**Identity Based Motivation Measures**

**(1) Interpretation of Experienced Ease and Difficulty**

# Oyserman, D, Destin, M., & Novin, S. (2014) The context-sensitive future self: possible selves motivate in context, not otherwise, *Self and Identity*, DOI:10.1080/15298868.2014.965733

Instructions:

Please indicate how much you agree or disagree with each of the following statements by selecting the response from 1=strongly disagree to 7=strongly agree that corresponds most closely to your ideas about difficulty. There is no right or wrong answer to these questions.

1. When I feel stuck on a school task, it's a sign that my effort is better spent elsewhere.

2. When I’m working on a school task that feels difficult it means that the task is important.

3. If working on a school task feels very difficult, that type of task may not be possible for me.

4. A sign that a school task is important to me is how difficult it feels while working on it. If it feels difficult, it's important.

5. Sometimes people work at things that just aren’t meant for them. If a school task feels too difficult, I should move on to something else.

6. Struggling to complete a school task reminds me that the task is important.

7. If a school task is difficult it is probably important for me to do well at it.

8. I know that when working on a school task feels hard, that feeling means it's not for me.

9. School tasks that feel difficult are important tasks for me

10. Finding a school task really difficult tells me that I can't complete it successfully.

11. If a school task is difficult, it means that it's important for me.

12. If a school task feels really difficult, it may not be possible for me.

Experienced Difficulty Implies Importance (M = 4.25, SD = 1.03) is the mean of items 2, 4, 6, 7, 9, and 11

Experienced Difficulty Implies Impossibility (M = 2.65, SD = 0.94) items 1, 3, 5, 8, 10, and 12

**(2) Experienced Connection and Congruence of the Future Self**

Oyserman, D. (2015). Pathways for To Success Identity-Based Motivation. New York, NY: Oxford University Press.

**For children:**

Psychological Closeness (5 items α= .66) (1=not at all true for me, 5=really true for me)

1. I really see a link between what I am now and what I will be as an adult
2. When I imagine myself as an adult, it’s as if I imagine a person other than me (Reverse coded)
3. What I want to be when I grow up really looks like I am now
4. I can explain exactly what I want to become as an adult
5. What I want to be when I grow up feels close

**For adults**

Lewis, N.A. Jr., & Oyserman, D. (2015). When Does the Future Begin? Time Metrics Matter, Connecting Present and Future Selves. *Psychological Science*, 26, 816-825.

Identity Connection (4 items α= .81) (1=Strongly Disagree, 7=Strongly Agree)

1. The person I am now and the person I will be in (18 years or 6,570 days/ 30 years or 10,950 days) are pretty much the same person.
2. When I try to imagine the person I will be in (18 years or 6,570 days/ 30 years or 10,950 days) it is as if I am imagining a person other than myself (Reverse Coded)
3. The person I will be in (18 years or 6,570 days/ 30 years or 10,950 days) does not look like me at all (Reverse Coded)
4. The person I will be in (18 years or 6,570 days/ 30 years or 10,950 days) is a stranger to myself (Reverse Coded)

Identity Congruence (4 items α= .713) (1=Strongly Disagree, 7=Strongly Agree)

1. “I cannot imagine being (the parent of a college student/ being a retiree)” (Reverse Coded)
2. The identity of a (‘retiree’/ ‘college mom or dad’) is just something I cannot imagine as me at all” (Reverse Coded)
3. “My identity as (a parent/ an adult) includes saving for (college/retirement)”
4. My identity as a person conflicts with some of the trappings of adulthood like saving for (college/retirement)” (Reverse Coded).