.45**			.20**
<u>Interpersonal Conflicts Factor</u>					
Model 1:	1.92(.51)	.16**	.02**		
Model 2:			.16**	.14**	
Self Concept Discrepancy	1.00(.49)	.08*			.01*
Authenticity Scale	-.07(.01)	-.38**			.14**
<u>Lack of Information Factor</u>					
Model 1:	.52(.17)	.13**	.02**		
Model 2:			.14**	.13**	
Self Concept Discrepancy	.22(.17)	.05			.003
Authenticity Scale	-.02(.003)	-.36**			.13**
<u>Indecisiveness/Trait Neg. Affect Factor</u>					
Model 1:	.82(.20)	.17**	.03**		
Model 2:			.23**	.20**	
Self Concept Discrepancy	.37(.18)	.08*			.01*
Authenticity Scale	-.04(.003)	-.46**			.20**

Lack of Readiness

Model 1:	1.00(.19)	.23**	.05**		
Model 2:			.34**	.29**	
Self Concept Discrepancy	.51(.16)	.11**			.01**
Authenticity Scale	-.04(.003)	-.55**			.29**

Note: Model 1 = Self Concept Discrepancy only. ** $p < .01$. * $p < .05$. Interpersonal Conflicts Factor = Interpersonal Conflicts and Barriers Factor.

The four types of career indecision were then regressed onto self-concept discrepancy and the authenticity measure. Self-concept discrepancy accounted for a small but significant amount of variance in the interpersonal conflict and barriers variable, adjusted $R^2 = .02$, $F(1, 535) = 14.06$, $p < .01$. When the Authenticity Scale was entered into the model, it explained a significant amount of variance in indecision beyond that accounted for by the other measure, R^2 change = .14, $F(1, 534) = 86.24$, $p < .01$. With respect to the lack of information variable, self concept discrepancy accounted for a small but significant amount of variance, adjusted $R^2 = .02$, $F(1, 535) = 8.97$, $p < .01$. The Authenticity Scale contributed 13% of the variance beyond that accounted for by self-concept discrepancy, R^2 change = .13, $F(1, 534) = 78.56$, $p < .01$. Self-concept discrepancy accounted for 3 % of the variance in the indecisiveness variable, adjusted $R^2 = .03$, $F(1, 535) = 16.38$, $p < .01$. When the Authenticity Scale was entered into the model, it explained a significant amount of variance in indecision beyond that accounted for by the other measure R^2 change = .20, $F(1, 534) = 140.33$, $p < .01$. Finally, self- concept discrepancy accounted for 5 % of the variance in the lack of readiness variable, adjusted $R^2 = .05$, $F(1, 535) = 29.16$, $p < .01$. When the Authenticity Scale was entered into the model, it explained a significant amount of variance in indecision beyond that accounted for by the other measure, R^2 change = .29, $F(1, 534) = 238.68$, $p < .01$.

As can be seen across the analyses, self-concept discrepancy explains a small amount of variance in well-being and career indecision (adjusted $R^2 =$ roughly .03). When the Authenticity Scale is entered into the model, it

consistently accounts for a significant amount of the variance beyond that explained by self-concept discrepancy (range of R^2 change = .13 to .29). It therefore emerges as the strongest predictor.

Chapter 4

DISCUSSION

The relations among authenticity, congruence, well-being, and career indecision were examined in this study. The first goal was to examine the structure of the authenticity scales and to determine how they compare with one another as well as to theoretically relevant measures. Exploratory factor analyses were conducted to determine the factor structure of the two scales purporting to measure the construct of authenticity. The findings from this study were only partially consistent with my original hypotheses. An EFA did support the three-factor structure as found in Wood et al. (2008) for the Authenticity Scale. Convergence correlations between the factor loadings in this study and the original study were very high. This suggests that the scale behaves in the same manner in an American sample as it did in the original English sample. It provides further empirical evidence of the use of the authenticity measure as a validated scale. Given its short length, this scale will be particularly beneficial in counseling psychology settings as intended by the authors (Wood et al., 2008).

However, empirical support for the factor structure of the Authenticity Inventory was not found. The three factor solutions that were analyzed did not have clean structures, each with several items that did not load onto any one factor. In addition, in examining the four-factor solution as found in Kernis' and Goldman's (2006) model, factors that were distinct in the original study did not hold together as well in this sample. Consequently, there was little replication of the factor structure obtained previously by Kernis and Goldman (2006). The poor

performance of the Authenticity Inventory in factor analysis calls into question what the scale is actually measuring. Given the performance of the Authenticity Inventory in this sample, additional research should be done to address the construct validity concerns brought up by this study.

This study also sought to differentiate the constructs of authenticity and congruence as indicated by self-concept discrepancy. The low correlations (range of $r = -.06$ to $-.21$) between the authenticity measure (and its subscales) with the self-concept discrepancy scale support their discriminant validity. The largest of the correlations between self-concept discrepancy and the subscales was that of the self-alienation subscale ($r = -.21$) which indicates that individuals who have more self-knowledge experience less discrepancy between their true and ideal selves. The only correlation that was not significant was between self-concept discrepancy and the authentic living subscale. This finding indicates that the discrepancy between an individual's true and ideal self is not related to the degree an individual actually behaves consistently with his/her values and beliefs. Overall, the relation between congruence as indicated by self-concept discrepancy was significantly related to the Authenticity Scale total and subscale scores but only to a small degree, which indicates that the constructs are related but different from each other.

The implications of these findings relate to definitional clarity. For example, Rogers used the term of congruence to describe authentic functioning in his explanation of the fully functioning person. In addition, within Wood et al.'s (2008) model, the term congruence is used to describe aspects of authenticity.

While the terms of congruence and authenticity might seem interchangeable, empirically authenticity appears to represent something broader in scope. Indeed, within Wood et al.'s (2008) model, authenticity represents a consistency across several domains of a person's life including self-knowledge and behavioral expression. This model indicates that the term congruence can take on various forms depending on the nature of comparison (e.g., the degree to which one behaves in ways consistent with his conscious awareness of his internal experience). Thus, the act of being congruent appears to only be a subset of the personality feature of authenticity and the findings of this study support that these constructs are related but different. The broader construct of authenticity involves a more pervasive pattern of consistency across various self-domains. The model found in Wood et al. (2008) therefore offers a clear and operational definition of authenticity, bringing clarity to a construct that has had a history of definitional confusion (Harter, 2002).

As expected, the Authenticity Scale was positively correlated with the well-being measures. The specific component of authenticity that appears to provide the best insight into the relationship is self-alienation. The self-alienation subscale had the largest correlations ($r = .45$ to $.54$) suggesting that individuals who scored high on this subscale (i.e., more in touch with their core self) experienced greater self-esteem and a more positive perception of their quality of life. The finding that the self-alienation subscale had the largest correlations with these measures was also found in the original study. The small but significant correlations between self-concept discrepancy and well-being measures suggest

that those who experienced less discrepancy in their actual and true selves had greater self-esteem and experienced more satisfaction with life. As expected, the Authenticity Scale better predicted well-being variables and accounted for a significant amount of variance beyond that accounted for by the self-concept discrepancy measure alone. This finding also supports the separateness of these two constructs and suggests that authenticity is a stronger predictor of well-being.

The second focus of this research study explored the connection between authenticity and work related concerns, specifically career indecision. As expected, individuals who scored higher on the authenticity measure were less indecisive about their careers as seen by the negative correlations in the matrix analysis. The large correlation of the total authenticity score with the goal instability measure suggests that those who scored high on the authenticity measure were less likely to lack goal orientation and motivation concerning project and work issues (Robbins & Patton, 1985). The large correlation of the self-alienation subscale and the goal instability measure suggests that importance of self-knowledge in goal-directed behavior. In addition, the self-concept discrepancy scale had the largest correlation with goal instability. Therefore, individuals who were more congruent with their ideal selves also experienced more goal-directed behavior. These findings suggest that being in touch with oneself and living in ways that one most values may provide the foundation for which individuals have the insight and capacity to develop and follow through with important goals in their life. This underscores the importance of targeting self-knowledge with career interventions that are developed.

With respect to the four types of career indecision, findings indicated that authenticity had the largest correlations with the lack of readiness factor and the indecisiveness/trait negative affect factor. These two types of career indecision appear to matter most with respect to authenticity. The lack of readiness factor represents identity diffusion and lack of self-clarity (Brown & Rector, 2008). Therefore, those who did not score high on the authenticity measure may not have developed the self-knowledge or the skills necessary to succeed in career decision-making tasks. Given the overlap of self-knowledge in the model on authenticity and career development theories, this is not surprising. However, the findings do support the emphasis that is placed on increasing self-knowledge during career interventions for individuals facing career decision-making difficulties. The large correlation found between the authenticity measure and the indecisiveness/trait negative affect factor suggests that higher scorers on the authenticity measure were less likely to be fearful, anxious, have an external locus of control, and experience difficulties in their belief about their problem solving ability (Brown & Rector, 2008). Perhaps equipping individuals with tools to deal with their anxiety not only assists them in career decision-making tasks but also in being more authentic. Indeed, implementing one's core self in his/her behaviors and decisions rather than conforming to societal pressures does take courage and may require certain coping strategies.

Each of the authenticity subscales as well as the self-concept discrepancy scale also had the largest correlations with the lack of readiness and indecisiveness/trait negative affect factors once again suggesting the importance

of self-knowledge in career decision-making difficulties. Similar to well-being, the Authenticity Scale accounted for a significant amount of variance in career indecision beyond that accounted for by the self-concept discrepancy measure alone. The small but generally significant correlations between self-concept discrepancy and the four types of career indecision suggest that those who experienced greater discrepancy in their actual and true selves had greater challenges in career decision making.

Overall, the Authenticity Scale had a moderate and significant relation to the four types of career indecision and small to moderate relations to the career indecision scales in this study. Medium to large relations were found with well-being. The pattern of correlations was somewhat different across the subscales with the self-alienation subscale having slightly higher correlations than the other two subscales for the outcome variables of well-being and career indecision. This finding argues for use of subscale scores in future research studies indicating that the elements of authenticity should not be considered the same. Use of total scores may be beneficial when researchers are less concerned about which element of authenticity is most impactful and more interested in studying the construct of authenticity as a whole.

The focus on career indecision in this study responds to Blustein's (2008) call for a return to exploring vocational psychology in understanding human behavior. This study is the first study to examine the construct of authenticity within this domain. A link was found between authenticity, career indecision, and well-being. However, these findings must be viewed with caution because they do

not give insight into the nature of causal influences. Addressing an individual's authenticity could lead to fewer career decision making problems. It is also likely, that addressing career indecision problems such as one's high anxiety and fearfulness could lead to higher self-reports of authenticity. Additional research is therefore needed to clarify how these variables impact one another. For example, the model of authenticity found in Wood et al. (2008) suggests that several variables including self-alienation and external influence affect the degree to which one is able to behave in ways consistent with their internal experience. It is also possible that career indecision represents another variable in the equation that either influences or is influenced by self-alienation and external influence, ultimately effecting one's behavioral expression. Studies using path analysis could bring clarity and insight to the nature of these causal relations thus providing more direct empirical evidence to some of the challenges that hinder an individual's ability to experience authentic living.

Another limitation found in this research involves the sample. This study examined authenticity and career indecision among undergraduate students. Given the selective nature of this project, these findings do not provide clues as to the nature of this relation at other points during development. For example, during middle adulthood career related problems may also arise due to employment issues, changes in career goals, or when individuals try to reenter the workforce after a period of time at home. Therefore, other developmental career patterns need to be examined through either longitudinal designs or by sampling more diverse populations. Investigating how authenticity varies over time will help to

identify specific points during the lifespan in which interventions targeting authentic functioning are most needed.

The findings in this study have clinical applications as well. The higher correlations found on the self-alienation subscale indicate the importance of this element of authenticity. Some therapeutic approaches tend to be more solution focused, concentrate on an individual's childhood experiences, or put more emphasis on one's cognitions. However, regardless of one's therapeutic approach, utilizing specific interventions that tap into and help clients become aware of the totality of their internal experience (i.e., their emotions, cognitions, physiological states, etc.) is a vital part of authentic functioning that cannot be overlooked.

In addition, some researchers have argued that to enhance the modest effects of career interventions in the outcome literature, the insights of other empirically supported theories beyond the traditional trait-factor emphasis must be examined (Miller & Brown, 2005). Given the identification of many sources of career indecision in the literature, a broader perspective must be considered in tackling client's vocational concerns. The tripartite model of authenticity represents a validated empirical model that not involves the traditional focus in career theories on self-knowledge but includes other social variables such as external influence that can affect one's behavioral expression. While individuals may have developed the appropriate self-knowledge to be in a position to make decisions that are in tune with their core selves, the theory behind authenticity recognizes that social pressures may make it difficult and challenging to do so. Consequently, this model and others that more specifically address an individual's

challenge in balancing environmental demands (e.g., social learning theories) must be considered in conceptualizing career development issues.

Finally, the findings of this study indicate that positive personality characteristics play an important role in career decision-making and may help in solving and preventing career indecision. Focusing on enhancing these positive dimensions of personality represents a strength-based perspective that is in line with the positive psychological movement that focuses on studying and analyzing human strengths in offering clues to better deal with and alleviate distress. As the authors of the scale point out, there are many new research applications for authenticity within the field of psychology (Wood et al., 2008). The empirical support for the Authenticity Scale advocates for its use in addressing these questions and others that follow.

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APPENDIX A

DATA COLLECTED JUNE-OCTOBER 2009



APPENDIX A

RESEARCH STUDY APPROVAL FORM



Office of Research Integrity and Assurance

To: Terence Tracey
EDB

From:  Mark Roosa, Chair 
Soc Beh IRB

Date: 05/08/2009

Committee Action: Exemption Granted

IRB Action Date: 05/08/2009

IRB Protocol #: 0905003988

Study Title: An Examination of Dispositional Authenticity

The above-referenced protocol is considered exempt after review by the Institutional Review Board pursuant to Federal regulations, 45 CFR Part 46.101(b)(2) .

This part of the federal regulations requires that the information be recorded by investigators in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. It is necessary that the information obtained not be such that if disclosed outside the research, it could reasonably place the subjects at risk of criminal or civil liability, or be damaging to the subjects' financial standing, employability, or reputation.

You should retain a copy of this letter for your records.

APPENDIX B

DATA COLLECTED JUNE-OCTOBER 2009

APPENDIX B

INFORMED CONSENT

Dear Participant:

I am a graduate student under the direction of Professor Terence Tracey in the Department of Counseling Psychology at Arizona State University. You are invited to participate in a research study to examine how people feel about themselves, their lives, and their experience with the decisions they make regarding their careers. You must be 18 years of age or older to participate.

Although there may be no direct benefits to you, through your participation in this web-based survey, you are contributing to research that may lead to the development of interventions that could help eliminate some of the obstacles people face when making a career related decision.

Your participation will involve accessing an online survey. The entire survey should take approximately thirty five minutes to fill out. The survey includes questions about your overall perceptions of yourself as well as questions that relate to your experience and your feelings about the career decision-making process.

Your participation in this study is voluntary and your responses will remain anonymous. If you choose not to participate, decide to skip questions, or to withdraw from the study at any time, there will be no penalty. The results of the research study may be published, but your name will not be used. There are no known risks from taking part in this study, but in any research, there is some possibility that you may be subject to risks that have not yet been identified.

As compensation for your time, participants will be entered into a drawing for a chance to win a \$25 gift card. After filling out the survey, you will have an opportunity to enter an email address so that you can be entered into the drawing.

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788. Please feel free to also email me at njwhite@asu.edu if you have any questions concerning the research study or your participation in this study.

Thank you in advance for your participation. It is greatly valued and appreciated.

If you wish to participate in this survey, please click "next" and continue to the survey.

Sincerely,

Nathan White

APPENDIX C

DATA COLLECTED JUNE-OCTOBER 2009

APPENDIX C

DEMOGRAPHIC SURVEY

Please fill out the following demographics survey.

1. Please select your gender:

- Male
- Female

2. Please enter your age: _____

3. Please indicate what year you are in school (i.e., freshman, sophomore, junior, senior): _____

4. Please select your racial/ethnic/cultural background:

- Asian American
- Latino/Hispanic
- Black/African American
- Native American
- White/Caucasian
- Other American
- Foreign-International

5. If you have selected Other American or Foreign International, please enter your other cultural background or country of citizenship here: _____

6. Please enter your current major (If exploratory/undeclared, please indicate this): _____

APPENDIX D

DATA COLLECTED JUNE-OCTOBER 2009

APPENDIX D

AUTHENTICITY INVENTORY

The following measure has a series of 45 statements that involve people's perceptions about themselves. There are no right or wrong responses, so please answer honestly. Respond to each statement by clicking on the answer which you feel most accurately characterizes your response to the statement.

1. I am often confused about my feelings.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

2. I frequently pretend to enjoy something when in actuality I really don't.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

3. For better or for worse I am aware of who I truly am.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

4. I understand why I believe the things I do about myself.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

5. I want people with whom I am close to understand my strengths.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

6. I actively try to understand which aspects of myself fit together to form my core- or true-self.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

7. I am very uncomfortable objectively considering my limitations and shortcomings.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

8. I've often used my silence or head-nodding to convey agreement with someone else's statement or position even though I really disagree.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

9. I have a very good understanding of why I do the things I do.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

10. I am willing to change myself for others if the reward is desirable enough.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

11. I find it easy to pretend to be something other than my true-self.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

12. I want people with whom I am close to understand my weaknesses.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

13. I find it very difficult to critically assess myself.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

14. I am not in touch with my deepest thoughts and feelings.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

15. I make it a point to express to people who are close to me how much I truly care for them.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

16. I tend to have difficulty accepting my personal faults, so I try to cast them in a more positive way.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

17. I tend to idealize people who are close to me rather than objectively see them as they truly are.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

18. If asked, people I am close to can accurately describe what kind of person I am.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

19. I prefer to ignore my darkest thoughts and feelings.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

20. I am aware of when I am not being my true-self.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

21. I am able to distinguish those aspects of myself that are important to my core-or true-self from those that are unimportant.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

22. People close to me would be shocked or surprised if they discovered what I keep inside me.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

23. It is important for me to understand the needs and desires of people who are close to me.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

24. I want people who are close to me to understand the real me rather than just my public persona or "image".

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

25. I try to act in a manner that is consistent with my personally held values, even if others criticize or reject me for doing so.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

26. If I am in disagreement with a person who is close to me, I would rather ignore the issue than constructively work it out.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

27. I've often done things that I don't want to do merely so I would not disappoint people.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

28. I find that my behavior typically expresses my values.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

29. I actively attempt to understand myself as best as possible.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

30. I'd rather feel good about myself than objectively assess my personal limitations and shortcomings.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

31. I find that my behavior typically expresses my personal needs and desires.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

32. I rarely, if ever, put on a "false face" for others to see.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

33. I spend a lot of energy pursuing goals that are very important to other people even though they are unimportant to me.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

34. I frequently am not in touch with what's important to me.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

35. I try to block out any unpleasant feelings I might have about myself.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

36. I often question whether I really know what I want to accomplish in my lifetime.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

37. I often find that I am overly critical about myself.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

38. I am in touch with my motives and desires.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

39. I often deny the validity of any compliments that I receive.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

40. In general, I place a good deal of importance on people who are close to me understanding who I truly am.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

41. I find it difficult to embrace and feel good about the things I have accomplished.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

42. If someone points out or focuses on one of my shortcomings, I quickly try to block it out of my mind and forget it.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

43. The people I am close to can count on me being who I am regardless of what setting we are in.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

44. My openness and honesty in close relationships are extremely important to me.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

45. I am willing to endure negative consequences by expressing my true beliefs about things.

(1) Strongly Disagree

(2) Disagree

(3) Neither Agree nor Disagree

(4) Agree

(5) Strongly Agree

APPENDIX E
DATA COLLECTED JUNE-OCTOBER 2009

APPENDIX E

AUTHENTICITY SCALE

Below are 12 statements which may or may not describe you. Using the 7-point scale ranging from "does not describe me at all" to "describes me very well", please click on the number which best describes you for each of the following statements. There are no right or wrong responses, so please answer honestly. (For example, for the first question, numbered responses of "1", "2", or "3" would indicate the statement "I think it is better to be yourself than to be popular" does not describe you, with the numbered response of "1" indicating this most strongly. A numbered response of "4" would indicate a neutral stance for this statement. Numbered responses of "5", "6", or "7" would indicate that the statement does describe you, with the numbered response of "7" indicating this most strongly.)

1. I think it is better to be yourself than to be popular.

(1) does not describe me at all	(2)	(3)	(4)	(5)	(6)	(7) describes me very well
---------------------------------------	-----	-----	-----	-----	-----	----------------------------------

2. I don't know how I really feel inside.

(1) does not describe me at all	(2)	(3)	(4)	(5)	(6)	(7) describes me very well
---------------------------------------	-----	-----	-----	-----	-----	----------------------------------

3. I am strongly influenced by the opinions of others.

(1) does	(2)	(3)	(4)	(5)	(6)	(7)
----------	-----	-----	-----	-----	-----	-----

not describe
me at all

describes me
very well

4. I usually do what other people tell me to do.

(1) does
not describe
me at all

(2)

(3)

(4)

(5)

(6)

(7)
describes me
very well

5. I always feel I need to do what others expect me to do.

(1) does
not describe
me at all

(2)

(3)

(4)

(5)

(6)

(7)
describes me
very well

6. Other people influence me greatly.

(1) does
not describe
me at all

(2)

(3)

(4)

(5)

(6)

(7)
describes me
very well

7. I feel as if I don't know myself very well.

(1) does
not describe
me at all

(2)

(3)

(4)

(5)

(6)

(7)
describes me
very well

8. I always stand by what I believe in.

(1) does

(2)

(3)

(4)

(5)

(6)

(7)

not describe
me at all

describes me
very well

9. I am true to myself in most situations.

(1) does
not describe
me at all

(2)

(3)

(4)

(5)

(6)

(7)
describes me
very well

10. I feel out of touch with the 'real me'.

(1) does
not describe
me at all

(2)

(3)

(4)

(5)

(6)

(7)
describes me
very well

11. I live in accordance with my values and beliefs.

(1) does
not describe
me at all

(2)

(3)

(4)

(5)

(6)

(7)
describes me
very well

12. I feel alienated from myself.

(1) does
not describe
me at all

(2)

(3)

(4)

(5)

(6)

(7)
describes me
very well

APPENDIX F

DATA COLLECTED JUNE-OCTOBER 2009

APPENDIX F

CAREER DECISION SCALE

This questionnaire contains four statements about your educational and occupational plans. Some of the statements may apply to you; others may not. Please read through them and indicate how closely each item describes you in your thinking about a career or an educational choice. There are no right or wrong responses, so please answer honestly.

1. If I had the skills or the opportunity, I know I would be a _____ [career of your choice] but this choice is really not possible for me. I haven't given much consideration to any other alternatives, however.

(1) Not at all like me

(2) Only slightly like me

(3) Very much like me

(4) Exactly like me

2. I know I will have to go to work eventually, but none of the careers I know about appeal to me.

(1) Not at all like me

(2) Only slightly like me

(3) Very much like me

(4) Exactly like me

3. I'd like to be a _____[career of your choice], but I'd be going against the wishes of someone who is important to me if I did so. Because of this, it's difficult for me to make a career decision right now. I hope I can find a way to please them and myself.

(1) Not at all like me

(2) Only slightly like me

(3) Very much like me

(4) Exactly like me

4. I thought I knew what I wanted for a career, but recently I found out that it wouldn't be possible for me to pursue it. Now I've got to start looking for other possible careers.

(1) Not at all like me

(2) Only slightly like me

(3) Very much like me

(4) Exactly like me

APPENDIX G
DATA COLLECTED JUNE-OCTOBER 2009

APPENDIX G

CAREER DECISION PROFILE

This questionnaire contains two statements that assess how certain you are about your occupational choice. Using the 8-point scale below ranging from "strongly agree" to "strongly disagree", please click on the number which best describes how you feel about each of the following statements. There are no right or wrong responses, so please answer honestly. (For example, for each of the statements, a response of "1", "2", "3", or "4" would indicate that you agree with the statement, with the numbered response of "1" indicating this most strongly. A response of "5", "6", "7", or "8" would indicate that you disagree with the statement, with the numbered response of "8" indicating this most strongly).

1. I have an occupational field in mind that I want to work in (for example, medicine, agriculture, management, or the performing arts).

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Strongly Agree							Strongly Disagree

2. I have decided on the occupation I want to enter (for example, electrical engineer, nurse, or cook).

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Strongly Agree							Strongly Disagree

Now that you have indicated how decided you are about your future occupation, how do you feel about where you are in the process of making a choice? Using the 8-point scale below ranging from "strongly agree" to "strongly disagree", please click on the number which best describes how you feel about each of the following two statements. There are no right or wrong responses, so please answer honestly. (For example, for each of the statements, a response of "1", "2", "3", or "4" would indicate that you agree with the statement, with the numbered response of "1" indicating this most strongly. A response of "5", "6", "7", or "8" would indicate that you disagree with the statement, with the numbered response of "8" indicating this most strongly).

1. I feel at ease and comfortable with where I am in making a vocational decision.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Strongly Agree							Strongly Disagree

2. I'm not worried about my career choice.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Strongly Agree							Strongly Disagree

Using the 8-point scale below ranging from "strongly disagree" to "strongly agree", please click on the number which best describes how you feel about each of the following twelve statements. There are no right or wrong responses, so please answer honestly.

(For example, for each of the statements, a response of "1", "2", "3", or "4" would indicate that you disagree with the statement, with the numbered response of "1" indicating this most strongly. A response of "5", "6", "7", or "8" would indicate that you agree with the statement, with the numbered response of "8" indicating this most strongly).

1. I wish I knew which occupations best fit my personality.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Strongly Disagree							Strongly Agree

2. I need to have a clearer idea of what my interests are.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Strongly Disagree							Strongly Agree

3. I need to have a clearer idea of my abilities, my major strengths and weaknesses.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Strongly Disagree							Strongly Agree

4. I need information about educational programs I want to enter.

(1) (2) (3) (4) (5) (6) (7) (8)
Strongly
Disagree
5. I do not feel I know enough about the occupations that I am considering.
Strongly
Agree

(1) (2) (3) (4) (5) (6) (7) (8)
Strongly
Disagree
Strongly
Agree

6. I know what my interests and abilities are, but I am unsure how to find occupations that match them.

(1) (2) (3) (4) (5) (6) (7) (8)
Strongly
Disagree
Strongly
Agree

7. I feel relieved if someone else makes a decision for me.

(1) (2) (3) (4) (5) (6) (7) (8)
Strongly
Disagree
Strongly
Agree

8. I am an indecisive person; I delay deciding and have difficulty making up my mind.

(1) (2) (3) (4) (5) (6) (7) (8)
Strongly
Disagree
Strongly
Agree

9. I frequently have difficulty making decisions.

(1) (2) (3) (4) (5) (6) (7) (8)
Strongly Strongly
Disagree Agree

10. I don't need to make a vocational choice at this time.

(1) (2) (3) (4) (5) (6) (7) (8)
Strongly Strongly
Disagree Agree

11. My future work or career is not that important to me right now.

(1) (2) (3) (4) (5) (6) (7) (8)
Strongly Strongly
Disagree Agree

12. I don't have strong interests in any occupational field.

(1) (2) (3) (4) (5) (6) (7) (8)
Strongly Strongly
Disagree Agree

APPENDIX H
DATA COLLECTED JUNE-OCTOBER 2009

APPENDIX H

CAREER FACTORS INVENTORY

For the next six responses, please select the number which best answers how you feel about the following statement using the five-point scale.

When I think about actually deciding for sure what I want my career to be, I feel _____:

(For example, for the first response, clicking on the number "1" would indicate that you feel frightened when you think about actually deciding for sure what you want your career to be. Clicking on the number "2" indicates you feel more frightened in comparison to fearless. In contrast, clicking on the number "3" would indicate that neither frightened nor fearless best describes how you feel.)

1.

(1)Frightened (2) (3) (4) (5) Fearless

2.

(1)Peaceful (2) (3) (4) (5)Nervous

3.

(1)Tense (2) (3) (4) (5)Relaxed

4.

(1)Loose (2) (3) (4) (5)Tight

5.

(1)Worried (2) (3) (4) (5)Carefree

6.

(1)Jittery (2) (3) (4) (5)Calm

For the next two responses, please select the number which best answers how you feel about the following statement using the five-point scale.

While making most decisions, I am_____:

(For example, for the first response, clicking on the number "1" would indicate that you are quick when making most decisions. Clicking on the number "2" indicates you are more quick than slow when making most decisions. In contrast, clicking on the number "3" would indicate that neither quick nor slow best describes you when making most decisions.)

1.

(1) Quick (2) (3) (4) (5) Slow

2.

(1) Certain (2) (3) (4) (5) Uncertain

Below are ten statements with which you may agree or disagree. Please indicate your feelings about each statement by clicking on the appropriate response. Please be open and honest in your responding.

1. Before choosing or entering a particular career area, I still need to talk to people in one or more various occupations.

(1)Strongly disagree

(2)Disagree

(3)Neither agree nor disagree

(4)Agree

(5)Strongly agree

2. Before choosing or entering a particular career area, I still need to gain practical knowledge of different jobs through as much part-time and summer work as possible.

(1)Strongly disagree

(2)Disagree

(3)Neither agree nor disagree

(4)Agree

(5)Strongly agree

3. Before choosing or entering a particular career area, I still need to find out what present and predicted job opportunities are like for a certain career area or areas.

(1)Strongly disagree

(2)Disagree

(3)Neither agree nor disagree

(4)Agree

(5)Strongly agree

4. Before choosing or entering a particular career area, I still need to use my free time and school courses to help determine what type of career I might enjoy and do well in.

(1)Strongly disagree

(2)Disagree

(3)Neither agree nor disagree

(4)Agree

(5)Strongly agree

5. Before choosing or entering a particular career area, I still need to familiarize myself with one or a number of college majors and their requirements.

(1)Strongly disagree

(2)Disagree

(3)Neither agree nor disagree

(4)Agree

(5)Strongly agree

6. Before choosing or entering a particular career area, I still need to seek advice from others regarding my choice.

(1)Strongly disagree

(2)Disagree

(3)Neither agree nor disagree

(4)Agree

(5)Strongly agree

7. Before choosing or entering a particular career area, I still need to attempt to answer “who am I?”

(1)Strongly disagree

(2)Disagree

(3)Neither agree nor disagree

(4)Agree

(5)Strongly agree

8. Before choosing or entering a particular career area, I still need to attempt to answer “what are my personal values?”

(1)Strongly disagree

(2)Disagree

(3)Neither agree nor disagree

(4)Agree

(5)Strongly agree

9. Before choosing or entering a particular career area, I still need to attempt to answer “what type of person would I like to be?”

(1)Strongly disagree

(2)Disagree

(3)Neither agree nor disagree

(4)Agree

(5)Strongly agree

10. Before choosing or entering a particular career area, I still need to attempt to answer “what things are the most important to me?”

(1)Strongly disagree

(2)Disagree

(3)Neither agree nor disagree

(4)Agree

(5)Strongly agree

APPENDIX I

DATA COLLECTED JUNE-OCTOBER 2009

APPENDIX I

GOAL INSTABILITY SCALE

Below are ten statements with which you may agree or disagree. Using the 1-6 scale below, indicate your feelings about each item by clicking on the appropriate answer. Please be open and honest in your responding.

1. It's easier for me to start than to finish projects.

(1) Strongly disagree

(2) Moderately disagree

(3) Slightly disagree

(4) Slightly agree

(5) Moderately agree

(6) Strongly agree

2. I wonder where my life is headed.

(1) Strongly disagree

(2) Moderately disagree

(3) Slightly disagree

(4)Slightly agree

(5)Moderately agree

(6)Strongly agree

3. I don't seem to make decisions by myself.

(1)Strongly disagree

(2)Moderately disagree

(3)Slightly disagree

(4)Slightly agree

(5)Moderately agree

(6)Strongly agree

4. I don't seem to have the drive to get my work done.

(1)Strongly disagree

(2)Moderately disagree

(3)Slightly disagree

(4)Slightly agree

(5)Moderately agree

(6)Strongly agree

5. I lose my sense of direction.

(1)Strongly disagree

(2)Moderately disagree

(3)Slightly disagree

(4)Slightly agree

(5)Moderately agree

(6)Strongly agree

6. I have more ideas than energy.

(1)Strongly disagree

(2)Moderately disagree

(3)Slightly disagree

(4)Slightly agree

(5)Moderately agree

(6)Strongly agree

7. I don't seem to get going on anything important.

(1)Strongly disagree

(2)Moderately disagree

(3)Slightly disagree

(4)Slightly agree

(5)Moderately agree

(6)Strongly agree

8. After a while, I lose sight of my goals.

(1)Strongly disagree

(2)Moderately disagree

(3)Slightly disagree

(4)Slightly agree

(5)Moderately agree

(6)Strongly agree

9. I have confusion about who I am.

(1)Strongly disagree

(2)Moderately disagree

(3)Slightly disagree

(4)Slightly agree

(5)Moderately agree

(6)Strongly agree

10. It's hard to find a reason for working.

(1)Strongly disagree

(2)Moderately disagree

(3)Slightly disagree

(4)Slightly agree

(5)Moderately agree

(6)Strongly agree

APPENDIX J

DATA COLLECTED JUNE-OCTOBER 2009

APPENDIX J

SELF-ESTEEM SCALE

Below are ten statements with which you may agree or disagree. Using the 0-3 scale shown below, indicate your feelings about each item by clicking on the appropriate answer. Please be open and honest in your responding.

0 = Strongly Disagree

1 = Disagree

2 = Agree

3 = Strongly Agree

1. On the whole, I am satisfied with myself.

(0) Strongly Disagree

(1) Disagree

(2) Agree

(3) Strongly Agree

2. At times I think I am no good at all.

(0) Strongly Disagree

(1) Disagree

(2) Agree

(3) Strongly Agree

3. I feel that I have a number of good qualities.

(0) Strongly Disagree

(1) Disagree

(2) Agree

(3) Strongly Agree

4. I am able to do things as well as most other people.

(0) Strongly Disagree

(1) Disagree

(2) Agree

(3) Strongly Agree

5. I feel I do not have much to be proud of.

(0) Strongly Disagree

(1) Disagree

(2) Agree

(3) Strongly Agree

6. I certainly feel useless at times.

(0) Strongly Disagree

(1) Disagree

(2) Agree

(3) Strongly Agree

7. I feel that I am a person of worth, at least on an equal plane with others.

(0) Strongly Disagree

(1) Disagree

(2) Agree

(3) Strongly Agree

8. I wish I could have more respect for myself.

(0) Strongly Disagree

(1) Disagree

(2) Agree

(3) Strongly Agree

9. All in all, I am inclined to feel that I am a failure.

(0) Strongly Disagree

(1) Disagree

(2) Agree

(3) Strongly Agree

10. I take a positive attitude toward myself.

(0) Strongly Disagree

(1) Disagree

(2) Agree

(3) Strongly Agree

APPENDIX K

DATA COLLECTED JUNE-OCTOBER 2009

APPENDIX K

SATISFACTION WITH LIFE SCALE

Below are five statements with which you may agree or disagree. Using the 1-7 scale below, indicate how you feel about each statement by clicking on the appropriate answer. Please be open and honest in your responding.

The 7-point scale is:

1= strongly disagree

2= disagree

3= slightly disagree

4= neither agree nor disagree

5= slightly agree

6= agree

7= strongly agree

1. In most ways my life is close to my ideal.

(1) strongly disagree

(2) disagree

(3) slightly disagree

(4) neither agree nor disagree

(5) slightly agree

(6) agree

(7) strongly agree

2. The conditions of my life are excellent.

(1) strongly disagree

(2) disagree

(3) slightly disagree

(4) neither agree nor disagree

(5) slightly agree

(6) agree

(7) strongly agree

3. I am satisfied with my life.

(1) strongly disagree

(2) disagree

(3) slightly disagree

(4) neither agree nor disagree

(5) slightly agree

(6) agree

(7) strongly agree

4. So far I have gotten the important things I want in life.

(1) strongly disagree

(2) disagree

(3) slightly disagree

(4) neither agree nor disagree

(5) slightly agree

(6) agree

(7) strongly agree

5. If I could live my life over, I would change almost nothing.

(1) strongly disagree

(2) disagree

(3) slightly disagree

(4) neither agree nor disagree

(5) slightly agree

(6) agree

(7) strongly agree

APPENDIX L

DATA COLLECTED JUNE-OCTOBER 2009

APPENDIX L

SELF-CONCEPT DISCREPANCY SCALE

In the following section, you will be asked to list the attributes of the type of person you think you actually are and the type of person you would ideally like to be:

Actual self: Your beliefs concerning the attributes you think you actually possess.

Ideal self: Your beliefs concerning the attributes you would like ideally to possess; your ultimate goals for yourself.

Please list 10 attributes of the type of person you think you actually are:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10

Please list 10 attributes of the type of person you would ideally like to be:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

- 7.
- 8.
- 9.
- 10.

APPENDIX M

DATA COLLECTED JUNE-OCTOBER 2009

APPENDIX M

GIFT CARD DRAWING

If you are interested in being entered into a drawing for a chance to win a \$25 gift card, please copy and paste the following link into a new window and then include an email address in the box provided.

http://www.surveymonkey.com/s.aspx?sm=xwEkiHWGgSRnRFS6MbVGuw_3d_3d

You have now completed the survey. Thank you for your time and participation!