

THE SELF-PERCEPTION PROFILE FOR ADULTS: MANUAL AND QUESTIONNAIRES

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The Self-Perception Profile for Adults

Introduction and Rationale

Interest in the self as a psychological construct has been renewed in the last two decades. Increasingly, concepts such as self-esteem, self-image, and perceived competence are becoming central to a variety of formulations emerging from personality theory, social learning theory, social cognition, and theories of intrinsic motivation. At the more applied level, the issue of assessing as well as enhancing a person's self-esteem is critical to diagnosticians, therapists, and counselors (Harter, 1999, 2012). This instrument focused on adulthood. At the end of the manual we describe our entire life-span battery.

Efforts to sensitively assess dimensions of the self-concept have seriously lagged behind theoretical conceptualizations. While most theorists recognize that the self-concept is multidimensional, the available measures do not adequately capture this complexity. The Self-Perception Profile for Adults was devised in response to the need for a psychometrically sound instrument which adequately reflected the complexity of a multidimensional adult self. This new instrument was based on Harter's theoretical conceptualization of the self (1982, 1985, 1986, 1999) and employs the same question format as all Self-Perception Profiles in our life-span battery (Harter, 2012).

In addition to enhancing one's theoretical understanding of the dimensions of the self, the new scale was designed to meet several needs at the applied level. At the level of the individual adult, the scale has diagnostic utility and can be included in a battery of tests employed for clinical assessment. Its face validity enhances its credibility with clients and can be helpful in enabling them to identify dimensions of their lives which are problematic. The scale can also be employed as a measure of change during treatment.

Given that measures of adult self-esteem do exist, one may question the need for an additional measure of the construct. There were four primary reasons governing the decision to devise a new scale. First, existing measures do not adequately reflect the multidimensionality of the self. Many measures are unidimensional; a wide range of items are tapped and then summed for a total score. This method ignores specific item content and assumes that all items have equal weight or importance. Even those measures purported to be multidimensional ultimately sum subscale scores for an overall self-concept score with no weighting for the salience of particular domains. In contrast, since it is unlikely that one feels equally adequate in all domains of one's life, the Self-Perception Profile for Adults allows for the examination of an individual's **profile** of perceived competencies across different domains.

Secondly, it was felt that previous measures did not tap many of the dimensions in which adults presumably make judgments about their competency/adequacy. While other measures have identified specific domains (e.g., Fitts, 1965, has included physical self, moral-ethical self, personal self, family self, and social self), it is interesting to note that there are no subscales relevant to intellectual or occupational performance. Additionally, we were concerned that salient dimensions

for women have not been included in existing instruments (e.g., nurturance, intimate relationships, household management).

Thirdly, a domain-specific approach does not preclude the assessment of an adult's overall sense of self-worth. Thus, we sought to measure global self-worth, how much one likes oneself as a person, in addition to judgments of competence or adequacy in specific domains. It is important to appreciate the fact that global self-worth is measured by an independent set of items specifically inquiring about how much one likes oneself as a person. It is **not** the sum or aggregate of the specific domains.

By measuring global self-worth independent of competence/adequacy judgments, we can address the relationship between self-worth and domain-specific self-perceptions. Earlier work (Harter, 1999) has suggested that this relationship is mediated by the importance or the salience of the specific domains. Our framework builds upon the formulation of William James (1892) who postulated that one's overall self-esteem represented the ratio of one's successes to one's pretensions. That is, if one is successful in areas where one aspires to be competent, the result will be low self-esteem or self-worth.

Thus, a fourth goal was to assess the importance of success for each domain, in order to examine the discrepancy or congruence between one's competence/adequacy judgments and the importance the individual attaches to success in each domain. Just as we anticipated a profile of different competence scores, it was plausible to assume that not all domains would be viewed as equally important. The relationship between one's hierarchy of competence/adequacy judgments and one's hierarchy of importance ratings should be predictive of global self-worth. This relationship is captured by calculating a discrepancy score, indicating the difference between one's competence judgments and one's importance ratings. Smaller discrepancy scores, reflecting the congruence of one's self-evaluations with one's standards, were predicted to be associated with higher general self-worth scores. In contrast, large discrepancy scores, resulting when a person's perceptions of competence/adequacy were lower than one's ratings of the importance of the particular domain, should be associated with a lower general self-worth score.

An Importance Rating scale has been developed in order to assess the salience or importance of success of each of the eleven specific domains for the individual. The individual's competence score can be subtracted from the importance rating to obtain a discrepancy score. Further discussion on this scale can be found on page 20. A copy of the Importance Rating scale is included in the Appendix.

The Scale Structure

The authors' approach in developing this new scale has been to adopt a differentiated approach to the components of an adult's perceived sense of competence/adequacy. This multidimensional approach reflects the belief that persons typically do not view themselves as equally competent in all domains. Harter's scale for children (1985) contains six subscales (scholastic competence, social acceptance, athletic competence, physical appearance, behavior/conduct, and general self-worth). Based on the premise that adults distinguish between more domains than do children, the Self-Perception Profile for Adults included subscales analogous to the dimensions on the children's scales, plus additional domains developed on the basis of a pilot study. Ultimately, eleven specific domains, plus general self-worth, were included in the adult scale. The scale structure is outlined below, where there are eleven Specific Domains, as well as a separate Global Self-Worth subscale. The content of each subscale is described below.

SPECIFIC DOMAINS
1. Sociability
2. Job Competence
3. Nurturance
4. Athletic Abilities
5. Physical Appearance
6. Adequate Provider
7. Morality
8. Household Management
9. Intimate Relationships
10. Intelligence
11. Sense of Humor

12. Global Self- Worth

Content of Each Domain

- 1. Sociability.** Refers to one's behavior in the presence of others. It is tapped by items which suggest that one is fun to be with, that one likes to meet new people, and that one is at ease with others.
- 2. Job Competence.** Taps perceptions of competence in one's major occupation, job, or work. Items in the Adult Profile refer to feeling productive, competent, and proud of one's work.
- 3. Nurturance.** Involves the process of caring for others. It is tapped by items which refer to fostering the growth of others and caring for children as a contribution to the future.
- 4. Athletic Abilities.** Pertains to the concept of abilities related to sports. Items tap one's sense of competence in sports, one's willingness to participate in and to try new physical activities.
- 5. Physical Appearance.** Refers to the way one looks and is tapped by items such as feeling attractive, being happy with the way one looks, and being satisfied with one's face and hair.
- 6. Adequate Provider.** Is defined as supplying the means of support for oneself and one's significant others. Items refer to meeting one's own material needs, as well as adequately meeting the needs of important persons in one's life.
- 7. Morality.** One's behavior based on standards of conduct, of what is right and wrong. Morality refers to living up to one's moral standards and feeling that one's behavior is ethical.
- 8. Household Management.** Refers to guiding or handling activities in the household. It is tapped by items such as being organized at household tasks, being efficient, and generally keeping the household running smoothly.
- 9. Intimate Relationships.** Implies close, meaningful interactions or relationships with one's mate, lover, and/or very special friend. It is described in the items as seeking out close, intimate relationships and feeling free to communicate openly in a close relationship.
- 10. Intelligence.** Is defined as the ability to learn and know. Items refer to feeling smart, understanding things, and feeling intellectually capable.
- 11. Sense of Humor.** Pertains to the ability to see the amusing side of things. It is tapped by items which suggest that one has the ability to laugh at oneself and ironies of life, as well as finding it easy to joke or kid around with friends and colleagues.
- 12. Global Self-Worth.** One's global perceptions of worth, independent of any particular domain of competence/adequacy. It is tapped by items such as liking the way one is leading one's life, being pleased with oneself, and liking the kind of person one is.

While the domain-specific approach has merit, it is also the case that children (aged eight and older), adolescents, college students, and adults can make a more global judgment about their self-worth, a more gestalt-like evaluation about the self. It should be noted that we are tapping this judgment **directly**, as well as **independently** of the domain-specific judgments. This approach to

global self-worth is decidedly different from the procedures of those who have sought to operationally define general self-concept as the sum or average of responses to a large array of items tapping diverse content (e.g., Coopersmith's self-esteem measure, 1967). We do **not** adhere to the view that global self-worth is best assessed by summing responses to an aggregate of items which ask about a wide variety of self-descriptions. Rather, we believe that one's feelings of worth should be tapped directly, by asking about self-worth itself. Thus we want our items to encourage adults to **think** about the global perception of their worth as a person. We do **not** want to infer it from the sum or average of their responses to many specific questions about their abilities or characteristics.

Question Format

The question format was forced-choice on a four-point scale. The adult scale uses structured alternatives, which were designed to offset the tendency to give socially desirable responses. Two statements were made per item, suggesting that half of the people in the world felt each way. Respondents are asked to select which type of adult is most like them. This type of format legitimizes either choice. They then indicate how true one of the two sides of the statement is for them. The option of checking either "sort of true for me" or "really true for me" broadens the range of choices over the typical two-choice format.

A sample question is presented below:

Really True for me	Sort of True for me			Sort of True for me	Really True for me
<input type="checkbox"/>	<input type="checkbox"/>	Some adults like the way they are leading their lives	BUT	Other adults don't like the way they are leading their lives	<input type="checkbox"/>
					<input type="checkbox"/>

The wording of items was counterbalanced so that half of the items started with a positive statement and half started with a negative statement. The items from the different domains were distributed throughout the scale so no two items from the same subscale were presented consecutively. While a detailed scoring key will be provided later in this manual, the general procedure is to score each item on a scale from 1 to 4, where a score of 1 indicates low perceived competence/adequacy and a score of 4 reflects high perceived competence/adequacy.

Specific Scale Structure

The scale consists of 50 items. Each of the eleven subscales contains four items, plus the global self-worth scale which contains 6 items. Within each subscale, half of the items are worded such that the first part of the statement reflects high competence or adequacy and the other half are worded such that the first part of the statement reflects low competence or adequacy.

The actual questionnaire is entitled ***What I Am Like***. It is included in the Appendix of this manual. Note that you have permission to copy this instrument for your own use.

Note that there is *no short form* of this questionnaire. In developing this instrument, we worked hard to identify the smallest number of items per subscale that would be internally consistent or statistically reliable. However, if an investigator is interested in administering only some (but not all) subscales, specific subscales can be lifted from the instrument, provided that *all items on a given subscale are administered*.

Master List of Items Grouped According to Subscale

The item # refers to the item's position on the adult's form. Items keyed *positively* (+) present the *more* competent or adequate self-description in the first part of the statement, whereas items keyed *negatively* (-) present the *less* competent or adequate self-description first.

Item #	Keyed	Sociability
2	+	Some adults feel that they are enjoyable to be with BUT other adults often question whether they are enjoyable to be with
14	-	Some adults feel uncomfortable when they have to meet new people BUT other adults like to meet new people
27	+	Some adults feel at ease with other people BUT other adults are quite shy
39	-	Some adults are not very sociable BUT other adults are sociable

Item #	Keyed	Job Competence
3	-	Some adults are not satisfied with the way they do their work BUT other adults are satisfied with the way they do their work
15	+	Some adults feel they are very good at their work BUT other adults worry about whether they can do their work
28	-	Some adults are not very productive in their work BUT other adults are very productive in their work
40	+	Some adults are proud of their work BUT other adults are not very proud of what they do

Item #	Keyed	Nurturance
4	+	Some adults see caring or nurturing others as a contribution to the future BUT other adults do not gain a sense of contribution to the future through nurturing others
16	-	Some adults do not enjoy fostering the growth of others BUT other adults enjoy fostering the growth of others
29	+	Some adults feel they are good at nurturing others BUT other adults are not very nurturant
42	-	Some adults do not enjoy nurturing others BUT other adults enjoy being nurturant

Item #	Keyed	Athletic Competence
5	-	In games and sports some adults usually watch instead of play BUT other adults usually play rather than just watch
18	+	Some adults think they could do well at just about any new physical activity they haven't tried before BUT other adults are afraid they might not do well at physical activities they haven't ever tried
30	-	Some adults do not feel that they are very good when it comes to sports BUT other adults feel they do very well at all kinds of sports
43	+	Some adults feel they are better than others their age at sports BUT other adults don't feel they can play as well

Item #	Keyed	Physical Appearance
6	+	Some adults are happy with the way they look BUT other adults are not happy with the way they look
19	-	Some adults think that they are not very attractive or good looking BUT other adults think that they are attractive or good looking
31	+	Some adults like their physical appearance the way it is BUT other adults do not like their physical appearance
44	-	Some adults are unsatisfied with something about their face or hair BUT other adults like their face and hair the way they are

Item #	Keyed	Adequacy As a Provider
7	-	Some adults feel they are not adequately supporting themselves and those who are important to them BUT other adults feel they are providing adequate support for themselves and others
20	+	Some adults are satisfied with how they provide for the important people in their lives BUT other adults are dissatisfied with how they provide for these people
32	-	Some adults feel they cannot provide for the material necessities of life BUT other adults feel they do adequately provide for the material necessities of life
45	+	Some adults feel that they provide adequately for the needs of those who are important to them BUT other adults feel they do not provide adequately for these needs

Item #	Keyed	Morality
8	+	Some adults live up to their own moral standards BUT other adults have trouble living up to their moral standards
21	-	Some adults would like to be a better person morally BUT other adults think that they are quite moral
34	+	Some adults usually do what they know is morally right BUT other adults often don't do what they know is morally right
46	-	Some adults often question the morality of their behavior BUT other adults feel that their behavior is usually moral

Item #	Keyed	Household Management
10	-	Some adults are not very organized in completing household tasks BUT other adults are organized in completing household tasks
22	+	Some adults can keep their household running smoothly BUT other adults have trouble keeping their household running smoothly
35	-	Some adults are not very efficient in managing activities at home BUT other adults are efficient in managing activities at home
47	+	Some adults use their time efficiently at household activities BUT other adults do not use their time efficiently

Item #	Keyed	Intimate Relationships
11	+	Some adults have the ability to develop intimate relationships BUT other adults do not find it easy to develop intimate relationships
23	-	Some adults find it hard to establish intimate relationships BUT other adults do not have difficulty establishing intimate relationships
36	+	Some people seek out close friendships BUT other persons shy away from close relationships
48	-	Some adults in close relationships have a hard time communicating openly BUT other adults in close relationships feel that it is easy to communicate openly

Item #	Keyed	Intelligence
12	-	When some adults don't understand something, it makes them feel stupid BUT other adults don't necessarily feel stupid when they don't understand
24	+	Some adults feel that they are intelligent BUT other adults question whether they are very intelligent
37	-	Some adults do not feel that they are very intellectually capable BUT other adults feel that they are intellectually capable
49	+	Some adults feel like they are just as smart as other adults BUT other adults wonder if they are as smart

Item #	Keyed	Sense of Humor
13	+	Some adults can really laugh at themselves BUT other adults have a hard time laughing at themselves
26	-	Some adults find it hard to act in a joking or kidding manner with friends or colleagues BUT other adults find it very easy to joke or kid around with friends and colleagues
38	+	Some adults feel they have a good sense of humor BUT other adults wish their sense of humor was better
50	-	Some adults feel that they are often too serious about their life BUT other adults are able to find humor in their life

Item #	Keyed	Global Self-Worth
1	+	Some adults like the way they are leading their lives BUT other adults don't like the way they are leading their lives
9	+	Some adults are very happy being the way they are BUT other adults would like to be different
17	-	Some adults sometimes question whether they are a worthwhile person BUT other adults feel that they are a worthwhile person
25	-	Some adults are disappointed with themselves BUT other adults are quite pleased with themselves
33	-	Some adults are dissatisfied with themselves BUT other adults are satisfied with themselves
41	+	Some adults like the kind of person they are BUT other adults would like to be someone else

Administration and Instructions

The Self-Perception Profile for Adults may be administered in groups as well as individually. Total administration time should be approximately 20 minutes. In explaining the question format, it is *essential* that it is made clear that for any given item, they only check **one box** on either side of the sentence. They do not check both sides. (Invariably there will be one or two persons who will check both sides initially and thus you will want to have someone monitor each person's sheet at the onset to make certain that they understand that they are only to check one box per item.)

INSTRUCTIONS TO THE ADULT:

As you can see from the top of your sheet where it says "What I Am Like", we are interested in what you are like as a person. This Profile contains statements that allow you to describe yourself. This is *not* a test. There are no right or wrong answers. Since adults are very different from one another, each individual will be marking something different.

Let me explain how these questions work. Please look at the first item. This question asks about two different kinds of people, and we want to know which person is most like *you*.

- (1) What you need to first decide is whether you are more like the adults on the left side who like the way they are leading their lives, or whether you are more like the adults on the right side who don't like the way they are leading their lives. Don't mark anything yet, but first decide which kind of adult is *most like you*, and go to that side of the statement.
- (2) Now, the second thing I want you to think about is whether that is only *sort of true* for you, or *really true* for you. Place an X in the appropriate box.
- (3) For each statement, you only check **one** box. Do not check both sides, just the *one* most like you.

Scoring

A scoring key is included in the Appendix. Items are scored 4, 3, 2, 1, where 4 represents the most competent or adequate self-judgment and 1 represents the least competent or adequate self-judgment. Items within each subscale are counter-balanced such that half of the items begin with a statement reflecting high competence or adequacy. For the remaining half of the items, the statement begins with a description of low competence or adequacy. The item scores for those with the most adequate description on the left are scored 4, 3, 2, 1 (from left to right); whereas the item scores for those with the most adequate description on the right are scored 1, 2, 3, 4 (from left to right).

Two formats are provided in the Appendix for coding scores. A *data coding sheet* may be used for the collating of group data. An *individual coding sheet* is also provided for use with individual clients. All items for a given subscale are grouped together to facilitate the calculation of the means for each subscale. Mean scores for each subscale are obtained by adding the four items and then dividing by four (with the exception of global self which requires adding six items and dividing by six). Scoring will result in a total of twelve subscale means which will define a given adult's profile. Note that on the individual coding sheet the six global self-worth scores are transferred to blanks in the middle of the page. The individual coding sheet also contains an aid to finding the averages for the eleven specific domains.

These mean scores, which can range from 1 to 4, will depict the individual's profile of perceived competence across the eleven domains, plus global self-worth. The Appendix provides an *Individual Profile Form* for illustrating this configuration. Designate the global self-worth score by drawing a bar above SW. A line of dashes should be drawn between the eleven domains. An example of an individual's profile is illustrated below on page 23.

Samples to Which the Scale Has Been Administered

Sample A. This scale was administered by Messer to 141 parents, ranging in age from 30 to 50. The majority were part of intact, upper middle class families. All participants had completed high school with the majority having completed college. The sample was drawn from Colorado. Approximately 95% were Caucasian. For the purpose of determining gender and occupational differences, the sample was divided into four groups: full-time homemakers/mothers ($N=42$), part-time working women/mothers ($N=26$), full-time working women/mothers ($N=29$), and full-time working fathers ($N=44$).

Sample B. This scale was administered by Mac Phee to 215 mothers with children under three years of age. Over 90% of the mothers were married. The group was composed equally of middle class and lower class mothers. The average age for the middle class mothers was 26. The average age for the lower class mothers was 22. Ninety percent had completed high school, with over 50% having attended college. The average number of years of education was 14.67. Ninety-eight percent were Caucasian. The mothers were divided into two groups: working mothers and homemakers.

Psychometric Properties

Internal Consistency Reliability

The internal consistency reliabilities for all twelve subscales are presented in Table 1. These reliabilities were based on Cronbach's Alpha. There it can be seen that, for the most part, the reliabilities are quite acceptable.

For Sample A, the Adequate Provider scale had the lowest reliability. The coefficient was high for the full-time working women (.90) and the full-time working men (.83). The part-time working women (.57) and the full-time homemakers (.06) greatly attenuated the overall correlation; therefore, their scores were not reported in Table 1. Many upper-middle class, part-time working women and full-time homemakers apparently do not view themselves as "providers" and were confused as to how to answer these items. Thus, for these subgroups on women in this socio-economic bracket, it may not be appropriate to attempt to interpret the Adequate Provider scale. For Sample B, the reliability was adequate, suggesting that the results for this particular subscale may be sample-specific.

Means and Standard Deviations

The subscale means and standard deviations are presented by group for Sample A and for the entire Sample B in Table 2. The means are given in the top row and the standard deviations are underneath in parentheses. It can be seen that, in general, the means fluctuate around the value of 3.0, which is above the midpoint of the scale. However, there was considerable variability across subscales. The means varied across a range from 2.4 to 3.7. The average standard deviation was 0.77 with a range from 0.49 to 1.03.

Sample A. As can be seen in Table 2, interesting subscale differences were found between the four groups in Sample A. For Job Competence, the following pattern was obtained: the full-time homemakers (3.27) had the lowest scores, the part-time working women (3.43) had higher scores, and the full-time working women (3.61) and full-time working men (3.56) had the highest scores (virtually the same as full-time working women). A similar pattern was found for the Intelligence and Physical Appearance subscales with the full-time men scoring slightly lower than the full-time working women on Physical Appearance. A slight variation on this pattern was found for Sense of Humor where the full-time homemakers and part-time working women scoring the highest and full-time working men scoring below the full-time working women.

A second pattern was revealed for three subscales: Intimate Relationships, Morality, and Nurturance. A pattern similar to that discussed above for the homemakers, part-time and full-time working women was present; however, the men's scores were lower than all three groups of women. A third pattern was identified for Sociability and Household Management in that the homemakers and men had similar low scores. For Athletic Ability, the three groups of women reflected the first pattern while the full-time working men had markedly higher scores. This was the only scale in which the men scored significantly higher than all three groups of women. The scores for Adequate Provider were similar for all three groups who worked outside of the home.

Table 1. Subscale Reliabilities for Samples A and B

	General Self-worth	Sociability	Job Competence	Nurturance	Athletic Abilities	Physical Appearance	Adequate Provider	Morality	Household Management	Intimate Relationships	Intelligence	Sense of Humor
Sample A	.92	.73	.73	.70	.86	.84	*	.79	.82	.84	.86	.86
<i>Homemakers</i>												
<i>Part-time Working Women</i>	.91	.81	.65	.67	.91	.86	*	.88	.88	.72	.83	.82
<i>Full-time Working Women</i>	.88	.82	.68	.75	.84	.81	.90	.76	.90	.76	.76	.63
<i>Full-time Working Men</i>	.91	.74	.75	.87	.87	.87	.83	.63	.88	.88	.75	.63
Total Sample A	.91	.78	.73	.78	.90	.84	*	.76	.86	.85	.82	.77
Total Sample B	.87	.81	.71	.65	.90	.81	.80	.81	.87	.82	.82	.75
<i>Homemakers and Working Women</i>												

*See explanation in text.

Table 2. Subscale Means and Standard Deviations for Samples A and B

	General Self-worth	Sociability	Job Competence	Nurturance	Athletic Abilities	Physical Appearance	Adequate Provider	Morality	Household Management	Intimate Relationships	Intelligence	Sense of Humor
Sample A	3.27	3.02	3.27	3.52	2.14	2.86	3.29	3.57	3.06	3.02	3.23	3.12
<i>Homemakers</i>	(0.59)	(0.61)	(0.56)	(0.49)	(0.82)	(0.64)	(0.43)	(0.50)	(0.73)	(0.73)	(0.67)	(0.74)
<i>Part-time Working Women</i>	3.31	3.38	3.43	3.46	2.18	2.93	3.30	3.72	3.32	3.34	3.44	3.13
	(0.57)	(0.59)	(0.49)	(0.47)	(0.76)	(0.64)	(0.47)	(0.43)	(0.72)	(0.52)	(0.58)	(0.69)
<i>Full-time Working Women</i>	3.40	3.27	3.61	3.59	2.45	3.19	3.33	3.68	3.31	3.43	3.50	3.39
	(0.56)	(0.66)	(0.47)	(0.46)	(0.71)	(0.64)	(0.70)	(0.41)	(0.70)	(0.59)	(0.53)	(0.52)
<i>Full-time Working Men</i>	3.31	3.09	3.56	3.26	3.07	3.05	3.37	3.39	3.06	2.64	3.46	3.20
	(0.51)	(0.57)	(0.50)	(0.68)	(0.70)	(0.58)	(0.58)	(0.46)	(0.65)	(0.82)	(0.49)	(0.52)
Total Sample B	3.18	3.13	3.35	3.40	2.51	2.81	3.14	3.48	2.90	3.15	3.23	3.24
<i>Homemakers and Working Women</i>	(0.55)	(0.64)	(0.51)	(0.47)	(0.80)	(0.61)	(0.59)	(0.51)	(0.71)	(0.66)	(0.58)	(0.54)

Those mean scores that were significantly different are reported below. For Job Competence, the full-time homemakers (3.27) were significantly lower than the scores for full-time working women (3.61) and full-time working men (3.56); $F(3, 129) = 3.20, p < .03$. On the Intimate Relationships scale, full-time working men (2.64) scored significantly lower than the homemakers (3.02) and part-time working women (3.34); $F(3, 139) = 9.50, p < .001$. The Morality scale revealed significant differences between the full-time working men (3.39) and the part-time working women (3.72) and the full-time working women (3.68); $F(3, 140) = 3.92, p < .01$. For Athletic Ability, the full-time working men (3.07) had distinctly higher scores than the homemakers (2.13), part-time working women (2.18), and full-time working women (2.45); $F(3, 140) = 13.23, p < .001$.

Sample B. The Sample B subscale scores present a pattern which was most similar to the homemakers in Sample A. Within this sample, half had a high school education; whereas the other half reported that they had attained a Bachelor's degree, or at least some college education. The largest differences for these two subgroups were found for Intelligence, where the college group reported significantly ($p < .001$) higher scores (3.49) compared to the high school group (2.96). In addition, the college group reported higher Sociability scores (3.25) than did the high school group (3.02), a difference that was also quite significant ($p < .01$). Sample B could also be divided with regard to whether or not they were currently employed. The major difference was that those who were employed reported higher Job Competence scores (3.47) than did those who were not working outside the home (3.21), a highly significant difference ($p < .001$).

Similarities in scores within the groups of women for both Sample A and B were noted. For all four groups of women, Morality and Nurturance were the highest scores (plus Job Competence for the full-time working women in Sample A). This adds support for the argument that a measure was needed which allowed women to endorse areas of high adequacy. It is also interesting that among all groups of women, Athletic Abilities and Physical Appearance were the lowest scores. This suggests that women in our society have poor physical self-concepts. For men, in contrast, the highest subscale scores were Job Competence and Intelligence. Their lowest score was in the area of Intimate Relationships.

Factor Analysis of Subscale Scores for Sample B

There were a sufficient number of subjects ($N=215$) in Sample B to factor analyze the scale items. All of the specific domain items were included in this analysis. (Consistent with our earlier work, the general self-worth items were not included since they do not systematically load on particular factors for an entire sample. Rather, as will be demonstrated in a subsequent section, the general self-worth scores for given individuals are best predicted by just those domains which they deem important.)

Employing an oblique solution, a very clear ten-factor solution emerged. Table 3 presents the average loadings for the four items designated for each subscale in the first column. The second column presents the cross-loadings for all other items. There it can be seen that the average loadings for items defining each subscale are extremely high. In contrast, cross loadings are negligible. The only subscale not to define its own factor was Job Competence. It had weak cross loadings on the Nurturance subscale, which might in part be due to the fact that half of the sample were mothers/homemakers whose primary job involved child rearing. However, other women in the sample were working outside the home and they might have interpreted these items differently.

Given the differing interpretations, the items did not form a clear factor of their own. We would anticipate, however, that in other samples (e.g., men, nonparents, and women working full-time outside the home) the job competence subscale would emerge as a separate factor.

Table 3. Factor Analysis for Sample B

Factor	Average loadings of four designated subscale items	Cross-loadings of all other items
Factor 1: Household Management	.89	.07
Factor 2: Athletic Ability	.86	.05
Factor 3: Adequate Provider	.79	.08
Factor 4: Physical Appearance	.78	.06
Factor 5: Intimate Relationships	.78	.06
Factor 6: Intelligence	.77	.09
Factor 7: Sense of Humor	.74	.04
Factor 8: Morality	.71	.07
Factor 9: Nurturance	.69	.09
Factor 10: Sociability	.65	.08

Importance Ratings

The Larger Theoretical Model

According to Harter’s (1999) model of self-worth, an examination of the “discrepancy” between the individual’s perceptions of competence and his/her rating of importance for each specific domain will have implications for one’s level of self-worth. Recognizing that adults do not feel equally competent in all domains and that all domains are not equally important, this model seeks to identify the discrepancy scores in the salient domains. Discrepancy scores are calculated as the importance ratings minus the competence scores in all domains which have an importance rating of 4. Discrepancy scores are *not* obtained for domains which are rated as having lower importance to that individual. Low competence scores are hypothesized to affect one’s self-concept only if one does not feel competent in areas which are *very important* to the person. With children, all domains with importance ratings of 3 or 4 are included. For adults, it appears that the range of

importance scores is much narrower, primarily 3s and 4s. Therefore, we have interpreted 3s as not very salient and have used only the domains with an importance rating of 4 in calculating discrepancy scores.

Focus is on the congruence or discrepancy between how *critical* it is to the individual to succeed in a given domain and one's perceived level of success. It is this discrepancy which has been identified as an important predictor of the individual's feelings of general self-worth.

Importance Scale Administration and Instructions

The participant is asked to complete a separate form entitled *Importance Ratings* using the same directions given for the Self-Perception Profile. The participant is to indicate on a four-point scale how important each of the domains (the same eleven domains discussed above) is to his/her sense of general self-worth. The participant chooses between **very important**, **pretty important**, **only sort of important**, and **not very important**. In addition, they are asked to list the three areas which are *most* important and the two or three areas which are *least* important to them.

If the Importance Ratings are being used for research, the researcher may want to administer more than one item per domain, writing replicates of the items in order to determine reliability.

SPECIFIC INSTRUCTIONS TO THE ADULT:

- (1) When you have completed the *What I Am Like* form, please fill out the *Importance Rating* form which asks about the importance of various areas in your life.
- (2) For each area, choose how important this domain is to your sense of self-worth. Place a check on one of the four blanks that range from *Very Important* to *Not Very Important*.
- (3) Lastly, on the lines at the bottom of the page, list the 3 domains that are *most* important and the 2 or 3 areas that are *least* important to you.

Scoring

The Importance ratings are transferred to the blanks on the *Individual Coding Sheet* under the *Importance* heading. The importance ratings are scored: *Very Important* = 4, *Pretty Important* = 3, *Only Sort of Important* = 2, and *Not Very Important* = 1. To obtain the overall discrepancy score, the "Average" competence score is subtracted from the *Importance* rating for only those domains rated as 4 (very important). The difference between the importance rating and the competence score is recorded on the column designated *Discrepancy*. The rationale for subtracting the competence score from the importance rating can be derived directly from James (1892) who indicated that it is only one's successes in domains considered very important that should have an influence on one's overall sense of worth or esteem. The sign of this score is critical. Since the formula dictates that one subtract the competence score from the importance score, and since only domains in which the Importance Ratings of 4 are considered, these scores will most typically be

negative (since the competence scores are invariably less than 4). In rare instances, where an individual's competence scores are also all 4s, the discrepancy score will be zero.

These Importance ratings may be plotted on *The Individual Profile Form* in the Appendix, along with the Competence scores for each domain. The Importance ratings are designated by a solid line.

To enhance the examiner's understanding of the significance of the discrepancy in each domain, the subject is asked to identify the three most important domains. These three domains are designated on *The Individual Profile Form* by placing an x above each of the "three most important" domains on the graph. These are particularly salient domains of concern for the subject. Large discrepancies in these domains can point to areas for therapeutic intervention, either through increasing the individual's sense of competence in that particular domain or through re-evaluating its level of importance.

Example of Scoring an Individual Profile

The figure below provides an example of a scored individual profile. The adult client in this illustration had a low global self-worth score of 1.6, as depicted by the bar at the left of the graph. The overall discrepancy score was -6.25.

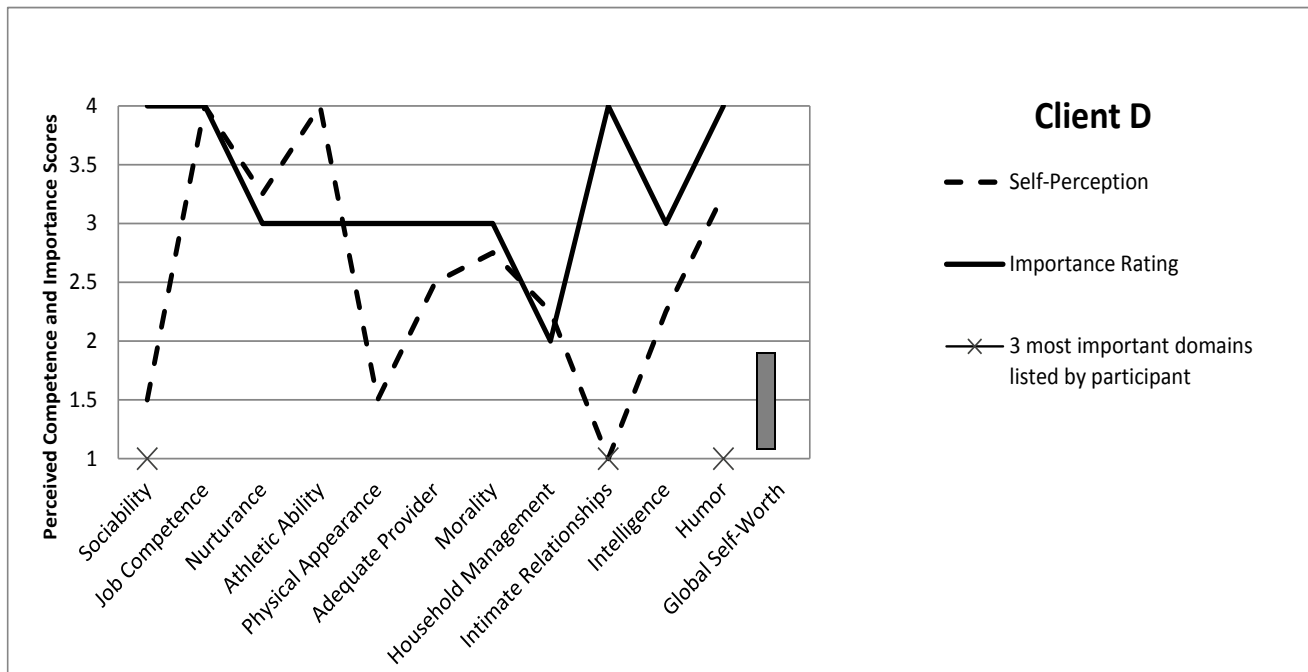


Figure 1. Competence scores and importance ratings for Client D.

*Note discrepancy between importance rating and competence/adequacy in each domain.

The discrepancy calculation for this example from one adult (Client D) is delineated below. Note that the competence scores and importance ratings for each subscale for Figure 1 are listed.

<u>Domains</u>	<u>Competence</u>		<u>Importance</u>		<u>Discrepancy</u>
*Sociability	1.5	-	4	=	-2.5
*Job Competence	4	-	4	=	0
Nurturance	3.25	-	3	=	
Athletic Ability	4	-	3	=	
Physical Appearance	1.5	-	3	=	
Adequate Provider	2.5	-	3	=	
Morality	2.75	-	3	=	
Household Management	2.25	-	2	=	
*Intimate Relationships	1	-	4	=	-3
Intelligence	2.25	-	3	=	
*Humor	3.25	-	4	=	-0.75
Discrepancy Score					-6.25

**Discrepancies here are only calculated for the four domains where the importance ratings are 4.*

Group Data on the Relationship Between Discrepancy Score and Global Self-Worth

For Sample A, the correlations between the discrepancy score and global self-worth score for the four groups were: Homemakers = .68, Part-time Working Women = .43, Full-time Working Women = .66, and Full-time Working Men = .57. It can be seen that this score is highly predictive of self-worth, suggesting the utility of such an approach. Thus, not only does this model illuminate individual cases, but it reflects an overall pattern for samples of adults who may be of interest for research.

Application of the Self-Perception Profile for Adults

Research

The Self-Perception Profile for Adults provides a domain-specific scale that allows the researcher to discern differences in adults' evaluations of competence/adequacy in eleven different domains, plus global self-worth. In addition, one can determine the importance or centrality of each of these domains. Data Coding sheets are provided in the Appendix.

Treatment

The Self-Perception Profile's sensitivity to change and to individual differences across a variety of domains allows for its utilization in therapeutic setting. Rather than relying on instruments (e.g., Rosenberg's Self-Esteem Scale, 1979; or Fitt's Tennessee Self-Concept Scale, 1965) providing only a general self-worth score, therapist has the option of using this instrument to point out particularly problematic areas for the client. These problem areas are identified through the use of the discrepancy score. While it is beneficial for the clinician to determine whether the client has low general self-worth, it is more helpful in understanding the client and in planning treatment goals to identify subscale differences that may contribute to one's overall sense of self. The Self-Perception Profile for Adults allows therapist and client to examine the areas of low perceived competence identified by the client, how important these areas are to the client (i.e., the discrepancy score), and then begin to prioritize areas of desired change.

The procedure Messer (1986) has developed in counseling with older, adult university students¹ has been to request them to fill out the Self-Perception Profile for Adults, to rate the importance of each of the specific eleven domains, and to identify the three domains most important to them. The competence/adequacy scores and importance ratings for each domain can be graphed to display a profile. Examples of these profiles are contained in Figure 1. The three most important domains are noted by an X. While it is important to look at the total profile, particular attention is given to large discrepancy scores.

As part of the treatment format, an overall goal is to decrease the discrepancy between perceptions of competence and estimates of importance in specific domains. This might be accomplished through an examination of the client's perceptions of competence. For example, if the client sees herself/himself as being incompetent intellectually, one needs to determine the accuracy of this perception (e.g., what is her/his Grade Point Average?). A client with distorted perceptions may be getting straight A's, but may still feel incompetent intellectually. If the client's perceptions of intellectual incompetence are accurate, one could seek to focus on strategies to improve academic competencies.

Alternatively, one could encourage the client to reexamine her/his values or aspirations requiring such a high level of performance in the intellectual arena.

Four clinical examples of how the Self-Perception Profile for Adults has been utilized in establishing treatment goals have been included to illustrate the process. The clients' profiles obtained from the instrument are illustrated in Figure 2.

Client A. Client A, a woman, had the lowest global self-worth score (1.2). The three most important domains identified by her were Job Competence, Intimate Relationships, and Adequate Provider. The discrepancy scores for both Intimate Relationships and Adequate Provider were a full 3 points. Job Competence had a discrepancy score of -1.3. Additional large discrepancy scores were found in Intelligence (-1.8) and Sociability (-1.8).

¹ This particular instrument is more appropriate for older students. For the more traditional student, within the 18-22 year-old age range, a Self-Perception Profile for College Students is recommended (Neeman & Harter, 1986).

In exploring possible treatment goals with this client, it became apparent she was struggling with issues related to career goals and how to relate meaningfully with persons of both sexes. Career counseling was identified as a way to help her examine the fit between her competencies, values, and aspirations as they related to academic programs and future job potentials. Therapeutic goals were set encouraging her to examine her expectations of herself and others in relationships. Ineffective patterns of relating were identified and new behaviors attempted. Special emphasis was placed on enhancing interpersonal skills.

Client B. In contrast, Client B's global self-worth was in the medium range (3.1). Her competence/adequacy scores were generally high and her evaluations of competence were frequently higher than her importance ratings (e.g., Intelligence and Adequate Provider). However, in the three areas identified as most important (Job Competence, Intimate Relationships, and Nurturance), there was a significant discrepancy (-1.5) only in Intimate Relationships. A discrepancy of -1.3 was noted for Sense of Humor, but this was not seen as problematic by the client. While the client was complaining of general anxiety, the discrepancy noted in Intimate Relationships provided her a framework for looking at what was making her anxious. Indeed, she was able to identify several areas where she was having problems in intimate relationships, and these became the focus of treatment. An additional intervention would be to encourage the Client to increase her estimates of importance for those domains in which she feels very competent.

Client C. Client C was a 33 year-old male about to complete graduate school. His global self-worth score was 2.5. His largest discrepancy scores were in Sociability (-1.75), Job Competence (-1.75), Adequate Provider (-1.5), and Intimate Relationships (-1.75). These discrepancies relate to the concerns he expressed regarding finding a job after graduation and improving his relationship with his wife. Job Competence and Adequacy as a Provider were two of the areas which he listed as most important to him. One can hypothesize that his inability to adequately provide for his family at present had a marked influence on his general feeling of self-worth and was complicating his relationship with his wife.

Client D. A fourth illustration is Client D who has a general self-worth score of 1.6. The three domains which she identified as most important were the domains with the largest discrepancy scores (Physical Appearance = -1.5, Sociability = -2.4, and Intimate Relationships = -3.0). Treatment with this client focused on why she had so much difficulty in relating to significant persons in her life and how to enhance these relationships. Interestingly, the client was initially not willing to focus treatment on her physical appearance (she was overweight); rather, she identified the weight as a protective barrier to having to relate intimately with other adults. From her perspective, if she began to feel more comfortable in how to relate to others, she would then be willing to consider losing weight. Thus, physical appearance could be seen more as a *symptom* of her low self-concept, rather than as the cause.

In conclusion, while the Self-Perception Profile for Adults has not been normed for use with a clinical population, the Profile has been helpful in identifying areas of discomfort for individual clients. This identification has led to the setting of specific treatment goals which relate to these problem areas. Further use of this instrument would be to administer it periodically to measure whether change has taken place during therapy and whether this change is maintained over time.

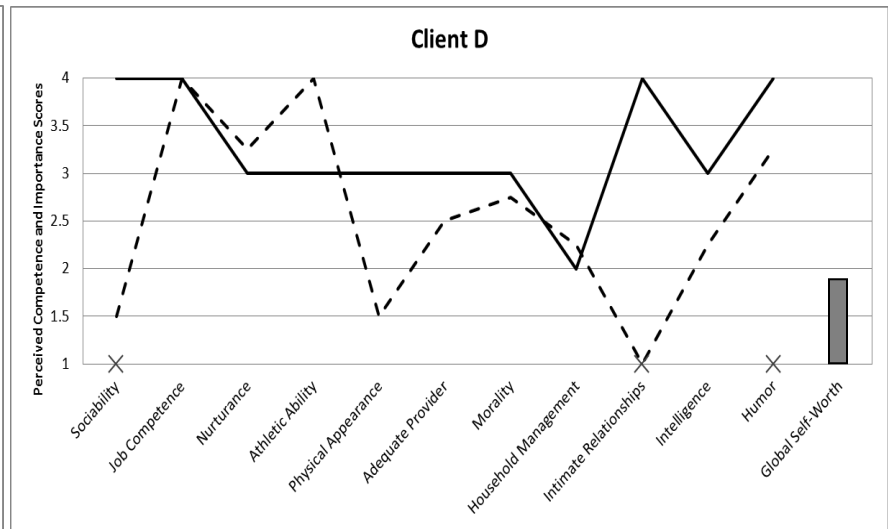
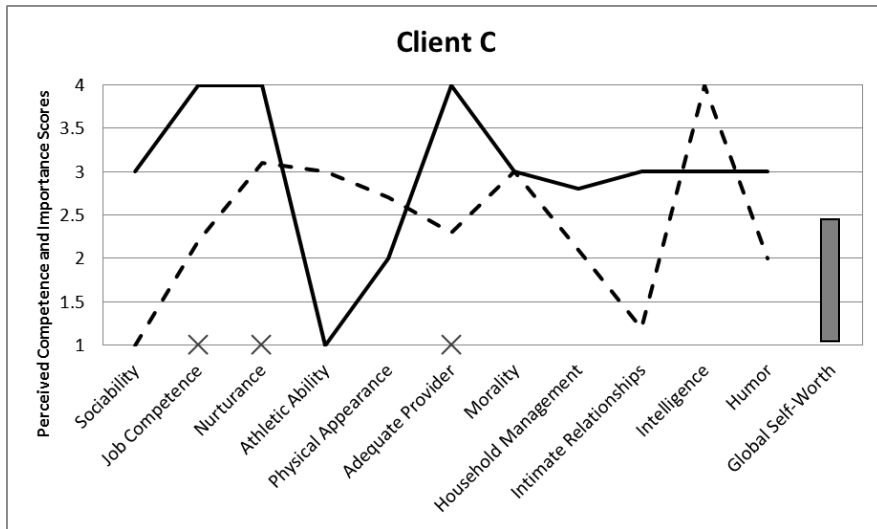
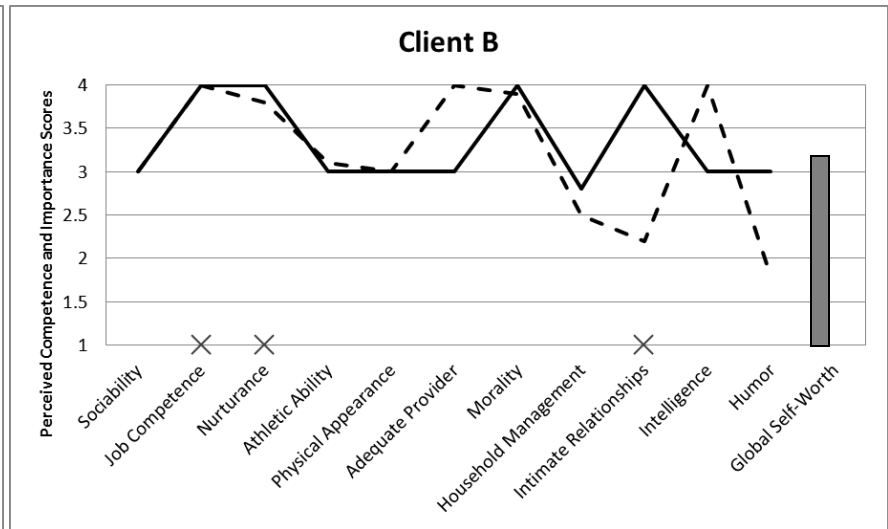
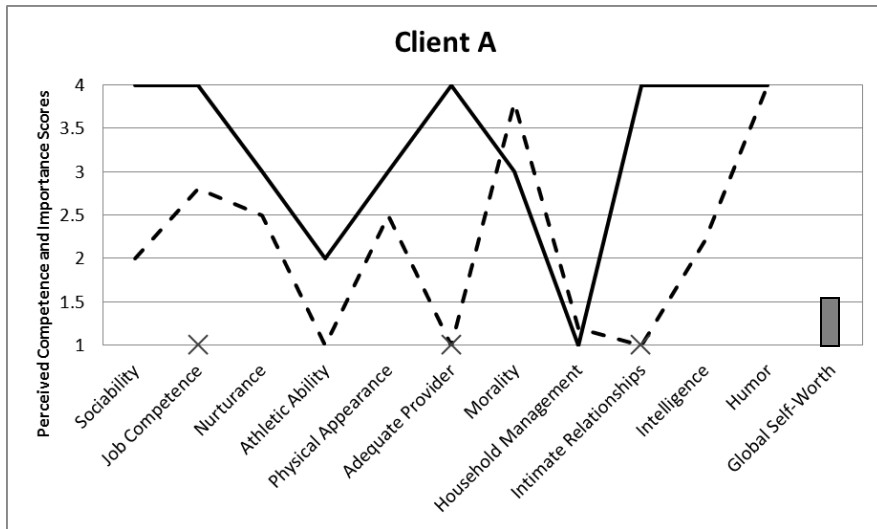


Figure 2. Client profiles of competence scores and importance ratings.

Key

- Importance Ratings
- - - Competence/Adequacy Scores
- X Three most important domains listed by subject

Note discrepancy between importance rating and competence/adequacy in each domain

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Appendix

- Adult Questionnaire: *What I Am Like*
- Scoring Key for *What I Am Like*
- *What I Am Like* Data Coding Sheet
- Individual Coding Sheet
- Individual Profile Form
- Adult Questionnaire: *Importance Ratings*
- Table Listing Domains Tapped by our Instruments at each Period of the Lifespan
- List of Harter and Colleagues' Self-Report Manuals Available Online

What I Am Like

Name or ID _____ Age _____ Male Female

The following are statements that allow people to describe themselves. There are no right or wrong answers since people differ markedly. Please read the entire sentence across. *First* decide which one of the two parts of each statement *best describes you*; then go to that side of the statement and check whether that is just *sort of true* for you or *really true* for you. You will just check **ONE** of the four boxes for each statement.

	Really True for me	Sort of True for me		BUT		Sort of True for me	Really True for me
1.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults like the way they are leading their lives	BUT	Other adults don't like the way they are leading their lives	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults feel that they are enjoyable to be with	BUT	Other adults often question whether they are enjoyable to be with	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults are not satisfied with the way they do their work	BUT	Other adults are satisfied with the way they do their work	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults see caring or nurturing others as a contribution to the future	BUT	Other adults do not gain a sense of contribution to the future through nurturing others	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	In games and sports some adults usually watch instead of play	BUT	Other adults usually play rather than just watch	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults are happy with the way they look	BUT	Other adults are not happy with the way they look	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults feel they are not adequately supporting themselves and those who are important to them	BUT	Other adults feel they are providing adequate support for themselves and others	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults live up to their own moral standards	BUT	Other adults have trouble living up to their moral standards	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults are very happy being the way they are	BUT	Other adults would like to be different	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults are not very organized in completing household tasks	BUT	Other adults are organized in completing household tasks	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
11.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults have the ability to develop intimate relationships	BUT	Other adults do not find it easy to develop intimate relationships	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	When some adults don't understand something, it makes them feel stupid	BUT	Other adults don't necessarily feel stupid when they don't understand	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults can really laugh at themselves	BUT	Other adults have a hard time laughing at themselves	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults feel uncomfortable when they have to meet new people	BUT	Other adults like to meet new people	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults feel they are very good at their work	BUT	Other adults worry about whether they can do their work	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults do not enjoy fostering the growth of others	BUT	Other adults enjoy fostering the growth of others	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults sometimes question whether they are a worthwhile person	BUT	Other adults feel that they are a worthwhile person	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults think they could do well at just about any new physical activity they haven't tried before	BUT	Other adults are afraid they might not do well at physical activities they haven't ever tried	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults think that they are not very attractive or good looking	BUT	Other adults think that they are attractive or good looking	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults are satisfied with how they provide for the important people in their lives	BUT	Other adults are dissatisfied with how they provide for these people	<input type="checkbox"/>	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults would like to be a better person morally	BUT	Other adults think that they are quite moral	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults can keep their household running smoothly	BUT	Other adults have trouble keeping their household running smoothly	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me			Sort of True for me	Really True for me	
23.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults find it hard to establish intimate relationships	BUT	Other adults do not have difficulty establishing intimate relationships	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults feel that they are intelligent	BUT	Other adults question whether they are very intelligent	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults are disappointed with themselves	BUT	Other adults are quite pleased with themselves	<input type="checkbox"/>	<input type="checkbox"/>
26.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults find it hard to act in a joking or kidding manner with friends or colleagues	BUT	Other adults find it very easy to joke or kid around with friends and colleagues	<input type="checkbox"/>	<input type="checkbox"/>
27.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults feel at ease with other people	BUT	Other adults are quite shy	<input type="checkbox"/>	<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults are not very productive in their work	BUT	Other adults are very productive in their work	<input type="checkbox"/>	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults feel they are good at nurturing others	BUT	Other adults are not very nurturant	<input type="checkbox"/>	<input type="checkbox"/>
30.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults do not feel that they are very good when it comes to sports	BUT	Other adults feel they do very well at all kinds of sports	<input type="checkbox"/>	<input type="checkbox"/>
31.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults like their physical appearance the way it is	BUT	Other adults do not like their physical appearance	<input type="checkbox"/>	<input type="checkbox"/>
32.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults feel they cannot provide for the material necessities of life	BUT	Other adults feel they do adequately provide for the material necessities of life	<input type="checkbox"/>	<input type="checkbox"/>
33.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults are dissatisfied with themselves	BUT	Other adults are satisfied with themselves	<input type="checkbox"/>	<input type="checkbox"/>
34.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults usually do what they know is morally right	BUT	Other adults often don't do what they know is morally right	<input type="checkbox"/>	<input type="checkbox"/>
35.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults are not very efficient in managing activities at home	BUT	Other adults are efficient in managing activities at home	<input type="checkbox"/>	<input type="checkbox"/>
36.	<input type="checkbox"/>	<input type="checkbox"/>	Some people seek out close friendships	BUT	Other persons shy away from close relationships	<input type="checkbox"/>	<input type="checkbox"/>

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
37.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults do not feel that they are very intellectually capable	BUT	Other adults feel that they are intellectually capable	<input type="checkbox"/>
38.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults feel they have a good sense of humor	BUT	Other adults wish their sense of humor was better	<input type="checkbox"/>
39.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults are not very sociable	BUT	Other adults are sociable	<input type="checkbox"/>
40.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults are proud of their work	BUT	Other adults are not very proud of what they do	<input type="checkbox"/>
41.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults like the kind of person they are	BUT	Other adults would like to be someone else	<input type="checkbox"/>
42.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults do not enjoy nurturing others	BUT	Other adults enjoy being nurturant	<input type="checkbox"/>
43.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults feel they are better than others their age at sports	BUT	Other adults don't feel they can play as well	<input type="checkbox"/>
44.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults are unsatisfied with something about their face or hair	BUT	Other adults like their face and hair the way they are	<input type="checkbox"/>
45.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults feel that they provide adequately for the needs of those who are important to them	BUT	Other adults feel they do not provide adequately for these needs	<input type="checkbox"/>
46.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults often question the morality of their behavior	BUT	Other adults feel that their behavior is usually moral	<input type="checkbox"/>
47.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults use their time efficiently at household activities	BUT	Other adults do not use their time efficiently	<input type="checkbox"/>
48.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults in close relationships have a hard time communicating openly	BUT	Other adults in close relationships feel that it is easy to communicate openly	<input type="checkbox"/>
49.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults feel like they are just as smart as other adults	BUT	Other adults wonder if they are as smart	<input type="checkbox"/>
50.	<input type="checkbox"/>	<input type="checkbox"/>	Some adults feel that they are often too serious about their life	BUT	Other adults are able to find humor in their life	<input type="checkbox"/>

What I Am Like: Scoring Key

ADULT SELF-PERCEPTION PROFILE

Bonnie Messer and Susan Harter, Ph.D., University of Denver, 1986 (updated 2012)

	Really True for me	Sort of True for me		BUT		Sort of True for me	Really True for me
1.	4	3	Some adults like the way they are leading their lives		Other adults don't like the way they are leading their lives	2	1
2.	4	3	Some adults feel that they are enjoyable to be with		Other adults often question whether they are enjoyable to be with	2	1
3.	1	2	Some adults are not satisfied with the way they do their work		Other adults are satisfied with the way they do their work	3	4
4.	4	3	Some adults see caring or nurturing others as a contribution to the future		Other adults do not gain a sense of contribution to the future through nurturing others	2	1
5.	1	2	In games and sports some adults usually watch instead of play		Other adults usually play rather than just watch	3	4
6.	4	3	Some adults are happy with the way they look		Other adults are not happy with the way they look	2	1
7.	1	2	Some adults feel they are not adequately supporting themselves and those who are important to them		Other adults feel they are providing adequate support for themselves and others	3	4
8.	4	3	Some adults live up to their own moral standards		Other adults have trouble living up to their moral standards	2	1
9.	4	3	Some adults are very happy being the way they are		Other adults would like to be different	2	1
10.	1	2	Some adults are not very organized in completing household tasks		Other adults are organized in completing household tasks	3	4

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
11.	4	3	Some adults have the ability to develop intimate relationships	BUT	Other adults do not find it easy to develop intimate relationships	2 1
12.	1	2	When some adults don't understand something, it makes them feel stupid	BUT	Other adults don't necessarily feel stupid when they don't understand	3 4
13.	4	3	Some adults can really laugh at themselves	BUT	Other adults have a hard time laughing at themselves	2 1
14.	1	2	Some adults feel uncomfortable when they have to meet new people	BUT	Other adults like to meet new people	3 4
15.	4	3	Some adults feel they are very good at their work	BUT	Other adults worry about whether they can do their work	2 1
16.	1	2	Some adults do not enjoy fostering the growth of others	BUT	Other adults enjoy fostering the growth of others	3 4
17.	1	2	Some adults sometimes question whether they are a worthwhile person	BUT	Other adults feel that they are a worthwhile person	3 4
18.	4	3	Some adults think they could do well at just about any new physical activity they haven't tried before	BUT	Other adults are afraid they might not do well at physical activities they haven't ever tried	2 1
19.	1	2	Some adults think that they are not very attractive or good looking	BUT	Other adults think that they are attractive or good looking	3 4
20.	4	3	Some adults are satisfied with how they provide for the important people in their lives	BUT	Other adults are dissatisfied with how they provide for these people	2 1
21.	1	2	Some adults would like to be a better person morally	BUT	Other adults think that they are quite moral	3 4
22.	4	3	Some adults can keep their household running smoothly	BUT	Other adults have trouble keeping their household running smoothly	2 1

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
23.	1	2	Some adults find it hard to establish intimate relationships	BUT	Other adults do not have difficulty establishing intimate relationships	3 4
24.	4	3	Some adults feel that they are intelligent	BUT	Other adults question whether they are very intelligent	2 1
25.	1	2	Some adults are disappointed with themselves	BUT	Other adults are quite pleased with themselves	3 4
26.	1	2	Some adults find it hard to act in a joking or kidding manner with friends or colleagues	BUT	Other adults find it very easy to joke or kid around with friends and colleagues	3 4
27.	4	3	Some adults feel at ease with other people	BUT	Other adults are quite shy	2 1
28.	1	2	Some adults are not very productive in their work	BUT	Other adults are very productive in their work	3 4
29.	4	3	Some adults feel they are good at nurturing others	BUT	Other adults are not very nurturant	2 1
30.	1	2	Some adults do not feel that they are very good when it comes to sports	BUT	Other adults feel they do very well at all kinds of sports	3 4
31.	4	3	Some adults like their physical appearance the way it is	BUT	Other adults do not like their physical appearance	2 1
32.	1	2	Some adults feel they cannot provide for the material necessities of life	BUT	Other adults feel they do adequately provide for the material necessities of life	3 4
33.	1	2	Some adults are dissatisfied with themselves	BUT	Other adults are satisfied with themselves	3 4
34.	4	3	Some adults usually do what they know is morally right	BUT	Other adults often don't do what they know is morally right	2 1
35.	1	2	Some adults are not very efficient in managing activities at home	BUT	Other adults are efficient in managing activities at home	3 4
36.	4	3	Some people seek out close friendships	BUT	Other persons shy away from close relationships	2 1

	Really True for me	Sort of True for me			Sort of True for me	Really True for me
37.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some adults do not feel that they are very intellectually capable	BUT	Other adults feel that they are intellectually capable	<input type="checkbox"/> 3 <input type="checkbox"/> 4
38.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some adults feel they have a good sense of humor	BUT	Other adults wish their sense of humor was better	<input type="checkbox"/> 2 <input type="checkbox"/> 1
39.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some adults are not very sociable	BUT	Other adults are sociable	<input type="checkbox"/> 3 <input type="checkbox"/> 4
40.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some adults are proud of their work	BUT	Other adults are not very proud of what they do	<input type="checkbox"/> 2 <input type="checkbox"/> 1
41.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some adults like the kind of person they are	BUT	Other adults would like to be someone else	<input type="checkbox"/> 2 <input type="checkbox"/> 1
42.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some adults do not enjoy nurturing others	BUT	Other adults enjoy being nurturant	<input type="checkbox"/> 3 <input type="checkbox"/> 4
43.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some adults feel they are better than others their age at sports	BUT	Other adults don't feel they can play as well	<input type="checkbox"/> 2 <input type="checkbox"/> 1
44.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some adults are unsatisfied with something about their face or hair	BUT	Other adults like their face and hair the way they are	<input type="checkbox"/> 3 <input type="checkbox"/> 4
45.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some adults feel that they provide adequately for the needs of those who are important to them	BUT	Other adults feel they do not provide adequately for these needs	<input type="checkbox"/> 2 <input type="checkbox"/> 1
46.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some adults often question the morality of their behavior	BUT	Other adults feel that their behavior is usually moral	<input type="checkbox"/> 3 <input type="checkbox"/> 4
47.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some adults use their time efficiently at household activities	BUT	Other adults do not use their time efficiently	<input type="checkbox"/> 2 <input type="checkbox"/> 1
48.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some adults in close relationships have a hard time communicating openly	BUT	Other adults in close relationships feel that it is easy to communicate openly	<input type="checkbox"/> 3 <input type="checkbox"/> 4
49.	<input type="checkbox"/> 4	<input type="checkbox"/> 3	Some adults feel like they are just as smart as other adults	BUT	Other adults wonder if they are as smart	<input type="checkbox"/> 2 <input type="checkbox"/> 1
50.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	Some adults feel that they are often too serious about their life	BUT	Other adults are able to find humor in their life	<input type="checkbox"/> 3 <input type="checkbox"/> 4

Data Coding Sheet for The Self-Perception Profile for Adults
Bonnie Messer and Susan Harter, Ph.D., University of Denver, 1986 (updated in 2012)

S#	Sex	Sociability Subscale					Job Competence Subscale					Nurturance Subscale					Athletic Competence Subscale					Physical Appearance Subscale						
		2	14	27	39	Mean	3	15	28	40	Mean	4	16	29	42	Mean	5	18	30	43	Mean	6	19	31	44	Mean		

S#	Sex

Sense of Humor Subscale				
13	26	38	50	Mean

Global Self-Worth Subscale						
1	9	17	25	33	41	Mean

Individual Coding Sheet

ADULT SELF-PERCEPTION PROFILE

Domain	Items and Item Scores				Total	Average	Importance	Discrepancy*
<i>Sociability</i>	2 ___	14 ___	27 ___	39 ___	___	___	___	___
<i>Job Competence</i>	3 ___	15 ___	28 ___	40 ___	___	___	___	___
<i>Nurturance</i>	4 ___	16 ___	29 ___	42 ___	___	___	___	___
<i>Athletics</i>	5 ___	18 ___	30 ___	43 ___	___	___	___	___
<i>Appearance</i>	6 ___	19 ___	31 ___	44 ___	___	___	___	___
<i>Provider</i>	7 ___	20 ___	32 ___	45 ___	___	___	___	___
<i>Morality</i>	8 ___	21 ___	34 ___	46 ___	___	___	___	___
<i>Household Mgt</i>	10 ___	22 ___	35 ___	47 ___	___	___	___	___
<i>Intimate Rel</i>	11 ___	23 ___	36 ___	48 ___	___	___	___	___
<i>Intelligence</i>	12 ___	24 ___	37 ___	49 ___	___	___	___	___
<i>Humor</i>	13 ___	26 ___	38 ___	50 ___	___	___	___	___

Global Self-Worth 1 ___ 9 ___ 17 ___ 25 ___ 33 ___ 41 ___ = ___ **Total**

(Divide total by 6) = ___ **Mean of Global Self-worth**

Aid to find averages for the 11 specific domains (Totals divided by 4):

Total:	4	5	6	7	8	9	10	11	12	13	14	15	16
Average:	1.0	1.25	1.5	1.75	2.0	2.25	2.5	2.75	3.0	3.25	3.5	3.75	4.0

***How to compute discrepancy scores:**

Discrepancy = Importance minus Average

Discrepancy is calculated only for those subscales with an Importance Rating of 4.

Compare the mean of the discrepancy scores to the global self-worth score. It is predicted that the larger the discrepancy score, the lower the global self-worth score.

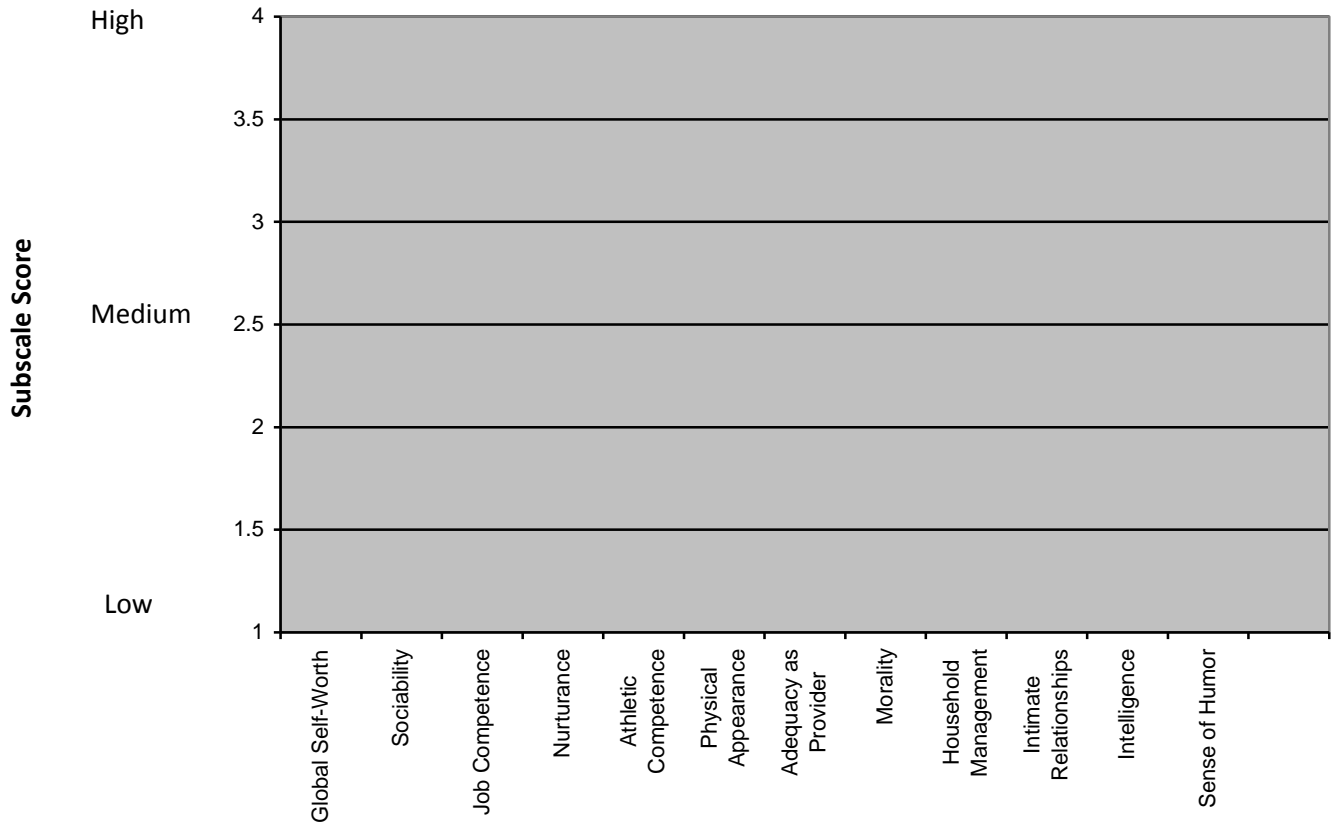
Individual Profile Form

ADULT SELF-PERCEPTION PROFILE

Bonnie Messer and Susan Harter, Ph.D., University of Denver, 1986 (updated in 2012)

Date: _____ Name or I.D.: _____ Age: _____ Gender: _____

● - - - - ● Competence Score ● ———— ● Importance Rating



Importance Ratings

How important is each of these to how you feel about your worth as a person, overall?

How Important Is It To You?	<i>Very Important</i>	<i>Pretty Important</i>	<i>Only Sort of Important</i>	<i>Not Very Important</i>
1. To be sociable/at ease with others				
2. To be good at your work (How did you define work? ___job ___homemaking)				
3. To care for others				
4. To be good at physical activities				
5. To be good looking				
6. To be an adequate provider				
7. To be moral				
8. To be good at household management				
9. To have intimate relationships				
10. To be intelligent				
11. To have a sense of humor				

On the lines below, list the 3 areas from above that are **most** important to you and list the 2-3 areas that are **least** important to you, in terms of how you feel overall as a person.

Most Important

Least Important

Domains Tapped by our Instruments at each Period of the Lifespan
(Harter, 2012; Construction of the Self)

<i>Early childhood</i>	<i>Middle to late childhood</i>	<i>Adolescence</i>	<i>College years</i>	<i>Early through middle adulthood</i>	<i>Late Adulthood</i>
Cognitive competence	Scholastic competence	Scholastic competence	Scholastic competence Intellectual ability Creativity	Intelligence	Cognitive abilities
Physical competence	Athletic competence	Job competence Athletic competence	Job competence Athletic competence	Job competence Athletic competence	Job competence
Physical appearance	Physical appearance	Physical appearance	Physical appearance	Physical appearance	Physical appearance
Social competence	Social competence	Social competence	Peer acceptance	Sociability	
		Close friendship Romantic relationships	Close friendship Romantic relationships Relationships with parents	Close friendship Intimate relationships	Relationships with friends Family relationships
Behavioral conduct	Behavioral conduct	Conduct/morality	Morality Sense of humor	Morality Sense of humor Nurturance Household management Adequacy as a provider	Morality Nurturance Personal, household management Adequacy as a provider Leisure activities Health status Life satisfaction Reminiscence
	Global self-worth	Global self-worth	Global self-worth	Global self-worth	Global self-worth

Harter and Colleagues' Self-Report Manuals Available Online

- (a) The Pictorial Scale of Perceived Competence and Social Acceptance for Young Children

Manual for all four versions:

Picture Plates for preschool-kindergarten BOYS
Picture Plates for preschool-kindergarten GIRLS
Picture Plates for first-second grade BOYS
Picture Plates for first-second grade GIRLS

- (b) The Self-Perception Profile for Children: Manual and Questionnaires
- (c) The Self-Perception Profile for Adolescents: Manual and Questionnaires
- (d) The Self-Perception Profile for Learning Disabled Students: Manual and Questionnaires
- (e) The Self-Perception Profile for College Students: Manual and Questionnaires
- (f) The Self-Perception Profile for Adults: Manual and Questionnaires
- (g) The Self-Perception Profile for those in Late Adulthood: under preparation, 2012
- (h) The Social Support Scale for Children and Adolescents: Manual and Questionnaire
- (i) The Dimensions of Depression Scale for Children and Adolescents: Manual and Questionnaire
- (j) Intrinsic versus Extrinsic Motivation in the Classroom for Children and Adolescents: Manual and Questionnaire