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UNIVERSIDADE D
COIMBRA

Vinicius Coscioni

A COMPREHENSIVE THEORY OF LIFE
PROJECTS

VOLUME 1

Tese no âmbito do Doutoramento em Psicologia, Especialidade em Aconselhamento, em regime de cotutela com o Programa de Pós-Graduação em Psicologia do Instituto de Psicologia da Universidade Federal do Rio Grande do Sul, orientada pela Professora Doutora Maria Paula Barbas de Albuquerque Paixão e pelo Professor Doutor Marco Antônio Pereira Teixeira e apresentada à Faculdade de Psicologia e Ciências da Educação da Universidade de Coimbra.

Maio de 2021

TESE

Faculdade de Psicologia e Ciências da Educação
Universidade de Coimbra

Programa de Pós-Graduação em Psicologia
Instituto de Psicologia
Universidade Federal do Rio Grande do Sul

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Diléta Brunoro Coscioni.

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Diléta Brunoro Coscioni.

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“L’avenir a plusieurs noms : pour les faibles, il se nomme l’inaccessible. Pour les peureux, il se nomme l’inconnu. Pour les courageux, il se nomme opportunité.”

“O futuro tem muitos nomes: Para os fracos é o inalcançável. Para os temerosos, o desconhecido. Para os valentes é a oportunidade.”

“The future has many names: For the weak, it means the unattainable. For the fearful, it means the unknown. For the courageous, it means opportunity.”

Victor Hugo

Abstract

The term life project (LP) has been used in scientific literature, though frequently without a clear definition. This terminological inaccuracy has been leading the field to conflicting conclusions. This thesis is a compendium of seven articles comprising four parts that, altogether, aim to introduce a new comprehensive theory of LPs.

The first part comprises two non-systematic reviews and one systematic review that discuss the existing literature on the theme. The first article presents the main theories, constructs, and instruments of future time perspective (FTP). The term LP is introduced as an FTP variable entailing a specific type of anticipation. The review fills in a gap in the Brazilian literature, in which the term LP has been frequently used as a synonym of expectations, aspirations, and other terms. The second article presents 15 theoretical approaches to LP. The review discusses similarities and controversies across them and acknowledges that they refer to different aspects of LPs or even distinct constructs. The third article identifies the theoretical contributions on LP across 93 articles. A thematic analysis coded all excerpts providing theoretical contributions on LP, from which six theoretical dimensions were created. Another thematic analysis with the LP's explicit definitions generated four categories that describe defining features. The associations between the included articles' theoretical features were investigated by networking analyses that identified three main theoretical trends.

The second part includes a theoretical study that integrates the theoretical approaches, dimensions, and defining features acknowledged in the first part. Thus, it signals the initial proposal of a comprehensive theory of life projects. The article starts by providing a definition of the general notion of project as “a process comprising the formation, enactment, and maintenance of intentional structures and actions”. This definition mitigates the conflict between two theoretical traditions that conceived project either as a process prior to action or a set of actions aiming at the same goal. Subsequently, LP is defined as “an ongoing evolving project that encompasses a long-term, meaningful, and prospective narrative capable of driving decisions and efforts in daily life”. This definition embraces diverse components extracted from distinct theories, which precisely denotes its comprehensive nature. The article also provides a framework associating LPs with other phenomena, such as consciousness, narratives, purpose, personal projects, life themes, career, and FTP.

The third part encompasses two empirical articles that provide empirical evidence of the created theory. Firstly, a qualitative study carried out via interviews is reported. Participants were 26 Brazilian citizens, aged between 15 and 59 years, who were aware of plans for the next years of their lives. The interviews content was assessed according to a thematic analysis that

allowed for the outline of a theoretical model associating several LP's personal and contextual antecedents. The second empirical article reports the creation of a psychometric scale for the assessment of LPs – the Life Project Scale (LPS). The article comprises eight studies encompassing over four thousand participants from five countries. Altogether, the eight studies identified different sources of validity and reliability evidence by means of consultation with experts, focus groups, exploratory and confirmatory factor analyses, invariance measurement models, relations to other measures, three types of reliability coefficients, and test-retest correlations.

The fourth part contains a theoretical study in which the practical relevance of the theory is discussed. Practical limitations of the use of more restricted LP definitions are firstly discussed. The comprehensive theory of life projects is, then, introduced as a possible set of guiding assumptions for professional practices, particularly in the context of basic education.

The seven articles introduce the four main components of a theory: (1) definition of terms; (2) a domain; (3) a set of statements; and (4) predictions. Firstly, it contributes with new definitions of project and LP. Secondly, it presents evidence that the theory may be applied in different circumstances and settings. Thirdly, it states the relationships between different types of phenomena and variables. Lastly, it presents a body of knowledge that allows for predictions regarding how people construct and implement their LPs. Therefore, the thesis may be conceived as the introduction of a new comprehensive theory of LPs.

Key-words: life projects, theory, narrative identity, personality, literature review, qualitative methods, psychometrics.

Resumo

O termo projeto de vida (PV) tem sido usado na literatura científica, embora frequentemente sem uma definição clara. Esta imprecisão terminológica tem gerado conclusões conflitantes na área. Esta tese é um compêndio de sete artigos compostos por quatro partes que, em conjunto, visam apresentar uma nova teoria compreensiva dos PVs.

A primeira parte é composta por duas revisões não sistemáticas e uma revisão sistemática que discutem a literatura existente sobre o tema. O primeiro artigo apresenta as principais teorias, construtos e instrumentos da perspectiva temporal futura (PTF). O termo PV é introduzido como uma variável da PTF que descreve um tipo específico de antecipação. A revisão preenche uma lacuna da literatura brasileira, na qual o termo PV tem sido frequentemente utilizado como sinônimo de expectativas, aspirações e outros termos. O segundo artigo apresenta 15 abordagens teóricas acerca dos PVs. A revisão discute semelhanças e controvérsias entre elas e reconhece que elas se referem a diferentes aspectos dos PVs ou mesmo a construtos distintos. O terceiro artigo identifica as contribuições teóricas sobre PV em 93 artigos. Uma análise temática codificou todos os trechos com contribuições teóricas sobre PV e, então, criou seis dimensões teóricas. Outra análise temática com as definições explícitas de PV gerou quatro categorias descrevendo características definidoras. As associações entre as características teóricas dos artigos incluídos foram investigadas por meio de análises de redes que identificaram três tendências teóricas principais.

A segunda parte inclui um estudo teórico que integra as abordagens teóricas, dimensões e características definidoras reconhecidas na primeira parte. Assim, sinaliza-se a proposta inicial de uma teoria compreensiva dos projetos de vida. O artigo inicia fornecendo uma definição da noção geral de projeto como “um processo constituído pela formação, execução e manutenção de estruturas e ações intencionais”. Essa definição atenua o conflito entre duas tradições teóricas que concebiam o projeto como um processo anterior à ação ou como um conjunto de ações com um mesmo objetivo. Posteriormente, PV é definido como “um projeto em evolução contínua que forma uma narrativa de longo prazo, significativa e prospectiva, capaz de incitar decisões e esforços na vida cotidiana”. Essa definição abrange componentes diversos extraídos de teorias distintas, o que precisamente denota o seu caráter compreensivo. O artigo também fornece uma estrutura teórica associando PVs a outros fenômenos, tais como consciência, narrativas, propósito, projetos pessoais, temas de vida, carreira e PTF.

A terceira parte compreende dois artigos empíricos que fornecem evidências empíricas da teoria criada. Primeiramente, é relatado um estudo qualitativo realizado por meio de entrevistas. Participaram 26 brasileiros, com idades entre 15 e 59 anos, que estavam cientes de

planos para os próximos anos das suas vidas. O conteúdo das entrevistas foi avaliado a partir de uma análise temática que permitiu construir um modelo teórico associando vários antecedentes pessoais e contextuais dos PVs. O segundo artigo empírico relata a criação de uma escala psicométrica para a avaliação de PVs – a Escala de Projeto de Vida (EPV). O artigo compreende oito estudos envolvendo mais de quatro mil participantes de cinco países. Ao todo, os oito estudos identificaram diferentes fontes de evidências de validade e fidedignidade por meio de consulta a especialistas, grupos focais, análises fatoriais exploratórias e confirmatórias, modelos de invariância da medida, relações com outras medidas, três tipos de coeficientes de confiabilidade e correlações teste-reteste.

A quarta parte contém um estudo teórico em que a relevância prática da teoria é discutida. Inicialmente, são discutidas as limitações práticas do uso de definições de PV mais restritas. A teoria compreensiva dos projetos de vida é, então, apresentada como um possível conjunto de pressupostos norteadores das práticas profissionais, em particular no contexto da educação básica.

Os sete artigos apresentam os quatro componentes principais de uma teoria: (1) definição de termos; (2) domínio; (3) conjunto de declarações; e (4) previsões. Primeiro, contribui com novas definições de projeto e PV. Segundo, apresenta evidências de que a teoria pode ser aplicada em diferentes circunstâncias e ambientes. Terceiro, afirma as relações entre diferentes tipos de fenômenos e variáveis. Por fim, apresenta um corpo de conhecimento que permite previsões sobre como as pessoas constroem e implementam os seus PVs. Portanto, a tese pode ser concebida como a introdução de uma nova teoria compreensiva dos PVs.

Palavras-chave: projetos de vida, teoria, identidade narrativa, personalidade, revisão de literatura, métodos qualitativos, psicometria.

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List of abbreviations and symbols

α	Cronbach's alfa or level of significance
$\Delta\chi^2$	difference between two χ^2 values
ΔCFI	difference between two CFI values
Δdf	difference between two df values
$\Delta RMSEA$	difference between two RMSEA values
χ^2	qui-square statistic
Ω	McDonald's omega
78-99	articles published from 1978 to 1999
00-09	articles published from 2000 to 2009
10-19	articles published from 2010 to 2019
Act	active nature
AERA	American Educational Research Association
AI	Aspiration Index
AIC	Akaike Information Criterion
Anth	anthopological approaches
AS	Authenticity Scale
BI	biographic-identity dimension
BIC	Bayes Information Criterion
BID	biographic-identity dimension
BNCC	Base Nacional Curricular Comum
BR	Brazil/Brazilian
C	configural invariance
CAF	Common part Accounted For
CAPES	Coordenação de Aperfeiçoamento de Pessoal de Nível Superior
CFA	confirmatory factor analysis/confirmatory factor analyses
CFI	Comparative Fit Index
CH	China/Chinese
CI	confidence intervals
CONANDA	Conselho Nacional dos Direitos da Criança e do Adolescente
Corr	correlation
Covid-19	coronavirus disease 2019

D	developmental dimension
DC	dialectical-contextual dimension
DCD	dialectical-contextual dimension
DCNEM	Diretrizes Curriculares Nacionais para o Ensino Médio
DD	developmental dimension
Devel	developmental approaches
<i>d</i>	Cohen's <i>d</i>
<i>df</i>	degrees of freedom
Dial	dialectic nature
EFA	exploratory factor analysis/exploratory factor analyses
EPV	Escala de Projeto de Vida
EPVA	Escala de Projeto de Vida para Adolescentes
ERIC	Education Resources Information Center
Exist	existential-phenomenological approaches
FPCE	Faculdade de Psicologia e Ciência da Educação
FTP	future time perspective
FTPQ	Future Time Perspective Questionnaire
FTPS	Future Time Perspective Scale
H	historical dimension
HD	historical dimension
Id	identification
Int	Intentional nature
Inv	involvement
IPT	Inventário de Perspectiva Temporal
<i>k</i>	Kappa coefficient
<i>KMO</i>	Kaiser-Meyer-Olkin measure
LILACS	Literatura Latino-Americana e do Caribe em Ciências da Saúde
LP	life project
LPQ	Life Project Questionnaire
LPRS	Life Project Reflexivity Scale
LPS	Life Project Scale
<i>M</i>	mean
M	metric invariance

M1	Model 1
M2	Model 2
M3	Model 3
M4	Model 4
M5	Model 5
MAP	Maximum A-Posteriori
max	maximum
Mean	meaningful nature
MIM	Motivational Induction Method
min	minimum
MLQ	Meaning in Life Questionnaire
MLQ-P	Meaning in Life Questionnaire – presence of meaning subscale
MLQ-S	Meaning in Life Questionnaire – search for meaning subscale
MLR	Maximum Likelihood Robust
MRFA	Minimum Rank Factor Analyses
MTurk	Mechanical Turk
<i>n</i>	sample size
OF	orientação futura
OTF	orientação temporal futura
<i>p</i>	level of probability
PePSIC	Periódicos Eletrônicos em Psicologia
PIA	plano individual de atendimento
PLCQ	Prospective Life Course Questionnaire
PMod	postmodern approaches
PRISMA	Preferred Reporting Items for Systematic Reviews and Meta-Analyses
PsyS	psychosocial approaches
PT	perspectiva temporal or Portugal/Portuguese
PTF	perspectiva temporal futura
PV	projeto de vida
QPV	Questionário de Projeto de Vida
<i>r</i>	correlation's effect size statistic
RMSEA	Root Mean Square Error Approximation
S	scalar invariance

SciELO	Scientific Electronic Library Online
<i>SD</i>	standard deviation
SINASE	Sistema Nacional de Atendimento Socioeducativo
SL	Slovenia/Slovenian
SPhe	Social-phenomenological approaches
SRMR	Standardized Root Mean Residual
<i>st</i>	scree test
TE	teleological-existential dimension
TED	teleological-existential dimension
TGNC	transgender and gender non-conforming people
TLI	Tucker-Lewis Index
UC	Universidade de Coimbra
UFRGS	Universidade Federal do Rio Grande do Sul
UK	United Kingdom
US	United States of America/American
USA	United States of America/American
VS	volitional-strategic dimension
VSD	volitional-strategic dimension
y.o.	years old
<i>Z</i>	Z statistic
ZTPI	Zimbardo Time Perspective Inventory

Presentation

Since I was very young, I have been the kind of person who wonders about the future and strives for my dreams. It is not a surprise that my Ph.D. thesis reflects this aspect of my personality. After several years of hardworking study, I feel honored to introduce a new theory, which I humbly featured as “a comprehensive theory of life projects”. As we will see, the term ‘life project’ refers to people’s intended future. As for the adjective ‘comprehensive’, it mostly emphasizes the integrative nature of this newborn theory. That is, since its first steps, the comprehensive theory of life projects represents an effort to integrate several theoretical approaches and fields of knowledge. Therefore, the theory provides a complex body of knowledge on a complex psychological construct.

This thesis is part of a larger research project entitled “Future time orientation and life project: A theoretical and transcultural approach from a psychosocial perspective”. As its own title suggests, this project entails an additional psychological construct – i.e., future time orientation. In this thesis, the focus is on life projects. More precisely, the theoretical framework to the notion of life project is created, which will ground the subsequent steps of the research project.

General introduction

Introduction

The term ‘life project’ (LP) has been used in the scientific literature with very different meanings. Despite the differences between them, there is a consensus regarding its future-oriented nature. That is, an LP somehow describes what one intends or wishes to do in the future. As a concept designating people’s intended future, LP gains especial attention in the current historical time, which is characterized by uncertainty and instability regarding the future (Leccardi, 2014). For instance, Giddens (1991) entailed that life planning is an important means of organizing life experiences, which may allow for the construction of a sense of unity, coherence, and purpose in life (a sense that he called ‘ontological security’). That is, being aware of the next steps to take in the future may help people orient their lives in the present.

Regardless of the agreement on its future-oriented nature, divergences concerning a precise definition of LP have been leading the field into conflicting conclusions. For example, a systematic review of the literature (Coscioni, Rosa et al., *under review*) analyzed 24 Brazilian research studies that characterized the LPs of juvenile offenders under the care of the State. The review identified two distinct ways of conceiving LP, which thus directed the studies into different conclusions. A first set of studies considered LP as a composite of goals concerning the future. With this definition in mind, researchers concluded that participants had LPs associated with work, education, and family life domains. In turn, a second set of studies underlined that goals could only ascend to the category of LPs if associated with a plan of actions driving next steps to be taken. These studies concluded that most participants were not aware of LPs but only of wishes that, in most of the cases, were only distant dreams.

The aforementioned systematic review is just one example of how the inaccurate use of the term LP may lead into conflicting conclusions. In fact, we may refer to works conceiving LP either as a plan of actions (Leccardi, 2014), an intention (Catão, 2001), a direction or mode of actions (D’Angelo, 1999a), a connectedness with one’s surroundings (Bertelsen, 1996), areas of investment of time and energy (Ruth et al., 1996), a set of goals (Gobbo et al., 2019), an envisaged existence (Riard, 1994), a purpose (Silva & Salazar, 2009), an evaluative perspective (Velázquez, 2016), etc. These differences across definitions certainly impact how LPs are assessed, analyzed, and interpreted, which consequently influence the studies’ conclusions. That is, the absent consensus concerning an LP definition might be leading the theoretical approaches to investigate different aspects of future life, yet all referred to as LP.

The current state-of-the-art shares resemblance with the inaccuracy concerning the idea of career development at the beginning of this century. Conflicting conclusions in the field led Savickas (2001) to propose a comprehensive theory integrating the assumptions of different

theoretical perspectives. Grounded on McAdams' personality framework, he identified that the different concepts in the field associated with distinct levels of analysis of career development. Thus, Savickas (2001) provided sort of a metatheory that reduced controversies and allowed for the comprehension of career development from different perspectives (or levels of analysis).

This thesis aims to introduce a comprehensive theory of LPs. In the first versions of its project, the thesis aimed at the construction of a new psychometric scale for the assessment of LPs. The project also committed to a systematic review of the literature and a qualitative study with interviews, with both studies aiming to ground the scale content generation. As the project advanced, we started to develop an extensive theoretical effort to integrate different theoretical approaches. Thus, we realized that the thesis was actually assuming a broader purpose. Rather than solely constructing a new scale, we were creating a new theory. The purpose of constructing a new scale was kept, though it became one of the thesis' specific goals. Consequently, the systematic review of the literature and the qualitative study played a more substantial role in the thesis. Rather than simply providing content validity evidence for a constructing scale, they grounded the development of a comprehensive theory of LPs.

By assuming the purpose of introducing a new theory, the thesis' theoretical component had its importance enhanced. Priorly, theoretical articles were planned in order to ground the scale construction. Currently, the theoretical studies occupy a greater role since they represent the construction of the theory introduced in this thesis. The empirical studies, in turn, attend to the purpose of providing empirical evidence for the theory created.

This thesis is a compendium of seven articles, five of which are theoretical studies. The compendium may be didactically divided into four parts. The first part comprises three reviews that describe the current state-of-the-art in the field. The second part contains only one theoretical article that signals the initial proposal of the theory. The third part embraces two empirical articles that provide empirical evidence for the theory. The fourth and last part includes a single theoretical study that discusses the practical relevance of the created theory.

The first article is entitled "*Perspectiva temporal futura: Teorias, construtos e instrumentos*" [Future time perspective: Theories, constructs, and instruments]. It represents our primary effort to integrate different theoretical perspectives in the field, particularly on the concept of future time perspective. The article aims to present "the main theories, constructs, and instruments used in international literature on future temporal perspective". The adjective 'international' emphasizes one of its specific purposes (or better, its justification), which is to overcome a gap in the national (i.e., Brazilian) scientific literature. This is the reason why the

article is written in Portuguese rather than English. The gap which we meant to overcome refers to the fact that, in Brazil, terms such as life project, future time perspective, future expectations, aspirations, etc. have been commonly used as synonyms. Therefore, we provided an extensive review of the literature that introduced and contrasted these terms as well as presented their most popular assessment methods. The review conceived future time perspective as a broader psychological construct referring either to personal characteristics or anticipations of future. In this regard, LP is considered as a future time perspective variable describing specific types of anticipations. Besides introducing the notion of LP as a future time perspective variable, the review also presented important theoretical approaches that grounded the subsequent articles as well as the creation of the comprehensive theory of LPs.

The second article is named “Theoretical approaches to life projects in psychology and related fields”. It comprises a review of the literature that, as its title indicates, “examined a set of theoretical approaches to the notion of LP in psychology and related fields”. In total, 15 theoretical approaches from psychology, philosophy, anthropology, sociology, and education were introduced. The review represents the first steps toward a comprehensive theory of LP, yet it mostly presents the already existing theoretical approaches in the field. The 15 selected approaches were extracted from the systematic review of the literature subsequently reported.

The third article reports “A systematic review of the literature on the notion of life project”. The review systematically analyzed the theoretical contributions on LP across 93 articles indexed in databases of psychology and related fields. In addition to identifying the 15 theoretical approaches described in the previous article, the review comprises two thematic analyses (Braun & Clarke, 2006). The first thematic analysis coded the included articles’ excerpts providing theoretical contributions to the notion of LP. By grouping them according to semantic similarities, six categories were generated. The categories entail general theoretical dimensions describing different LP’s properties, features and correlates. The second thematic analysis focused particularly on the LP’s explicit definitions and acknowledged four main defining features. The associations between theoretical approaches, dimensions, and defining features were assessed by networking analyses that identified trends in the field. The review not only charted the theoretical contribution on LP but also discussed similarities and controversies across the diverse theoretical perspectives. Thus, it was one of the main backgrounds for the proposition of the comprehensive theory introduced in this thesis.

Moving to the thesis’ second part, the fourth article, “Toward a comprehensive theory of life projects”, is a theoretical study that integrates the theoretical approaches, dimensions, and defining features identified in the previous systematic review. This integrative theoretical

study represents the creation of the comprehensive theory of LPs. Beside the systematic review, the study considered additional references, such as the narrative identity theory (McAdams, 2008a), the relational theory of dynamic behaviors (Nuttin, 1984/1980), and the action control theory (Kuhl, 1984). The article starts with the introduction of a new and broader conception of the general notion of project. Subsequently, the notion of LP is discussed as a long-term project with specific features. A broader comprehension of the term is provided in order to integrate different theoretical perspectives in the field. The next two articles are, therefore, empirical studies attempting to provide empirical evidence for the arising theory of LPs.

Moving to the thesis' third part, the fifth article is entitled "Life projects' personal and contextual antecedents". It constitutes the report of a qualitative study carried out via interviews with 26 Brazilian citizens, aged between 15 to 59 years, who were aware of plans for the next years of life. As its name suggests, the purpose of the article was to outline a theoretical model on LPs' personal and contextual antecedents. A thematic analysis (Braun & Clarke, 2006) of the interviews' content was performed considering the theoretical dimensions identified in the systematic review previously conducted (third article). The analysis of participants' speeches allowed for the construction of a theoretical model associating different personal and contextual antecedents. The study also provided qualitative empirical evidence for the comprehensive theory of LPs since it denoted that participants' speeches approached the content of the theoretical dimensions previously created. It means to say that there is proximity between the theories' categories and participants' reports regarding their intended future.

The sixth article, "Life Project Scale: A new psychometric measure for the assessment of people's intended future", describes the creation of a psychometric instrument grounded on the comprehensive theory of LPs. It refers to eight studies involving over four thousand participants from five countries (Brazil, Portugal, the United States of America, China, and Slovenia). The eight studies comprise the pool of items generation, consultation with experts, focus groups, exploratory and confirmatory factor analyses, invariance measurement models, relations to other measures, computation of different reliability coefficients, and test-retest correlations. These results identified excellent validity and reliability evidence across samples, which indicates that the scale is ready for use in other research contexts. As the scale is an operationalization of the comprehensive theory of LPs, results asserting its good fit also enhance empirical evidence for the theory introduced in this thesis.

Moving to the thesis' fourth part, the seventh and last article is named "*Teoria compreensiva dos projetos de vida: Contributos para a Educação Básica*" [Comprehensive theory of life projects: Contributions for Basic Education]. It is a theoretical study adapted from

a conference at the online event “*Projeto de Vida e Educação Básica*” [Life projects and Basic Education], in May 2021, to which this thesis’ author was invited as one of the main speeches. This is the reason why the article is written in Portuguese. The purpose of the chapter was “to introduce the comprehensive theory of LPs as a possible set of guiding assumptions for professional practices in basic education”. It states potential uses of the theory in a professional context, which underlines its practical relevance.

As a compendium of articles, each chapter of this thesis comprises an independent article. That is, they were written in a certain way that allows each one to be read independently of the others. This also means that the chapters may be read in any order, yet we strongly recommend the order presented in this thesis. As the references used across articles share some common items, we opted for gathering all references in a single section at the end of the thesis. As a final observation, since each chapter was written as an independent article, the reiteration of ideas across chapters were inevitable. In addition, some of the articles’ introductions briefly describe the results of previous chapters (using citations *under review* or *in press* in the case of non-published articles). This mostly states the connections between the articles that, although independently written, are all theoretical and empirical reports of the same research.

Altogether, the seven articles introduce a comprehensive theory of LPs. The first part presents the theoretical background for the theory’s constructions. The second part embraces the theoretical study that first states its main assumptions. The third part provides empirical evidence that the theory is an effective background for the assessment, analysis and interpretation of people’s LPs. Lastly, the fourth part indicates the theory’s practical relevance in a specific professional context. Therefore, the thesis’ final product is a new comprehensive theory of LPs that may effectively ground future research and practice in the field. In addition to the theoretical contributions, the thesis provides a new interview semi-structured script and a new psychometric scale that are both ready for use in future research and practice contexts. Hence, the thesis also embodies methodological contributions.

Goals

General goal

This thesis aims to introduce a comprehensive theory of LPs.

Specific goals

This thesis' specific goals are:

- (1) to present the main theories, constructs, and instruments on future temporal perspective;
- (2) to examine the main theoretical approaches to the notion of LP in psychology and related fields;
- (3) to identify the theoretical contributions to the notion of LP across articles indexed in databases of psychology and related fields;
- (4) to introduce the main theoretical assumptions of a comprehensive theory of LPs;
- (5) to outline a theoretical model on LPs' personal and contextual antecedents;
- (6) to create a psychometric scale to assess LPs and obtain validity and reliability evidence to the scale;
- (7) to introduce the comprehensive theory of LPs as a possible set of guiding assumptions for professional practice in basic education.

The specific goals refer each to one of the seven chapters that comprise this thesis, yet they may assume slightly different phrasings due to the independent nature of the articles.

Part 1.

The existing literature

Chapter 1

Perspectiva temporal futura: Teorias, construtos e medidas

Future time perspective: Theories, constructs, and measures

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Resumo

O objetivo deste estudo teórico é apresentar as principais teorias, construtos e instrumentos utilizados na literatura internacional sobre perspectiva temporal de futuro (PTF). A revisão indicou dois tipos de abordagens teóricas. As abordagens atemáticas destacam uma tendência geral que orienta processos psicológicos associados ao futuro, de modo a investigar a PTF com escalas psicométricas cujos itens não se associam a conteúdos específicos. As abordagens temáticas enfocam as antecipações do futuro psicológico no presente e investigam as representações de futuro e os seus aspectos cognitivos, dinâmicos, afetivos e comportamentais. Os métodos de avaliação incluem escalas psicométricas associadas a domínios da vida ou instrumentos em que o conteúdo da PTF é listado de modo indutivo. As duas abordagens não são excludentes, mas complementares.

Palavras-chave: perspectiva temporal de futuro, orientação de futuro, construtos psicológicos, instrumentos psicológicos.

Abstract

This theoretical study presents the main theories, constructs, and instruments used in international literature on future temporal perspective (FTP). The review indicated two theoretical approaches about the theme. The athenatic approaches highlight a general tendency that guides psychological processes associated with future, in order to investigate FTP with psychometric scales with items not associated with specific contents. The thematic approaches focus on the anticipations of psychological future in present and investigate future representations and their cognitive, dynamic, affective, and behavioral aspects. Assessment methods include psychometric scales associated with life domains or instruments in which FTP content is listed inductively. The two approaches are not exclusive, but complementary.

Key-words: future time perspective, future orientation, psychological constructs, psychological instruments.

Introdução

Perspectiva temporal de futuro (PTF; *future time perspective*) é um construto associado a processos motivacionais, cognitivos e comportamentais (Seginer, 2009), razão pela qual é investigada a partir de diferentes perspectivas teóricas. As principais teorias sobre a PTF embasam-se em Kurt Lewin (1951/1965), que definiu perspectiva temporal (PT) como “o modo do indivíduo ver o seu futuro e passado psicológicos existindo num determinado momento” (p. 86). Segundo Lewin, as percepções das pessoas sobre o seu passado e futuro impactam o seu comportamento no presente. O avanço dessa ideia propiciou sobretudo o estudo científico do futuro psicológico, uma vez que o passado psicológico já fazia parte da agenda de pesquisa nas ciências humanas (Nuttin, 1964), como nos estudos sobre memória.

O interesse científico na PTF cresceu entre as décadas de 1960 e 90, a tal ponto que Seginer (2009) destacou múltiplas perspectivas teóricas sobre o tema – oriundas em teorias da motivação, *self*, personalidade, cognição, neuropsicologia e desenvolvimento humano. Essas abordagens podem ser divididas em dois grupos, intitulados abordagens atemáticas e temáticas. As abordagens atemáticas possuem em comum a compreensão de que há uma tendência geral que orienta processos cognitivos, motivacionais e comportamentais relacionados ao futuro. Esta tendência é considerada ora como viés cognitivo (Zimbardo & Boyd, 1999), ora como traço de personalidade (Gjesme, 1979) e ora como disposição pessoal (Husman & Shell, 2008). Já as abordagens temáticas reúnem as teorias que investigam a PTF associadas a conteúdos específicos, seja a partir de representações de futuro (e.g., aspirações, medo etc.), seja diferenciando entre diferentes domínios da vida (e.g., educação, trabalho, família etc.).

As diferentes abordagens teóricas sobre PTF possuem pressupostos e implicações que podem divergir, a começar pela terminologia empregada. Os termos orientação de futuro (Nurmi, 1991; Seginer, 2009; Trommsdorff, 1983), orientação temporal de futuro (Gjesme, 1983) e *possible self* (Markus & Nurius, 1986) são utilizados de modo análogo a PTF. Ademais, outros termos foram cunhados para se referir a aspectos específicos da PTF, tais como expectativas, projetos de vida, extensão, valência etc. Na literatura nacional, muitos desses termos nem sequer são utilizados¹. Por outro lado, termos como perspectiva, projeto e expectativa são utilizados como sinônimos (Neiva-Silva, 2003), embora não sejam. O mau uso

¹Em 23 de Janeiro de 2019, buscaram-se os termos perspectiva temporal de futuro, perspectiva de tempo futuro (tradução alternativa), orientação de futuro, orientação temporal de futuro e possible self no Scielo e Lilacs. A busca encontrou somente duas produções nacionais, ambas com o termo perspectiva de tempo futuro. O termo perspectiva de futuro é comum, mas frequentemente carece de definição conceitual.

e/ou desconhecimento desses termos se relaciona com limitações teóricas, tendo em vista que os trabalhos que utilizam tais termos frequentemente carecem de definições conceituais.

Como meio de contribuir para a literatura nacional, o objetivo deste estudo teórico é apresentar as principais teorias, construtos e instrumentos utilizados na literatura internacional sobre PTF. O estudo não tem a pretensão de esgotar as teorias existentes, mas apresentar um panorama teórico que poderá contribuir para a realização de futuros estudos teóricos e empíricos. A escolha das teorias apresentadas se deu a partir da leitura de obras que buscam estabelecer relações entre diferentes perspectivas na área (e.g., Seginer, 2009, Stolarski et al., 2015). O estudo tampouco tem a pretensão de se aprofundar nas teorias, construtos e instrumentos apresentados, mas sinalizar possíveis direções, conforme o problema a ser investigado pelo leitor. O texto prossegue, assim, com a apresentação das abordagens atemáticas, reunidas em uma única seção. As abordagens temáticas foram agrupadas em três seções, conforme similaridades teóricas. Por fim, busca-se integrar as teorias apresentadas, de modo a destacar semelhanças e diferenças na área.

As abordagens atemáticas cognitivas e da personalidade

Um dos expoentes das abordagens atemáticas é o norte-americano Philip Zimbardo, que definiu PT como “um processo inconsciente por meio do qual o fluxo ininterrupto de experiências pessoais e sociais é nomeado em categorias temporais, ou quadros temporais que ajudam a dar ordem, coerência e significado a esses eventos” (Zimbardo & Boyd, 1999, p. 1271). Para ele, PT é uma disposição pessoal, uma tendência a um viés cognitivo temporal. Zimbardo e Boyd (1999) criaram o *Zimbardo Time Perspective Inventory* (ZTPI), que possui propriedades psicométricas válidas e consistentes, atestadas com análises fatoriais exploratórias e confirmatórias, relações com outras medidas, estudos qualitativos etc.

O ZTPI possui 56 itens distribuídos em cinco fatores: passado-negativo, passado-positivo, presente-hedonista, presente-fatalista e futuro. Os fatores sobre o passado refletem uma visão aversiva (passado-negativo) ou sentimental e saudosista (passado-positivo) com relação às experiências pretéritas. Altos escores em passado-negativo associaram-se a depressão, ansiedade, tristeza, baixa autoestima e agressão. Tal perfil é contrário ao de participantes com altos escores em passado-positivo, associado com autoestima e felicidade, e negativamente com depressão, ansiedade e agressão. Os fatores sobre o presente referem-se a uma postura de exposição ao risco pela busca por momentos intensos (presente-hedonista) ou a uma atitude desesperançosa frente à vida (presente-fatalista). Altos escores em presente-

hedonista associaram-se a busca por sensações e novidades e baixo controle inibitório; e presente-fatalista associou-se a depressão, ansiedade e agressividade. Ambos se associaram negativamente com consideração por consequências futuras. O fator futuro diz respeito à presença de metas, planejamento e pontualidade. Altos escores em futuro associaram-se a consideração por consequências futuras, horas de estudo semanais e negativamente com busca por sensações e novidades, ansiedade e depressão (Zimbardo & Boyd, 1999).

Em versões anteriores do ZTPI foi observada a formação de quatro fatores associados ao futuro, de modo que Zimbardo e Boyd (1999) levantaram a possibilidade de pesquisas futuras encontrarem um conjunto mais complexo de fatores. Um estudo americano (Worrel & Mello, 2007) verificou a organização fatorial do ZTPI com um fator extra nomeado futuro-planejamento. Todavia, as suas propriedades psicométricas foram inconsistentes e a sua amostra era muito específica (adolescentes com bom desempenho escolar). Em uma versão sueca do ZTPI (Carelli et al., 2014) foram encontrados dois fatores relacionados ao futuro. Nesta versão, foram acrescentados oito itens, que junto com dois itens originais formaram o fator futuro-negativo. Altos escores neste fator associaram-se a ansiedade.

No Brasil, há três estudos de adaptação do ZTPI. Em um deles, formaram-se quatro fatores – somente um associado ao presente (Oliveira & Pinheiro, 2007). Em outro, foi mantida a sua estrutura fatorial original, ainda que muitos itens tenham sido excluídos por baixa carga fatorial (Milfont et al., 2008). Leite e Pasquali (2008) propuseram duas versões do ZTPI e, embora tenham encontrado estrutura fatorial semelhante ao original, muitos itens foram excluídos ou migraram de fator. Tais inconsistências podem significar diferenças nos traços latentes da PT no Brasil, ou um processo de adaptação que não conseguiu preservar o significado dos itens originais. Sircova et al. (2014; 2015) realizaram estudos transculturais do ZTPI com amostras de 24 países, incluindo o Brasil. Após sucessivas análises de invariância, uma versão do ZTPI foi proposta com 36 itens.

Além do ZTPI, outros instrumentos investigam as três dimensões temporais da PT, tal como o Inventário de Perspectiva Temporal (IPT), desenvolvido por Janeiro (2012) para adolescentes portugueses. O instrumento possui 32 itens, agrupados em quatro fatores: orientação para o futuro; orientação para o presente; orientação para o passado; e visão ansiosa sobre o futuro. O IPT possui limitações, como a baixa carga fatorial de alguns itens e consistência interna mediana associada ao fator orientação para o passado. O IPT não é muito claro quanto aos elementos da PTF que pretende mensurar. As subescalas de orientação e visão ansiosa sobre o futuro foram adaptadas de uma escala que mensurava “direção pessoal de longo prazo” (Marko & Savickas, 1998; Wessman, 1973). Tal escala apresentava outras três

subescalas não contempladas no IPT, que juntas mensuravam experiência temporal. Todavia, Janeiro (2012) não explicita tal perspectiva teórica. Bardagi et al. (2015) examinaram as propriedades psicométricas do IPT em uma amostra brasileira e desenvolveram uma nova versão com a exclusão e migração de alguns itens.

As subescalas de futuro do ZTPI e do IPT são medidas gerais com indicadores de diferentes qualidades (componentes cognitivos, dinâmicos, afetivos e comportamentais) associadas e um viés cognitivo orientado ao futuro. No caso do IPT e da versão sueca do ZTPI são diferenciadas orientações saudáveis e ansiogênicas. A vantagem do ZTPI e do IPT é a integração das PTs de passado, presente e futuro em um único instrumento. Todavia, para a avaliação da PTF outras medidas são mais específicas e apresentam organizações multifatoriais, ainda que outros termos sejam utilizados, conforme exposto a seguir.

O norueguês Gjesme (1983) referiu-se à orientação temporal de futuro (OTF; *future time orientation*) como “uma capacidade geral de antecipar, lançar luz e estruturar o futuro” (p. 452). A abordagem de Gjesme centra-se nos processos cognitivos que estruturam o futuro e, muito embora ele tenha compreendido a OTF como um traço de personalidade (abordagem atemática), reconheceu a importância de estudos que investigassem a OTF aplicada a contextos específicos (abordagem temática). Gjesme (1979) desenvolveu a *Future Time Orientation Measure*, que possuía 14 itens agrupados em quatro fatores. Envolvimento se relaciona ao grau com que a pessoa estrutura o seu futuro; e antecipação à tendência em antecipar o futuro. Ocupação se refere ao grau com que a pessoa percebe o tempo futuro em relação ao presente; e velocidade à percepção de passagem do tempo.

A medida original de Gjesme (1979) apresentava limitações psicométricas, tais como a prevalência de itens invertidos e a baixa consistência interna do fator velocidade, que possuía apenas dois itens. O instrumento foi revisto (Bjørnebekk & Gjesme, 2009) e na sua versão atual contém 12 itens distribuídos em três fatores: envolvimento cognitivo, velocidade e ação. Não foram encontrados estudos que explorassem as mudanças promovidas no instrumento, tampouco adaptações para a realidade brasileira ou portuguesa. Todavia, o instrumento foi utilizado como ponto de partida para a construção da *Future Time Perspective Scale* (FTPS), desenvolvida nos Estados Unidos por Husman e Shell (2008).

A FTPS foi desenvolvida para estudantes universitários e possui 27 itens agrupados em quatro fatores. Valor se refere à capacidade em atribuir importância ao futuro em relação ao presente. Conectividade se associa à habilidade em fazer conexões entre o presente e o futuro (construída parcialmente com itens da subescala envolvimento, de Gjesme, 1979). Distância se refere à percepção da distância temporal de eventos futuros em comparação ao presente

(construída parcialmente com itens da subescala ocupação, de Gjesme, 1979). E Velocidade se associa à capacidade de antecipar e planejar o futuro (construída com a união de itens das subescalas velocidade e antecipação, de Gjesme, 1979). Não foram encontradas versões brasileiras do instrumento, mas há uma versão portuguesa da FTPS com boas propriedades psicométricas (Cabral, 2011; Miguel et al., 2017). Diferente da medida de Gjesme (1979), que avaliava somente processos cognitivos associados à PTF, a FTPS reconhece valor como um componente dinâmico, aspecto explorado mais profundamente por outras perspectivas teóricas introduzidas a seguir.

As abordagens temáticas da motivação

A chamada Teoria da PTF partiu da Teoria da Motivação Humana, do psicólogo belga Joseph Nuttin, segundo o qual o comportamento presente é muito mais que uma função do passado, envolvendo e sendo orientado por processos cognitivo-motivacionais em torno de algo que ainda não está lá. Nesse sentido, as necessidades humanas abstratas (compreendidas para além das necessidades fisiológicas) são transformadas em projetos de ação concretos situados em uma estrutura temporal. Esses processos criam o espaço motivacional a partir do qual o comportamento presente se orienta (Nuttin, 1984/1980). Nuttin e Lens (1985) conceberam a PT de um indivíduo “como a configuração dos objetos temporalmente localizados que virtualmente ocupam a sua mente em uma determinada situação” (p. 21). A PTF foi compreendida como a antecipação das metas de futuro no presente, o que demarca a Teoria da PTF como abordagem temática.

Nos estágios iniciais da Teoria da PTF, a PTF foi caracterizada a partir de quatro dimensões. Extensão se associa à distância temporal das metas e densidade à distribuição das metas nos espaços temporais. Grau de estruturação se refere à forma como as metas se associam e grau de vividez e realidade ao quão realistas elas são. O método de avaliação da PTF era o *Motivational Induction Method* (MIM; Nuttin & Lens, 1985), no qual os participantes listavam as suas metas e indicavam o período em que pretendiam realizá-la. O principal meio de calcular a extensão era a partir da subtração do tempo em que as metas foram situadas pelo tempo presente; e a densidade, verificando-se a concentração das metas ao longo do tempo. O conteúdo das metas era também analisado, agrupando-as em categorias a priori (e.g., trabalho, educação etc.). O MIM foi adaptado ao contexto brasileiro por Maluf e Maluf (1977).

De Volder e Lens (1982) trouxeram à Teoria da PTF elementos da Teoria Valor*Expectativa, que parte do pressuposto de que o comportamento orienta-se por um

sistema autorregulatório que visa a reduzir a discrepância entre a circunstância atual e o estado final desejado (a meta) (Carver & Scheier, 1982). Nesse sistema, a motivação para a prossecução de metas relaciona-se com o valor associado à meta e a sua expectativa (no sentido de estado de espera)² de sucesso (Atkinson & Raynor, 1978). A partir desta perspectiva, a PTF foi concebida por meio de dois componentes: valência e instrumentalidade. Valência é um componente dinâmico associado ao grau de importância de uma meta futura. Neste caso, dinâmico significa que a meta tem um apelo motivacional, sendo capaz de mobilizar comportamentos com vistas à sua realização. Instrumentalidade é um componente cognitivo a partir do qual são feitas associações entre atividades presentes e expectativas de sucesso em metas futuras (ou seja, o quanto a realização de uma meta futura é vista como consequência de um comportamento no presente). De Volder e Lens (1982) verificaram empiricamente que o engajamento em atos instrumentais (i.e., atos associados a metas futuras) é uma função da valência das metas associadas ao ato e do seu valor instrumental (i.e., a diferença entre a expectativa em atingir as metas ao executar o ato e a expectativa em atingir as metas sem o executar).

Ao revisar diferentes perspectivas teóricas e pesquisas empíricas em PTF, Husman e Lens (1999) atestaram relações entre extensão, valência e instrumentalidade. Nesse sentido, pessoas com PTF mais estendidas parecem atribuir maior valência às metas de longo prazo. Isto porque tendem a perceber as distâncias temporais como mais curtas, o que favorece também a atribuição de valor instrumental às atividades desenvolvidas no presente. Husman e Lens (1999) verificaram ainda que a relação entre instrumentalidade e prossecução de metas parece sofrer a influência do tipo de regulação e do tipo de meta que se busca realizar.

A partir desta lacuna teórica, Simons et al. (2004) destacaram dois fatores associados à instrumentalidade: utilidade e regulação. Utilidade se refere ao grau de similaridade com que as capacidades exigidas para as atividades no presente são também exigidas na execução das metas futuras, o que se relaciona ao componente cognitivo da PTF. Diz-se que há alta utilidade quando um estudante que pretende ser engenheiro estuda matemática. Para o mesmo estudante, biologia tem menor utilidade. Regulação se refere ao tipo de impulso orientador na prossecução de metas, o que se associa ao aspecto dinâmico da PTF. Diz-se que a regulação é externa quando o comportamento é orientado por forças externas à pessoa (e.g., retorno financeiro);

²No inglês, há duas palavras traduzidas para português como expectativa: *expectation* e *expectancy*. *Expectation* se refere a crenças ou representações de eventos estimados para o futuro. *Expectancy* se refere a um estado de espera gerado a partir de crenças e representações de eventos estimados para o futuro.

enquanto que a regulação é considerada interna quando o comportamento é orientado por motivos internos (e.g. desenvolvimento pessoal).

Segundo Deci e Ryan (2000), a regulação interna reflete um tipo de motivação autônoma que satisfaz três necessidades psicológicas inatas e universais, os nutrientes psicológicos essenciais para o crescimento, integridade e bem-estar psicológico: competência, pertencimento e autonomia. Competência se associa ao desejo de se sentir eficaz nas suas ações. Pertencimento se refere ao desejo de se conectar a outras pessoas. Autonomia se relaciona ao desejo de organizar a experiência pessoal em congruência com o senso integrado de si. Não somente os modos de regulação satisfazem as necessidades psicológicas como o conteúdo das metas, o que diferencia metas intrínsecas (satisfazem as necessidades psicológicas) de extrínsecas (não satisfazem) (Seginer & Lens, 2015). Pesquisas atestaram empiricamente que a regulação autônoma e as metas intrínsecas se associam a melhores resultados na prossecução de metas (Lens et al., 2012).

O *Future Time Perspective Questionnaire* (FTPQ) (Stouthard & Peetsma, 1999) e o *Aspiration Index* (AI) (Grouzet et al., 2005) são instrumentos psicométricos para adolescentes embasados nas Abordagens Temáticas da Motivação. O FTPQ possui 48 itens e oito fatores que mensuram a FTP de curto e longo prazo em quatro domínios da vida (estudos e carreira profissional; desenvolvimento pessoal; relações sociais; e lazer). Cada fator é formado por itens que representam aspectos cognitivos, dinâmicos e afetivos da PTF. O instrumento apresenta boas propriedades psicométricas atestadas por meio de análises fatoriais confirmatórias, seja na sua versão original (Stouthard & Peetsma, 1999), seja em uma versão adaptada para a realidade portuguesa (Gambão, 2018). Em relação ao AI, na sua versão atual, o instrumento é composto por 57 itens e 11 fatores, que podem ser organizados em duas dimensões de metas (extrínsecas-intrínsecas e autotranscedência-físico). O AI mensura sobretudo o aspecto dinâmico e afetivo da PTF, tendo em vista que avalia o grau de importância e a expectativa (no sentido de espera) de um conjunto específicos de metas. O instrumento apresenta propriedades psicométricas consistentes extraídas de um estudo transcultural com amostras de 15 países (Grouzet et al., 2005) e foi adaptado para a cultura brasileira por Núñez-Rodríguez et al. (2016).

A Teoria da Autodeterminação e a Teoria da PTF possuem em comum pressupostos da Psicologia Humanista, segundo a qual o ser humano é dotado instintivamente de uma tendência a buscar o desenvolvimento do seu potencial (Frankl, 1969/2014; Maslow, 1943; Rogers, 1961). Esta visão de ser humano proativo diferencia-se da Teoria Valor*Expectativa, que compreende a prossecução de metas a partir de uma reação que reduz discrepâncias entre a circunstância atual e a meta desejada. Segundo Deci e Ryan (2000), a prossecução de metas

sofre influência do grau de congruência das metas e modo de regulação com as necessidades psicológicas. Nesse sentido, há diferenças qualitativas na PTF que não podem ser explicadas pela quantificação da motivação presente na ideia de valência. Esta diferença qualitativa torna evidente a presença de um componente dinâmico da PTF relacionado com o grau de congruência da PTF com as necessidades psicológicas básicas.

As abordagens temáticas interacionistas e do desenvolvimento humano

Nas décadas de 1970 e 80, pesquisadores interacionistas alemães (Schmidt et al., 1978; Trommsdorff, 1983) se interessaram pelo estudo da orientação de futuro (OF; *future orientation*), termo análogo a PTF e compreendido como um sistema multidimensional com componentes cognitivos e afetivos. Os métodos de avaliação eram semelhantes ao *Motivational Induction Method*, ainda que os teóricos interacionistas tenham se interessado não somente pelas metas desejadas, mas pelos conteúdos temidos. Nesse sentido, a OF era investigada a partir de representações de futuro com valência positiva (esperança) e negativa (medo). Para cada uma das representações listadas, os participantes respondiam a escalas que investigavam diferentes componentes associados, tais como extensão, *locus* de controle e otimismo. *Locus* de controle é um componente cognitivo que se refere ao grau com que a realização de uma meta é contingente a atitudes pessoais (*locus* interno) ou a sorte, destino e chance (*locus* externo). Otimismo é um componente afetivo que se refere à diferença na avaliação do futuro com relação ao presente. Diz-se que o futuro é otimista quando a diferença é considerada positiva; ou pessimista, quando negativa.

Esperança e otimismo possuem outros sentidos em teorias da autorregulação. Enquanto para os teóricos interacionistas esperança é uma representação de futuro, para Snyder et al. (1991) ela é um viés cognitivo baseado em dois componentes: (1) agência: senso de determinação em cumprir metas; e (2) rotas: senso de capacidade em gerar planos bem-sucedidos. O termo aspiração pode ser utilizado para se referir a representações de futuro com valência positiva (Mahler et al., 2017), de modo a evitar a ambiguidade relacionada ao termo esperança. Com relação a otimismo, o termo é utilizado pelos teóricos interacionistas para se referir a um estado de afeto vinculado a uma representação de futuro. Todavia, para Scheier e Carver (1985), otimismo é uma disposição associada à capacidade em gerar expectativas (no sentido de estado) positivas.

Os interacionistas se opunham aos teóricos das abordagens atemáticas, de modo a desconsiderar a existência de uma tendência geral orientadora do futuro. Para eles, a OF era

um construto que sofria variações intraindividuais conforme o domínio da vida associado (e.g., educação, trabalho, família). Achados empíricos corroboraram a sua tese por meio de estudos que investigavam a relação entre OF e características pessoais e contextuais (i.e., sexo, classe social, escolarização). Os resultados indicaram que muitas das associações entre OF e características pessoais e contextuais só eram percebidas se os conteúdos da OF fossem categorizados em diferentes domínios da vida (Schmidt et al., 1978; Trommsdorff, 1983; Trommsdorff & Lamm, 1980; Trommsdorff et al., 1979). Por exemplo, verificou-se empiricamente que mulheres possuíam mais metas relacionadas à esfera privada, enquanto que homens apresentavam mais metas relacionadas à esfera pública (Schmidt et al., 1978).

Trommsdorff (1983) desenvolveu uma teoria que endossou o efeito dos processos exógenos (i.e., externos ao indivíduo; e.g., educação parental) no desenvolvimento da OF. Ela reconheceu a importância de estudar os processos endógenos no desenvolvimento da OF (i.e., internos aos indivíduos; e.g., maturação cognitiva), mas acentuou as limitações de estudos que negligenciavam a influência da experiência social. Quatro processos exógenos foram destacados: (1) Fatores sociais: relacionados às condições socioeconômicas; (2) Status educacional: compreendido para além da aprendizagem, mas como fruto da escolarização; (3) Papéis sociais: tomando-se por exemplo o reflexo da ocupação e do gênero no contexto social; e (4) Comportamento parental percebido: relativo às interações entre pais e filhos.

A abordagem interacionista é pouco utilizada atualmente, mas os seus pressupostos influenciaram outras perspectivas, tais como as abordagens do desenvolvimento humano, cujos expoentes são o finlandês Jari-Erik Nurmi (1991) e a israelense Rachel Seginer (2009).

Nurmi (1991) compreende a OF como construto multidimensional, de múltiplos estágios e associado a três processos psicológicos. Motivação associa-se aos processos por meio dos quais metas são traçadas mediante comparação dos motivos e valores com as expectativas (no sentido de crença). Nurmi (1991) defende que um sistema de complexidade hierárquica é criado a partir da definição de metas, de modo que motivos e valores abstratos são transformados em metas concretas. Planejamento refere-se aos processos a partir dos quais estratégias são pensadas como meio de concretizar as metas. Três estágios associam-se ao planejamento: (1) pessoas criam representações das suas metas e do contexto futuro em que elas são esperadas; (2) criam estratégias, projetos e planos para a realização das metas; e (3) as estratégias, projetos e planos são executados (Nurmi, 1991). Avaliação diz respeito aos processos por meio dos quais as metas e planos são analisados quanto à sua possibilidade de concretização. Nurmi (1991) destaca duas dimensões: atribuição causal e afetos, que são análogas a *locus* de controle e otimismo. O *Hopes and Fears Questionnaire* (Nurmi, et al.,

1990) foi desenvolvido para avaliar a OF de modo semelhante aos instrumentos dos interacionistas. O instrumento já foi adaptado ao contexto português (Fonseca et al., 2018).

Seginer (2009) desenvolveu um modelo teórico sobre OF a partir de Nurmi (1991). Os modelos de Seginer (2009) e Nurmi (1991) são complementares, uma vez que compreendem a OF a partir de organizações coerentes entre si. O modelo de Seginer (2009) é multidimensional e possui três componentes. Motivação é descrita em termos de três variáveis comuns a outras teorias: valor, controle e expectativa (enquanto estado). Cognição se refere às representações de futuro, categorizadas em esperança e medo, conforme a sua valência. Comportamento é definido a partir de duas variáveis: exploração é a busca por informações sobre oportunidades futuras; enquanto comprometimento é a tomada de decisão quanto à opção futura a ser investida, o que gera um sentido de ação.

Seginer (2009) criou o *Prospective Life Course Questionnaire* como forma de operacionalizar o seu modelo teórico. Trata-se de um questionário fechado que avalia a OF de adolescentes associada a domínios específicos: carreira e família. Os itens agrupam-se em fatores conforme os componentes teóricos propostos, de modo a se observar valor, expectativa, controle (interno e externo), exploração e comprometimento associados aos domínios investigados. Não foram encontradas versões brasileiras ou portuguesas do instrumento, embora ele tenha sido adaptado para diferentes culturas (Nurmi et al., 1995; Seginer & Mahajna, 2018; Seginer et al., 2004).

As abordagens temáticas do *self* e dos construtos de ação pessoal

Segundo Epstein (1973), *self* é um sistema integrado de esquemas cognitivos e afetivos que uma pessoa tem sobre si. O *self* não se refere apenas a esquemas relacionados ao presente, mas a representações de si no passado e futuro. Nesse sentido, Markus e Nurius (1986) conceberam *possible self* como o conjunto de ideias de uma pessoa sobre o que ela gostaria de ser (*hoped for self*), o que ela possivelmente será (*expected self*) e o que ela teme em ser (*feared self*). Ao investigar o futuro psicológico, a teoria de *self* se interessa sobre a PTF, sobretudo enquanto abordagem temática, pois a investiga a partir de representações.

Oyserman e James (2009) sistematizaram a teoria do *possible self* e identificaram quatro características associadas ao seu conteúdo. Valência distingue os conteúdos temidos (*feared self*) dos desejados (*hoped for self*). Distância temporal refere-se ao quão distante no futuro o *self* é projetado. Percepção de probabilidade se refere ao grau com que o conteúdo do *possible self* é estimado, o que demarca o reconhecimento de *expected self* enquanto categoria distinta

a dos *hoped for self* e *feared self*. Detalhe se refere ao grau com que o *possible self* é associado a uma estratégia, o que se associa a funções autorreguladoras na prossecussão de metas pessoais (Oyserman et al., 2004).

A *Possible Selves Measure* (Oyserman & Markus, 1990) é o principal instrumento utilizado para avaliar os *possible selves*. Trata-se de um questionário em que os participantes listam o que desejam (*hoped for self*), esperam (*expected self*) e temem (*feared self*) para o futuro. O conteúdo é então enquadrado em categorias a priori, o que assemelha a *Possible Selves Measure* ao MIM, ao *Hopes and Fears Questionnaire* e aos instrumentos dos interacionistas. A grande contribuição foi a separação entre conteúdos desejados e esperados, de modo a diferenciar entre conteúdos fantasiosos e com real intenção de realização. Nesse sentido, foi atestado empiricamente que os *expected selves* produzem maior efeito motivacional que os *hoped for selves* e *feared selves* (Oyserman & Markus, 1990). Com o reconhecimento da dimensão detalhe, o instrumento passou a avaliar também as ações em andamento para se aproximar do *expected self* e evitar o *feared self*. Este tipo de informação permitiu verificar empiricamente que os *possible selves* vinculados a ações associavam-se a desfechos mais positivos na prossecussão de metas pessoais (Oyserman et al., 2004).

A ideia de *possible selves* associados a estratégias aproxima a teoria do *self* com algumas abordagens teóricas norte-americanas interessadas nas ações cotidianas orientadas por metas. Tais perspectivas embasam-se nas teorias da personalidade e psicologia social e concebem a meta como elemento contextualizado e provisional da personalidade (Emmons, 1989). Os autores destas perspectivas teóricas desenvolveram os construtos da ação pessoal, que entre eles os mais populares são: projetos pessoais, *personal strivings* e tarefas de vida. Essas teorias possuem métodos de avaliação semelhantes, a *Personal Projects Analysis* (Little, 1983), a *Striving Instrumentality Matrix* (Emmons, 1986) e a *Life Task Appraisal* (Cantor et al., 1991). Os participantes inicialmente listam as suas ações cotidianas orientadas ao futuro e, em seguida, respondem a escalas que avaliam aspectos associados aos itens listados. Há uma versão brasileira do *Personal Projects Analysis* (Santos, 2012).

Segundo Little (1983), um projeto pessoal é “um conjunto de atos interrelacionados que se estende ao longo do tempo e que se destina a manter ou atingir um estado de coisas previsto pelo indivíduo” (p. 276). Os projetos pessoais variam desde planos previstos em um futuro próximo (e.g., ler um livro) até planos complexos situados em um futuro distante (e.g., graduar-se). Little (1983) situa os projetos pessoais a partir da sucessão de quatro estágios. Na inepção, surge um ímpeto para a execução de um projeto, que é explorado quanto a aspectos afetivos e práticos e aceito como possibilidade de execução. No planejamento, a proposta de execução

do projeto é pensada, incluindo os seus recursos financeiros, materiais e pessoais necessários. Na ação, a execução do projeto inicia-se a partir do engajamento em atividades e se mantém com as noções de controle, continuidade e motivação. No término, sinais para a finalização são percebidos, o projeto é concluído e os seus resultados são avaliados.

A ideia de projetos pessoais relaciona-se com um termo popular na literatura brasileira: projeto de vida. Alguns autores o compreendem como uma intenção de mudança da realidade (Catão, 2001) ou uma conduta para atingir um fim (Velho, 1994/1999). Outros o compreendem como a operacionalização de uma tensão existencial em um projeto de ação (Bertelsen, 1996). Em ambas as perspectivas, o termo engloba as metas e as ações para atingi-las. Todavia, há autores que adotam definições mais restritas³, considerando como projeto de vida somente as metas (D'Aurea-Tardeli, 2008; Dellazzana-Zanon, 2014; Gobbo, 2016; Pátaro & Arantes, 2014), o que o aproxima da ideia de aspiração. A principal diferença entre as ideias de projeto de vida (incluindo o componente ativo) e projetos pessoais se refere ao fato de que o projeto de vida envolve metas e ações relacionadas a aspectos identitários.

A abordagem de Emmons (1989) sobre *personal striving* contribui para a área por considerar aspectos teleológicos associados à PTF, isto é: a ideia de que a ação humana é orientada por um propósito maior. Emmons (1989) define *personal strivings* como “o tipo típico de metas que uma pessoa espera realizar em diferentes situações” (p. 92). São as manifestações particulares dos motivos, que conduzem a projetos e a unidades de ação. Um adolescente pode ter um *personal striving* de ser um profissional bem-sucedido, o que possivelmente deriva de um motivo de realização. Esse *personal striving* gerará um senso de finalidade dos seus atos, de modo que o adolescente delimitará projetos (e.g., passar no vestibular), que por sua vez gerará unidades de ação (e.g., estudar cotidianamente).

Esta noção teleológica está presente também na ideia de sentido de vida, termo originado na filosofia e teologia para o questionamento da finalidade humana enquanto espécie. Na Psicologia Humanista e Psicologia Positiva, o termo foi utilizado para se referir ao indivíduo em particular (Damásio & Koller, 2016). Segundo Steger et al. (2006), sentido de vida é “o senso derivado e a significância sentida em relação à natureza do ser e a própria existência” (p. 81). Nessa perspectiva, o sentido de vida é analisado a partir de dois

³As diferenças podem ser explicadas por uma possível diferença de tradução, uma vez que tais autores entendem projeto de vida como a tradução de *purpose* (Pátaro, 2013), cuja tradução mais literal ao português é propósito. A definição conceitual utilizada por esses autores é a de Damon (2009), para quem *purpose* é “uma intenção estável e generalizada de alcançar algo que é ao mesmo tempo significativo para o eu e gera consequências no mundo além do eu” (p. 53). O termo em inglês mais adequado para projetos de vida seria *life project*, utilizado por diversos autores conceituados na área (Lens et al., 2012; Savickas et al., 2009).

componentes: um cognitivo e outro motivacional. O cognitivo se refere a uma percepção de ordem e coerência com relação à própria existência. O motivacional, à busca e concretização de metas significativas, o que é chamado propósito de vida.

Por fim, tarefas de vida são compreendidas por Cantor et al. (1987) como “o conjunto de tarefas que a pessoa se vê trabalhando e dedicando energia durante um período específico da vida” (p. 1179). A principal contribuição de Cantor et al. (1987) foi quanto ao continuum entre tarefas culturalmente comuns e pessoalmente únicas. Nesse sentido, as tarefas de vida de uma pessoa sofrem a influência de aspectos culturais, uma vez que sociedades desenvolvem padrões normativos de ação baseados em características como idade, gênero e nível socioeconômico.

Uma integração entre as abordagens

As teorias sobre PTF possuem diferentes terminologias, definições conceituais, elementos constitutivos e métodos de avaliação, sistematicamente descritos na Tabela 1. De modo geral, as teorias são classificadas em abordagens atemáticas ou temáticas, que se diferenciam quanto à consideração do conteúdo associado à PTF durante a investigação. As abordagens temáticas investigam a PTF a partir do seu conteúdo, enquanto as atemáticas não. Entre as abordagens atemáticas, encontram-se as teorias que diferenciam a PTF das PTs de passado e presente e as teorias que enfocam na PTF com modelos multidimensionais. Os principais exemplos do primeiro grupo são as abordagens de Zimbardo e Boyd (1999) e Janeiro (2012), que desenvolveram o *Zimbardo Time Perspective Inventory* e o Inventário de Perspectiva Temporal. Tais instrumentos são escalas psicométricas que mensuram o grau de orientação ao passado, presente e futuro. Há versões brasileiras desses instrumentos (Leite & Pasquali, 2008; Bardagi et al., 2015), embora ambas possuam limitações psicométricas. As abordagens de Gjesme (1979) e Husman e Lens (2008) se enquadram no segundo grupo, de modo que diferentes dimensões da PTF são consideradas nos seus instrumentos, i.e., a *Future Time Orientation Measure* e a *Future Time Perspective Scale*. Não há versões brasileiras desses instrumentos, embora a FTSP já tenha sido adaptada em Portugal (Cabral, 2011).

Os métodos de avaliação da PTF nas abordagens temáticas podem ser classificados entre métodos dedutivos e indutivos. Os métodos dedutivos são as escalas psicométricas, semelhantes às das abordagens atemáticas. A diferença se refere ao fato de que, nas abordagens temáticas, os itens são associados a domínios específicos. O *Prospective Life Course Questionnaire* (PLCQ; Seginer, 2009) avalia dois domínios (carreira e família); o *Future Time*

Perspective Questionnaire (FTPQ; Stouthard & Peetsma, 1999) avalia quatro domínios (estudos e carreira profissional; desenvolvimento pessoal; relações sociais; e lazer); e o *Aspiration Index* (AI; Grouzet et al., 2005) avalia 11 tipos de metas (classificadas em duas dimensões: extrínsecas-intrínsecas e autotranscendência-físico). Não foram encontradas versões brasileiras do PLCQ e do FTPQ, mas o FTPQ já foi adaptado para a realidade portuguesa. O AI já foi adaptado no Brasil por Núñez-Rodríguez et al. (2016).

Nos métodos indutivos, os participantes inicialmente listam as suas representações de futuro (ou ações cotidianas orientadas por metas) e preenchem posteriormente a escalas e questões abertas que avaliam componentes associados aos itens listados. Exemplos desses instrumentos são o *Motivational Induction Method* (Nuttin & Lens, 1985), o *Hopes and Fears Questionnaire* (Nurmi, 1991) e os questionários das abordagens interacionistas, do *self* e dos construtos de ação pessoal. Há versões brasileiras do MIM (Maluf & Maluf, 1977) e do *Personal Project Appraisal* (Santos, 2012).

As diferenças entre abordagens atemáticas e temáticas não se restringem somente aos seus métodos, mas também ao seu objeto de estudo. As abordagens atemáticas investigam uma tendência geral que orienta diferentes processos relacionados ao futuro psicológico. No caso das teorias de Zimbardo e Boyd (1999) e Janeiro (2012), o enfoque é sobre um viés cognitivo que gera diferentes modos de orientações ao passado, presente e futuro. No caso das teorias de Gjesme (1979) e Husman e Lens (2008), é investigada uma característica pessoal que influencia o modo como as pessoas se relacionam com o futuro. O modelo de Husman e Lens (2008) se sobressai por trazer evidências empíricas mais consistentes. A *Future Time Perspective Scale* discrimina quatro dimensões associadas à PTF: valor se refere à disposição em atribuir importância ao futuro; conectividade se associa à disposição em fazer conexões entre atividades atuais e metas futuras; distância se refere à percepção de duração do tempo, de modo que PTF estendidas se associam à percepção de futuro como mais próximo; e velocidade se associa à disposição em se antecipar e planejar o futuro.

Com relação às abordagens temáticas, o seu objeto de estudo são as antecipações do futuro psicológico no presente, o que inclui representações cognitivas e esquemas afetivos e dinâmicos a elas associados. As abordagens temáticas enfocam-se, assim, sobre o estado atual do futuro psicológico, que sofre influência das características pessoais investigadas pelas abordagens atemáticas e por características pessoais e contextuais de outras qualidades. Os componentes da PTF investigados variam conforme a abordagem adotada, também quanto à consideração por representações cognitivas específicas nos seus métodos de avaliação.

Tabela 1 –

Definições conceituais, componentes e instrumentos utilizados pelas abordagens teóricas investigadas

Abordagem	Termo/definição	Componentes	Instrumento
Abordagem Atemática de Zimbardo e Boyd (1999)	Perspectiva temporal: “processo inconsciente por meio do qual o fluxo ininterrupto de experiências pessoais e sociais é nomeado em categorias temporais, ou quadros temporais que ajudam a dar ordem, coerência e significado a esses eventos” (p. 1271)	Passado-positivo: saudosismo ligado ao passado; passado-negativo: visão aversiva sobre o passado; presente-hedonista: busca por momentos intensos; presente-fatalista: visão desesperançosa da vida; futuro: enfoque sobre planos e metas	<i>Zimbardo Time Perspective Inventory</i> *Adaptado no Brasil e Portugal
Abordagem Atemática de Janeiro (2009)	Perspectiva temporal: “forma subjectiva, e muitas vezes não consciente, com que os indivíduos se relacionam com o tempo, organizando e categorizando as experiências pessoais e sociais em zonas temporais, do passado, presente e futuro” (p. 118)	Orientação para o passado: tendência em se orientar ao passado; orientação para o presente: tendência em se orientar ao presente; orientação para o futuro: tendência em se orientar ao futuro; visão ansiosa sobre o futuro: orientação ansiosígenica ao futuro	Inventário de Perspectiva Temporal *Instrumento português adaptado no Brasil
Abordagem Atemática de Gjesme (1983)	Orientação temporal de futuro: “capacidade geral de antecipar, lançar luz e estruturar o futuro” (p. 452)	Envolvimento: disposição em estruturar o futuro; antecipação: disposição em se antecipar ao futuro; ocupação: disposição em perceber o tempo futuro em relação ao presente; velocidade: percepção da passagem do tempo.	<i>Future Time Orientation Measure</i> *Sem versões portuguesas
Abordagem Atemática de Husman e Shell (2008)	Perspectiva temporal de futuro: sem definição conceitual explícita, mas compreendida como disposição pessoal com componentes cognitivos e dinâmicos	Valência: disposição em atribuir importância ao futuro; Conectividade: disposição em associar atividades presentes a metas futuras; Distância: disposição em perceber o futuro distante como próximo; Velocidade: disposição em planejar o futuro	<i>Future Time Perspective Scale</i> *Adaptado em Portugal
Abordagem Temática da Motivação – Estágios Iniciais (Nuttin & Lens, 1985)	Perspectiva temporal de futuro: “o conteúdo mais ou menos distante das metas processadas por um indivíduo” (p. 22)	Extensão: distância temporal das metas; densidade: distribuição das metas; grau de estruturação: modo como as metas se associam; grau de vividez: o quão realistas as metas são; conteúdo: associado a domínios específicos	<i>Motivational Induction Method</i> *Adaptado no Brasil e Portugal
Influência da Teoria Expectativa* Valor	Perspectiva temporal de futuro: sem definição conceitual explícita, mas compreendida como construto/característica pessoal com componentes cognitivos e dinâmicos	Valência: grau de importância associado a uma meta futura; instrumentalidade: conexões entre atividades sediadas no presente o sucesso em metas futuras	Instrumentos dedutivos baseados no MIM *Sem versões portuguesas
Influência da Teoria da Autodeterm. (Lens et al., 2012)	Perspectiva temporal de futuro: “característica de personalidade cognitivo-motivacional que resulta da definição de metas” e “presente antecipação de metas no futuro próximo e/ou distante”	Extensão: distância temporal das metas; Conteúdo: distinção entre metas intrínsecas (satisfazem as necessidades psicológicas básicas) e metas extrínsecas (não satisfazem as necessidades psicológicas básicas)	<i>Aspiration Index</i> *Adaptado no Brasil e Portugal

(Continua)

Tabela 1 (continuação) –

Definições conceituais, componentes e instrumentos utilizados pelas abordagens teóricas investigadas

Abordagem	Termo/definição	Componentes	Instrumento
Abordagem Temática Interacionista	Orientação de Futuro: “atitudes e julgamentos a respeito do futuro” (Trommsdorff et al., 1979, p. 132) ou construto multidimensional com componentes cognitivos e afetivos (Trommsdorff, 1983)	Extensão: distância temporal das metas; densidade: distribuição das metas; locus de controle: atribuição causal de metas a atitudes pessoais (interno) ou sorte, destino e chance (externo); otimismo/pessimismo: estado afetivo em relação ao futuro; conteúdo: classificados conforme domínios específicos	Sem título – semelhante ao MIM *Sem versões portuguesas
Abordagem Temática de Nurmi (1991)	Orientação de Futuro: sem definição conceitual, mas compreendido como um fenômeno multidimensional complexo de múltiplos estágios	Motivação: transformação de valores e motivos em metas; planejamento: delimitação de estratégias orientadas por metas; avaliação: análise da exequibilidade dos projetos	<i>Hopes and Fears Questionnaire</i> *Adaptado em Portugal
Abordagem Temática de Seginer (2009)	Orientação de Futuro: “imagens que humanos desenvolvem sobre o futuro, tal como conscientemente representadas e reportadas” (p. 3)	Valor: importância atribuída a determina área; Expectativa: estado positivo de espera; controle interno: atribuição causal de metas a atitude pessoais; esperança: conteúdo desejado ao futuro; medo: conteúdo temido ao futuro; exploração: busca por informações sobre o futuro; comprometimento: investimento em um plano específico para o futuro	<i>Prospective Life Course Questionnaire</i> *Sem versões portuguesas
Abordagem Temática do <i>Possible Self</i> (Markus & Nurius, 1986)	Possible Self: “ideias dos indivíduos sobre o que eles possivelmente se tornarão, o que eles gostariam de se tornar e o que eles temem em se tornar” (p. 954)	Conteúdo: classificado por domínios da vida; distância temporal: extensão; valência: positiva ou negativa; percepção de probabilidade: estimativa de ocorrência do evento no futuro; detalhe: associação a estratégias	<i>Possible Selves Measure</i> *Sem versões portuguesas
Abordagem Temática dos Projeto Pessoal (Little, 1983)	Projetos pessoais: “conjunto de atos interrelacionados que se estende ao longo do tempo e que se destina a manter ou atingir um estado de coisas previsto” (p. 276)	Conteúdo: classificado por domínios da vida; diferentes componentes associados aos projetos pessoais (importância, controle, identidade, congruência com valor etc.)	<i>Personal Projects Appraisal</i> *Adaptado no Brasil e Portugal
Abordagem Temática do <i>Personal striving</i>	Personal striving: “tipo típico de metas que uma pessoa espera realizar em diferentes situações” (Emmons, 1987, p. 92)	Conteúdo: classificado por domínios da vida; diferentes componentes associados aos <i>personal strivings</i> (importância, comprometimento, valor, esforço, instrumentalidade etc.)	<i>Striving Instrument. Matrix</i> *Sem versões portuguesas
Abordagem Temática da Tarefa de Vida (Cantor et al., 1987)	Tarefa de vida: “conjunto de tarefas que a pessoa se vê trabalhando e dedicando energia durante um período específico da vida”	Conteúdo: classificado por domínios da vida; diferentes componentes associados às tarefas de vida (importância, controle, identidade, congruência com valor etc.)	<i>Life Task Appraisal</i> *Sem versões portuguesas

As representações de futuro classificam-se em representações de futuro desejado, temido e esperado. As representações de futuro desejado são intituladas *hoped for self* pelos teóricos do *self*, metas nas abordagens da motivação, e esperança nas abordagens interacionistas e do desenvolvimento humano. Tendo em vista que o termo esperança é utilizado também para se referir a uma disposição de caráter autorregulatório (Snyder et al., 1991), o termo aspiração pode ser utilizado para se referir a representações de futuro desejado, o que evita a ambiguidade do termo esperança. Mahler et al. (2017) compreendem aspiração como metas atribuídas de importância, termo contrastado com expectativa (no sentido de crença), que se refere a metas cuja probabilidade de ocorrência é percebida como alta. Os teóricos do *self* intitulam as representações de futuro esperado como *expected self*. Por fim, as representações de futuro temido são intituladas medo nas abordagens interacionistas e do desenvolvimento humano e *feared self* pelos teóricos do *self*.

As teorias dos construtos de ação pessoal analisam representações vinculadas às ações cotidianas orientadas por metas. Nesse sentido, os seus construtos são representações das metas desejadas e das ações implementadas para atingi-las. Projetos de vida também podem ser compreendidos a partir deste prisma, ainda que não haja consenso sobre a sua definição.

Extensão e densidade são componentes cognitivos que avaliam a distribuição das representações no futuro. Extensão se refere à distância temporal das representações, enquanto que densidade se associa à quantidade de representações. Indicadores desses componentes podem ser extraídos a partir do *Motivational Induction Method*, do *Hopes and Fears Questionnaire* e do instrumento dos interacionistas. Este componente se associa à dimensão distância descrita por Husman e Shell (2008) como característica pessoal.

Um terceiro componente cognitivo se refere à associação das atividades presentes com o sucesso em metas futuras. De Volder e Lens (1982) conceberam este componente como instrumentalidade e o avaliaram a partir de métodos dedutivos que calculavam o valor instrumental de determinada atividade. O cálculo era feito a partir da subtração da (1) expectativa que as pessoas têm em atingir determinada meta ao executar o ato em questão e pela (2) expectativa que elas têm em atingir a mesma meta sem executar o ato. De modo semelhante, a *Striving Instrumentality Matrix* (Emmons, 1986) avalia a instrumentalidade dos *personal strivings* com um item que mensura o quanto a tentativa de suceder no *striving* listado altera as chances de sucesso em outros *strivings*. Tal componente tem relação com a característica pessoal intitulada como conectividade por Husman e Shell (2008).

Um último componente cognitivo se refere ao grau com que a realização de uma meta é contingente a atitudes pessoais (*locus interno*) ou a sorte, destino e chance (*locus externo*).

Este componente é intitulado como *locus* de controle pelos interacionistas, atribuição causal por Nurmi (1991) e controle por Seginer (2009). Os interacionistas e os teóricos dos construtos de ação pessoal o examinam a partir de itens associados às representações listadas, enquanto no LPCQ ele é avaliado de modo dedutivo, considerando os domínios carreira e família. Há perspectivas que consideram *locus* de controle como uma disposição pessoal e que o investigam de modo atemático e não necessariamente vinculado ao futuro (Rotter, 1966).

Com relação aos componentes dinâmicos, observam-se duas variáveis associadas. A primeira refere-se à atribuição de importância às metas, o que é compreendido como valor. Este componente é avaliado de modo dedutivo no PLCQ, considerando os domínios carreira e família. Nos instrumentos que mensuram aspirações (como o AI), o que está em questão é o valor atribuído às metas discriminadas, de modo que altas pontuações em dimensões específicas são indicadores de aspirações associadas a tais domínios. Os questionários das abordagens dos construtos de ação pessoal também avaliam valor a partir de escalas que questionam a importância dos itens listados. Este componente associa-se à dimensão de mesmo nome descrita por Husman e Shell (2009) como característica pessoal.

O segundo componente dinâmico se refere ao grau de congruência das metas com as necessidades psicológicas básicas. Este aspecto é investigado pelas abordagens temáticas da motivação a partir de desenhos experimentais em que são comparados grupos motivados de diferentes formas na prossecução de metas pessoais (Lens et al., 2012). O AI avalia 11 tipos de metas e as classifica em intrínsecas e extrínsecas. Ademais, alguns dos itens utilizados para avaliar os projetos pessoais listados no Personal Project Appraisal (Little, 1983) parecem se relacionar às necessidades psicológicas básicas, tais como congruência de valor e identidade. Por fim, este segundo componente dinâmico possui relação com aspectos teleológicos da PTF destacados por Emmons (1989) ao descrever os *personal strivings*. Relacionam-se também com a ideia de sentido de vida apresentada por Steger et al. (2006).

Algumas abordagens reconhecem um componente afetivo associado a visões positivas (ou negativas) sobre o futuro. Este componente é intitulado otimismo/pessimismo pelos interacionistas e Nurmi (1991) e expectativa (enquanto estado de espera) por Seginer (2009). A este componente estão associados processos cognitivos de estimação de eventos futuros, de modo a influenciar a intensidade e direção da expectativa (otimista ou pessimista). Este componente é avaliado dedutivamente no PLCQ, considerando os domínios carreira e família. Ademais, nos instrumentos das abordagens interacionistas e dos construtos de ação pessoal, há escalas que avaliam a expectativa associada a cada um dos itens listados. Teorias sobre autorregulação desenvolveram construtos associados a disposições pessoais em gerar

expectativas positivas, tais como a ideia de otimismo de Scheier e Carver (1985) e esperança de Snyder et al. (1991) – especialmente o componente rotas.

Exploração e comprometimento são componentes comportamentais associados à PTF descritos por Seginer (2009). Exploração é a busca por informações sobre oportunidades para o futuro, enquanto comprometimento é a tomada de decisão quanto à opção futura a ser investida, o que gera um sentido de ação. Ambos os componentes são avaliados no PLCQ, considerando os domínios carreira e família. Nos questionários das abordagens dos construtos de ação pessoal, as representações listadas são avaliadas por itens que se relacionam com a ideia de comprometimento, tais como progresso, adequação de tempo, esforço e absorção.

Um último componente comportamental se refere ao grau com que as representações de futuro estão acompanhadas de um plano de ação a partir do qual podem se tornar reais. Este aspecto é pouco explorado pelas perspectivas teóricas sobre PTF, embora considerado na definição dos construtos de ação pessoal. A abordagem do *self* definiu tal componente como detalhe e o avalia a partir de uma questão aberta em que é perguntado ao participante sobre as ações que tem tomado (ou que pretende tomar) para conquistar as suas metas no futuro.

As teorias diferenciam-se também quanto ao grau de influência do contexto no desenvolvimento da PTF. Para as abordagens atemáticas, o contexto exerce um papel crítico na infância, de modo que na fase adulta as características pessoais investigadas parecem menos sensíveis às mudanças ambientais. Nas abordagens temáticas da motivação, o contexto é considerado sobretudo quanto às suas propriedades motivacionais, podendo incentivar modos de regulação autônomos ou controlados. As outras abordagens temáticas consideram o contexto fundamental, assumindo que a PTF se desenvolve de modo dialético ao longo da vida. Destaque especial deve ser dado às abordagens do desenvolvimento humano, interessadas em estudos transculturais e na identificação de elementos antecedentes da PTF.

Considerações finais

Este estudo teórico apresentou as principais teorias, construtos e instrumentos utilizados na literatura internacional sobre PTF. As teorias apresentadas foram classificadas entre abordagens atemáticas e temáticas. As abordagens atemáticas investigam características pessoais que influenciam o modo como as pessoas lidam com o seu futuro psicológico. As abordagens temáticas se interessam sobre o modo como o futuro psicológico se apresenta no presente. Nesse sentido, as abordagens atemáticas investigam a PTF independentemente do seu conteúdo, enquanto nas abordagens temáticas os conteúdos são sempre considerados – seja a

partir de métodos indutivos que investigam representações cognitivas, seja por meio de métodos dedutivos que diferenciam entre domínios da vida definidos a priori. As teorias se diferenciam também quanto aos seus elementos constitutivos, considerando-se componentes cognitivos, dinâmicos, afetivos e comportamentais de diferentes qualidades.

O estudo procurou descrever e contrastar perspectivas teóricas clássicas e construtos relacionados com PTF, sem, no entanto, fazer um levantamento sistemático de publicações sobre o tema. Por isso, não teve a pretensão de esgotar as teorias existentes relacionadas a esse assunto. As perspectivas neuropsicológicas e evolutivas, por exemplo, não foram mencionadas. Novos estudos teóricos podem enfatizar as relações entre PTF e processos autorregulatórios na prossecução de metas pessoais, enfatizando os elementos consequentes da PTF. As relações entre teorias humanistas com as perspectivas teóricas em PTF podem ser examinadas, de modo a ressaltar o aspecto teleológico associado ao futuro psicológico. Também as relações com teorias construtivistas e construcionistas podem ser examinadas, aprofundando o exame dos antecedentes associados ao desenvolvimento da PTF.

Mesmo com a limitação associada ao seu escopo, este estudo pode servir como ponto de partida para pesquisas a serem desenvolvidas no País. Em se tratando de um construto complexo e multidimensional, é necessário que embasamentos teóricos robustos sejam utilizados para dar clareza sobre qual aspecto da PTF é investigado. O conhecimento sobre as diferentes teorias, construtos e instrumentos associados à PTF pode evitar, assim, o uso equivocado de termos associados na literatura nacional. Pode favorecer também escolhas teóricas e metodológicas para o delineamento de pesquisas com maior qualidade. Espera-se que, com a leitura deste manuscrito, o leitor tenha maior discernimento sobre as diferentes teorias, construtos e instrumentos existentes, de modo a se aprofundar no conteúdo que julgar de maior relevância para a prossecução das suas metas acadêmicas futuras.

Chapter 2

Theoretical approaches to ‘life project’ in psychology and related fields
Abordagens teóricas à noção de ‘projeto de vida’ na psicologia e áreas relacionadas

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Abstract

This review of the literature examined a set of theoretical approaches to the notion of LP in psychology and related fields. We introduced 15 theoretical approaches identified in a previous systematic review of the literature and, subsequently, discussed similarities and differences between them. The general notion of project was conceived either as a human condition, or a social paradigm arising from modernity. The approaches seem to refer to two different psychological constructs, contrasted as LP or life theme. The approaches also differed in terms of the degree of importance ascribed to the objective or subjective role during LP construction. Regardless of the differences, all approaches underlined LP as holding a meaningful nature capable of driving daily actions. The findings contribute to integrating different theoretical perspectives on LP, and thus bring about important insights to a potential comprehensive theoretical approach.

Keywords: life project, purpose in life, life theme, review of the literature

Resumo

Esta revisão da literatura examinou um conjunto de abordagens teóricas sobre a noção de projeto de vida (PV) em psicologia e campos relacionados. Foram introduzidas 15 abordagens teóricas identificadas em uma revisão sistemática da literatura anterior e, posteriormente, foram discutidas semelhanças e diferenças entre elas. A noção geral de projeto foi concebida ora como condição humana ou como paradigma social advindo da modernidade. As abordagens parecem referir-se a dois construtos psicológicos diferentes, contrastados como PV ou tema de vida. As abordagens também diferiam em termos do grau de importância atribuída ao papel objetivo ou subjetivo durante a construção do LP. Independentemente das diferenças, todas as abordagens sublinharam o PV como tendo uma natureza significativa, capaz de conduzir as ações diárias. Os resultados contribuem para a integração de diferentes perspectivas teóricas sobre PV e indicam possibilidades para uma abordagem teórica compreensiva acerca do construto.

Palavras-chave: projeto de vida, propósito de vida, tema de vida, revisão da literatura.

Introduction

The use of the term ‘life project’ (LP) in scientific literature is not entirely accurate (Coscioni, Teixeira, Damásio et al., 2020). Even though there is unanimity on the acknowledgment of its relevance on grasping one’s motivation and well-being, an agreement on its definition is far from a consensus (Dellazzana-Zanon & Freitas, 2015). This has been a theoretical issue since comparisons across researchers’ findings have led to conflicting conclusions (Coscioni, Marques et al., 2018). On the one hand, little variances across definitions may arise due to the use of different theoretical backgrounds. On the other hand, misunderstandings may arise when theorists and researchers use the same term to refer to different things. Therefore, becoming acquainted with the different theoretical approaches to the notion of LP is of utmost importance since it may help us overcome the conflicting conclusions in the field, and thus improve our knowledge on the matter.

This review of the literature examined a set of theoretical approaches to LP in psychology and related fields. Altogether, 15 theoretical approaches grouped in six theoretical categories will be presented. The included theoretical approaches embody several fields of psychology and also philosophy, anthropology, sociology, and education. As we will subsequently discuss, some of these approaches have never mentioned the term LP. Rather, they referred to related terms, such as ‘life plan’ or even the general notion of ‘project’. Nevertheless, we decided to include these approaches given the fact that they are frequently cited in works that, in turn, explicitly use the term LP. Therefore, although some of the introduced approaches originally have never referred to LP, they are the key theoretical background for researches and other theories that actually use the term.

The selected approaches were extracted from a systematic review of the literature that identified the theoretical contributions of 93 articles from psychology and related fields (Coscioni, Teixeira, Portugal, & Paixão, *under review*). In the systematic review in question, six online databases were searched using the term ‘life project’. Altogether, 651 articles were found with the term LP either in the title, abstract, or keywords. Subsequently, 93 articles providing LP definitions or either describing its properties were included. By systematically analyzing these articles, 15 main theoretical approaches to the term were identified, although not introduced in detail. The current review seeks to fill in this gap by separately introducing each of these theories. Its main theoretical assumptions will be presented and, subsequently, similarities and contradictions among them will be discussed. We did not restrict our research to the 93 articles selected in the systematic review previously mentioned, as we mostly expanded the corpus of analysis to their references, the references of their references, and so

on. Altogether, over 300 manuscripts were examined. Rather than a systematic review of the literature, this article is a narrative literature review. According to the American Psychological Association (2020), this type of review provides “narrative summaries and evaluations of the findings or theories within a literature base” in order to “capture trends in the literature” without “engag[ing] in a systematic quantitative or qualitative meta-analysis of the findings” (p. 27).

Philosophical Approaches

The phenomenological-existential approach of the French philosopher Jean-Paul Sartre and the social-phenomenological approach of the Austrian philosopher Alfred Schutz will be introduced. Both share the influence of the German phenomenologist Edmund Husserl (1931/2012), who asserted knowledge arises from an intentional consciousness in relation to an object in the world. The intentional nature of consciousness is an assumption for both Sartre and Schutz’s conceptions of ‘project’. Sartre and Schutz have never mentioned the term LP, yet they are frequently referred to as a background for theories on the field.

Jean-Paul Sartre

Sartre was also inspired by the German existentialist Martin Heidegger, the first philosopher who underlined the role of the future in human reality (which he named *Dasein*). Heidegger (1927/1996) stated that the ontological-existential structure of *Dasein* is a project (*Entwurf*). That is, *Dasein* is directed toward things projected into the future. Likewise, Sartre (1943/1978) conceived ‘project’ (*projet*) either as a certain object that consciousness is trying to bring into being; or as a property of human reality (which he named *Being-for-itself*) to be launched toward itself into the future. Both conceptions agree on a certain property of the project to ascribe meanings to the present. For instance, one sees a glass as empty because one projects to drink water, otherwise the empty glass would be only a glass. The project of drinking water launches one into the future as someone drinking a glass with water. By coming back to the present, one finds the glass without water and qualifies it as empty.

The notion of project relates to Sartre’s conception of freedom, and both ideas arise from an atheistic assumption borne into its full consequences. If there is no God, said Sartre, neither is there a human nature preceding existence. Therefore, human beings are what they *project* themselves to be, which leads to the key existentialist assertion “existence precedes essence” (Sartre, 1947/2007, p. 22). Sartre’s conception of freedom embodies the absence of

any kind of determinism on human existence. Project is the manifestation of human freedom because human beings act and define themselves through their projects.

Sartre was criticized by ‘the Marxists of his time’, according to whom he failed to consider the material conditioning on human lives. In response to these critiques, Sartre (1957/1968) affirmed that human *praxis* must be determined in relation to both project and the real conditions of one’s existence – i.e., the field of possibilities. That led to the key existentialist assertion “man is characterized above all by his going beyond a situation, and by what he succeeds in making of what he has been made” (p. 91). Therewith, Sartre solved the Marxists’ critiques and simultaneously refuted any kind of material determinism limiting human freedom.

Sartrean dialectic conceived project as a subjective surpassing of an objective situation (*the given*) toward a new objective situation (the object still to come). Project is “the moving unity of subjectivity and objectivity” (Sartre, 1957/1968, p. 97). The given is internalized through the lived experience, so the project’s subjective contains within itself the objective situation that it tries to surpass. However, the project prompts actions toward an object still to come, so it modifies the given. The newborn objective situation is then a new lived experience that will be internalized and prompt new actions. Therefore, the project is an objectified subjectivity that can never be completed. Suppose a young man projects to be a fighter, like most men of his family. His family tradition is an internalized objective situation (“My father is a fighter, but I am not”) to be subjectively surpassed toward a new one (“I will be a fighter”). This young man’s brother may project to be a painter as an attempt of breaking the family tradition. Even in this case, the family tradition is still an internalized objective situation since he projects to be a painter with the purpose of being different from his family.

Sartre (1957/1968) voiced the given must include not only material conditions but also one’s *childhood*, i.e., the first life experiences “inscribed in us in the form of *character*” (pp. 100-101). Sartre (1957/1968) declared that the project has a *coloration* expressing the surpassing of our original deviations: “a life develops in spirals; it passes again and again by the same points but at different levels of integration and complexity” (p. 106). That relates to what Sartre (1943/1978) had previously defined as ‘fundamental project’, an internal coherence reflecting one’s original choices and further deliberations. The fundamental dimension of project embodies a certain enduring (although not immutable) structure, as Sartre (1957/1968) himself said:

The project must not be confused with the will, which is an abstract entity, although the project can assume a voluntary form under certain circumstances. This immediate

relation with the Other than oneself, beyond the given and constituted elements, this perpetual production of oneself by work and praxis, is our peculiar structure. It is neither a will nor a need nor a passion, but our needs – like our passions or like the most abstract of our thoughts – participate in this structure. (pp. 150-151)

By defining project as a structure encompassing passions, needs, and thoughts, Sartre seemed to place it as a component of the self, though it is not consensual. An absent agreement may be due to the fact that Sartre used the term project to refer to beings from different ontological categories, either as an object, a verb, or a structure. Nevertheless, Sartre's work is one of the most prominent philosophical systems, which brought about a phenomenological and existential background to several theories on the field.

Alfred Schutz

Schutz's (1953/1962) definition of project is strongly related to his concept of action – “human conduct devised by the actor in advance, that is, conduct based upon a preconceived project” (p. 19). A project consists of “anticipation of future conduct by way of phantasying” (p. 20). The starting point of projecting is the anticipation of an act (the accomplished action). First, someone visualizes the desired state of affairs and then drafts the required steps to reach it. For instance, the project of making dinner starts with choosing what will be made, and then actions are taken to make it.

Schutz (1951/1962) distinguished between projected and purposive conduct, which is also the difference between projecting and ‘mere fancying’. Projected conducts become also purposive only when a *voluntative fiat* supervenes to transform the state of affairs into an aim, and the project into a purpose. The difference between real projecting and mere fancying is a reference to a ‘stock of knowledge at hand’. Reality does not impose a limit on fancying; it is only one's discretion that determines what is within one's chances. As for projecting, it consists of “phantasying within a given or better within an imposed frame, imposed by the reality within which the projected action will have to be carried out” (p. 73). The evaluation of practicability is a condition through which a project turns into a purpose, and mere fancying to projecting.

According to Schutz (1951/1962), there are two sets of experiences upon which the practicability of a project is evaluated. The first consists of one's opinions, beliefs, and assumptions regarding the physical and social world which one takes for granted (the given). The second corresponds to the biographically determined situation, which encompasses one's position in space, time, and society. For instance, two individuals working in the same company

may take for granted that being a director is a prevailing male vacancy. It is the biographically determined situation of each that ascertains an impact on their projects. For the first, a man, it may boost his project to apply for a vacancy; for the second, a woman, it may assume the opposite effect.

Schutz (1953/1962) distinguished two types of motives: the in-order-to-motives and the because-motives. The first pertains to the state of affairs to be brought about by an action. Each project integrates a hierarchical system of projects that forms a plan, which in turn integrates a system of plans – a ‘plan of life’. An undergraduate student may project to read a book and that is part of his plan to learn medicine, which in turn integrates his plan of life to be a doctor helping people leading their lives. As for the because-motives, it designates the influence of past experiences on current actions. Schutz stated the difference between these motives by exemplifying the case of a murderer. One may say a murderer has been motivated *in order to* obtain money, but someone else may say a murderer has been motivated *because* of past traumatic experiences.

The influence of past experiences relates to what Schutz (1945/1962) named *fundamental anxiety*, “the primordial anticipation from which all the others originate” (p. 228). According to Schutz, from the fundamental anxiety springs one’s systems of hopes, fears, projects, and actions. This concept shares some similarities with the Sartrean idea of project *coloration*. Although Sartre and Schutz share many similarities, Schutz’s differences are what importantly contribute to the field. While Sartre was mostly concerned with issues related the human existence (freedom, despair, etc.), Schutz provided a theoretical approach to daily actions. That was an attempt to apply phenomenology to social sciences.

Anthropological and Sociological Approaches

There are several anthropological and sociological approaches that often share three common statements regarding the idea of project. First, it is considered a result of modernity. Second, it represents a relation between the individual and the society. Third, the environment plays an important role during its formulation and implementation. We will first present the French anthropologist Jean-Pierre Boutinet, who developed a very influential anthropological approach after studying the idea of ‘project’ across different fields. Subsequently, we will introduce two sociologists who investigated the impact of late modernity on people’s LP: the British Anthony Giddens and the Italian Carmen Leccardi. Lastly, we will introduce two anthropologists: Gilberto Velho and Nigel Rapport, respectively from Brazil and United

Kingdom. The first mostly grounded his work on Schutz, whilst the latter proposed an existential framework with some influence of German idealism.

Jean-Pierre Boutinet

Boutinet (1992) defined project (*projet*) as an operative anticipation through which one tries to achieve a desired future. Boutinet contrasted project with other operative anticipations. ‘Wish’ is a certain motivational state with no commitment. ‘End’ represents the expected completion of an action. ‘Goal’ is an external norm that may be achieved by an action. An end is always related to an action, whereas a goal is not. Lastly, ‘plan’ concerns the intermediary stages through which an action may achieve an end or a goal – the steps, means, and strategies. What distinguishes a project from other operative anticipations is its partially-determined character, since the project is always resumed with the purpose of polarizing action toward the future. Project integrates a story, which prompts both the designing of the past and the drafting of the future.

Boutinet (1992) asserted the project is not just a concept describing a human condition, but also a sort of social paradigm arising from modernity. The first documented appearances of the term date back to Italian Renaissance, referring to the separation of conception and execution during an architecture construction. Project, then, represented the anticipation of completing the construction. Later on, within the age of enlightenment, an anthropocentric worldview raised in Europe, which consolidated the notions of progress and individual. Hence, these notions deepened the intention of dominating the future and the search for meaning in life.

From a historical perspective, Boutinet (1992) developed an anthropology on the project grounded on how different cultures experience time. Traditional cultures preserve the past and the sense of belonging within the group. Also entitled as societies without project, they are barely connected to the future and tend to live a certain cyclic time – as within the agrarian seasons. They embody the pre-modern societies and some nowadays rural communities. In contrast, technical cultures represent life in the metropolises, predominantly oriented toward the future due to modern time experience.

After evaluating the grounds of the project across several fields and schools, Boutinet (1992) described four main dimensions representing different variants of the project. The biological dimension relates to a certain trend of living beings to be directed toward specific ends, which in turn polarize their behaviors. Among human beings, this trend evolved

throughout the acquisition of symbolic functions and adopted an existential nature. That relates to the phenomenological dimension, which focuses on the meanings human individuals ascribe to their personal life story, to their aspirations and preferences, and to their relations with the environment. The ethnological dimension emphasizes these environmental features with the purpose of unfolding social projects related to groups of individuals. Lastly, the praxeological dimension relates to the project's methodology; i.e., to how anticipations and actions are undertaken in order to achieve the project's ends.

Boutinet (1992) has mentioned the term LP to refer to one's transitory construction capable of ascribing meanings to life, which relates to the biological and existential dimensions. Yet, his anthropology embodies other manifestations of the project across different domains – e.g., the research project, the architecture project, the law project, etc. Even though Boutinet is a reference when trying to pinpoint the relations of modernity and project, he paid less attention to the new features of the projects on late modernity. These changes were discussed by other theorists, such as Zygmunt Bauman, Peter Berger, Alberto Melucci, Anthony Giddens, Carmen Leccardi, among others.

Anthony Giddens

Giddens (1991) voiced that late modernity is essentially a post-traditional order questioning the truths once taken as absolute. If modernity replaced religious principles by scientific progress, late modernity questioned even the notion of progress. Therefore, late modernity is characterized by certain reflexivity raising a radical doubt through which information must be constantly reviewed. It has impacted not only the way one deals with information but also the core of one's self. Traditional cultures provided a clear lifepath for their members, meaning that everyone had a predictable future by means of repeating the steps of previous generations. Late modernity turned everything unpredictable and self-identity assumed the shape of a reflexive project constructed within a process of connecting personal and social changes.

In a world of constant changes, Giddens (1991) emphasized the importance of strategic 'life-plans' as "the substantial content of the reflexively organized trajectory of the self [...], a means of preparing a course of future actions mobilized in terms of the self's biography" (p. 85). Life-planning takes part in the reflexive construction of self-identity, since the latter depends on both the interpretation of the past and the preparation for the future. It does not mean a life-plan is a static construction for the entire life – that would not fit late modern radical

doubts. Unlikely, a life-plan encompasses institutional settings helping to shape one's actions. It is a result of both modern reflexivity and the 'colonization of the future' – i.e., an attempt of reducing uncertainty by means of simulating territories of future possibilities. Colonization of the future and life-planning are both efforts to guarantee a sense of coherence and order to life events, which Giddens conceived as 'ontological security.'

Carmen Leccardi

Leccardi (2014) is the first theorist considered in this review that actually focuses on the term LP (*progetto di vita*) itself. The other previously mentioned authors used related terms, such as life plan or just project. She defined it as “a medium-long term plan of actions that aims to achieve well-defined goals, and which is capable to influence day after day the organization of lifetime” (p. 89, *our translation*). Like Giddens, Leccardi (2005) described the transformations in time experience due to late modernity. Yet, she paid more attention to the changes in LP construction. If modernity implied a time orientation toward the future, late modernity moved time orientation back to the present. Hence, LPs become either absent or flexible enough to be pursued in a context of constant changes.

Gilberto Velho

Velho (1994/1999) defined project (*projeto*) as “a conduct organized in order to achieve specific ends” (p. 40, *our translation*). He contrasted it with 'field of possibilities', which he described as a “sociocultural dimension, the space for formulation and implementation of projects” (p. 40, *our translation*). The distinction between the two terms is a constant in Velho's work as means of questioning the individuality of a project. He affirmed a project may never be purely subjective since it is historically and culturally circumscribed in a field of possibilities. Velho (1981) also contested the pure internality of a project, conceiving it as a conscious process potentially public, i.e., likely to be communicated. If the project is a linguistic construction, it is limited by the cultural codes where the language is spoken.

According to Velho (1987), as modernity brought about the birth of complex societies where multiple references coexist, individuals were forced to occupy several roles, some of them even controversial. A personal project is an attempt to ascribe coherence to these multiple roles by means of creating a sense of unity. Therewith, “individuals constitute their identities through memory, retrospectively, and project, prospectively” (Velho, 2001, p. 27, *our*

translation,). Following this biographic approach, Velho (1994/1999) described two features of the projects. First, they are not immutable, but changeable throughout life. Second, the projects do not coincide with the individual, since the latter may simultaneously have several projects, some of these even conflicting. Velho has never mentioned the term LP, although he has been recurrently referred to as theoretical background in the field. Juarez Dayrell (2001) grounded a large portion of his work on Velho and Schutz's idea of project. However, he preferred the term LP and carried out several studies on Brazilian youths' LPs. Dayrell has also contributed to investigations on the relations between LP and education.

Nigel Rapport

Rapport is a British anthropologist who confronted the widespread idea on social sciences according to which there is no possible 'independent existence.' Following this idea, every entity must be conceived through the way it is interwoven with the other entities in the universe. Rapport (2004) stated that this assumption conflates the notions of 'individuality' with 'individualism,' and thus proposed an existential framework on the first by relating the terms consciousness, world-view, narrative, and LP. He conceived consciousness grounded on Kantian idealism and defended that "the humanly perceived world is always the proaction and reaction to the world by a self" (p. 24). Every individual has a particular system of personal constructs regarding the world, which he entitled as 'world-views.'

Narrative is conceived by Rapport (2004) as "the form of human consciousness [...] the medium through which we make sense of ourselves, come to know ourselves, in the world" (p. 29). By means of creating a narrative, one articulates isolated details and unifies them to place data and entail a sequence of events. Narratives hold the same purpose of world-views: to seek meaning and a sense of order. When narrating one's personal story, one states a self-theory encompassing a reflexive knowledge about the self. These self-theories relate to Rapport's conception of LP, defined as "a kind of self-theorizing and self-intensity that affords an individual life a directionality and a force" (p. 34). It embodies the emphasis on certain goals above all else, which prompts actions in a specific direction.

Rapport's approach shares similarities with the aforementioned approaches, such as the interrelation between individual and context. Yet, they are somewhat conflicting since Rapport (2004) denies the existence of an intersubjectivity mediating social interactions. Rapport placed a less important role on social milieux throughout LP construction. For instance, he described an effect of a bourgeois LP conception raised in the XIX century. Yet, he did not conceive it

as a determinant of one's LP but as one of the possible projections of one toward the future. From this perspective, Rapport shares more similarities with Sartre than Boutinet, since he conceived LP as a human condition rather than a social paradigm.

Psychosocial Approaches

We will introduce three theoretical approaches on LP raised in Latin America, which share assumptions from social psychology. Key experts in this domain are Brazilian psychologists Maria de Fátima Catão and Antônio Ciampa, and the Cuban psychologist and sociologist Ovidio D'Angelo. All three researchers share the common purpose of understanding interrelations between individuals and society throughout LP construction. Catão, Ciampa, and D'Angelo all relate to the anthropological and sociological approaches, yet are more focused on the psychological processes interwoven in these dialectic processes.

Maria de Fátima Catão

Catão (2001) created a theoretical approach relating LP (*projeto de vida*) and social representations. Her conception of social representation was grounded on Moscovici and she defined it as a system of collective knowledge about a specific object with a practical nature and an internal organization. Social representation directs behaviors and is organized in structures that provide meaning. Social representations overcome the dichotomy of individual *versus* social by means of embodying psychological structures built through the interactions among individuals. Catão stated that social representations pertain to certain intersubjectivity which is simultaneously a means and an end for LPs construction. They embody a world-view that ascribes meanings to one's reality and LP. LP may be the object of social representations, just like personal identity. Social representations of both personal identity and LP are anchored on social interactions and work as guiding principles for self-definition and daily actions.

Catão (2001) investigated the social representations of LPs among juvenile and adult offenders, and thus described three structuring dimensions. First, a social-cognitive dimension encompassing reflections on one's future life by means of dialogues between mind and outer world. Second, a social-affective dimension embodying affects, passions, and ethics produced from experience. Third, a space-time dimension representing the current situation, a certain objectivation of the interface between past, present, and future, and between public and private life. Catão (2007) verified the same three-dimensional structure in subsequent studies with very

diverse samples and conceived LP as an intention to transform reality driven by a direction for such transformation. The direction for transformation is created by evaluating the real conditions of past, present, and future possibilities.

Antônio Ciampa

Ciampa created a theory on identity grounded on the assumption that identity construction is deeply related to socialization throughout life. Ciampa (1987/2009) defined identity as an unfinished and continuous process representing one's life story and the multiple totality of personas embodied by one. Identity goes through many metamorphoses. If an altering identity is not accepted, then a 'myth-identity' will be assumed. The assumption of a 'myth-personality' may be due to identity politics, a term borrowed from Goffman indicating a social pressure to behave according to certain patterns. Identity politics may be prosecuted by an exogroup (such as experts, judges, etc.), or by the endogroup. For instance, a black activist may feel pressured by his/her peers to follow African religions.

Grounded on the philosophers Jürgen Habermas and Heidegger, Ciampa (1987/2009) created a critical and existential approach to human emancipation, conceived as the freedom to be oneself. Ciampa's human emancipation is considered an approach to pursue life in accordance with one's values. Ciampa (2002) coined the term political identity to represent an opposition of identity politics—a way to break away from social homogenizations and move towards emancipation. Sergio Dantas (2017) brought about the notion of LP (*projeto de vida*) to Ciampa's theory and described four stages of human emancipation. First, LP and political identity are absent. Second, an LP is created according to identity politics. Third, one assumes a political identity and creates an LP embodying it. Last, one's political identity and LP lead one to emancipation. Dantas emphasized the importance to consider both life story and LP on narrative studies on identity, and recognized the relations between LP and emancipation, although he never proposed a specific LP definition.

Ovidio D'Angelo

D'Angelo created a theoretical approach on LP (*proyecto de vida*) grounded on sociology, education, and several fields of psychology. D'Angelo was concerned with the relationship between individuals and society throughout LPs construction. This interrelation is present even in his most popular LP definition: "one's fundamental directions and modes of

action in the broad context of one's determination by the relations between society and individual" (D'Angelo, 1999a, p. 4, *our translation*). According to D'Angelo (1986), LP is a complex psychological formation that plays an important driving function in the structure of personality. An individual may have a world-view with a general cognitive framework of reality, but individual personalities will also have key directions and goals which encompass a system of moral values and meanings. He conceived that as 'personality orientations.' LP represents the way personality orientations are operationalized in a plan of actions, an "integration unit of all personality activity" (p. 32).

D'Angelo (1999a) related individual and society on LPs construction by borrowing from Lev Vygotsky and Lydia Bozhovich the notion of 'social situation of development.' That is a concept that states a connection between life conditions (external position) and individual particularities (internal position) across psychological development. The external position is encompassed by the historical and contextual factors conditioning one's life, but also by the social interactions and demands determining one's roles. For instance, a student's external position is embodied by his country's politics and history; however, it is also embodied by the relations established with his parents and teachers. Both conditions generate specific demands that form one's internal position, i.e., the attitude before the objective position one occupies and wants to occupy in the future. This attitude is influenced by one's experiences, possibilities, needs, and aspirations. Internal position is equivalent to the notion of personality orientations.

According to D'Angelo (1999b), the notion of LP may be applied to education in practices that favor human integral development. He defended that teachers and guidance counselors should work together aiming at the development of reflexive and creative LPs – i.e., autonomous projects grounded on one's personal meanings and capable of providing solutions for both personal (internal) and social (external) demands. Having this goal in mind, he created intervention programs with the purpose of contributing both to students' education and to the development of a more ethical and sustainable society. Despite the associations between D'Angelo's approaches and traditional developmental theories, he was positioned in the section of psychosocial approaches given the fact that most of his work is grounded on social psychology and sociology, as affirmed by himself (D'Angelo, 1986).

Developmental Approaches

There are two main developmental approaches of LP that focus on adolescents' development. The first approach is by Swiss biologist Jean Piaget, who created one of the most

respected theories on human development. Piaget's contributions to LP conception date back to his work with Swiss psychologist Bärbel Inhelder on adolescent thinking. The second approach is by William Damon, an American psychologist who created a theoretical approach on youth's purpose.

Jean Piaget

According to Inhelder and Piaget (1955/1958), the development of formal structures in adolescence is a result of reciprocal relations between the maturation of brain structures and the integration into 'adult society.' If the first is a biological condition allowing for the genesis of more complex cognitive structures, the latter is the means through which these changes are prompted. Once born, the formal structures allow adolescents to build systems and theories overcoming the concrete world through the genesis of hypothetical-deductive thinking.

Inhelder and Piaget (1955/1958) stated that the integration of adolescents into the adult society occurs by means of thinking about their present and future work in society. Adolescents create a life program (or a life plan) encompassing their current and future activities. The life programs (*programme de vie*) represent a manifestation of formal thinking through which adolescents assert themselves and create something new. The first life programs are characterized by certain egocentrism that does not discriminate individual perspectives from others. First, they embody a certain glorious and messianic future and gradually become less idealistic and more connected to the real world. Life programs are also related to the development of personality, conceived by Inhelder and Piaget (1955/1958) as "the adherence to a scale of values" (p. 349). Life programs are the affective engines of personality development since they represent "a scale of values which puts some ideals above others and subordinates the middle-range values to goals thought of as permanent" (Piaget, 1955/1958, p. 350).

William Damon

Damon's (2008) greatest concern was to grasp the changes in youth's purpose due to the social transformations taking place in the world during the last decades. If in the recent past youths already had by the end of adolescence a clear perspective on how their future would be, nowadays their future is portrayed by multiple and uncertain possibilities. He thus devised a

theoretical approach on purpose grounded on Viktor Frankl that has been also developed by one of his most reputed students, the American psychologist Kendall Bronk.

Damon sought to differ the ideas of purpose and meaning, conceived by Frankl as synonyms. He defined purpose as a component of meaning mostly characterized by its goal orientation nature: “a stable and generalized intention to accomplishing something that is at once meaningful to the self and of consequence to the world beyond the self” (Damon et al., 2003, p. 121). This definition implies four main features. First, purpose embodies a commitment to accomplish something. Thus, it illustrates a direction toward an end, which may be material or nonmaterial, external or internal, reachable or unreachable. Second, it represents a certain sort of goals, more stable and far-reaching that directs life goals and daily decisions. Third, it seeks a certain search for meaning, so it drives one’s actions, thoughts, and emotions. Lastly, it relates to a concern toward something beyond the self, such as one’s family, community, religion, etc. (Damon et al., 2003; Bronk, 2013).

Damon’s conception of purpose has been translated to Brazilian Portuguese as ‘*projeto vital*’ or ‘*projeto de vida*’ (Dellazzana-Zanon & Freitas, 2015; Pátaro, 2013), expressions better translated to English as ‘life project’. Even though purpose and LP share some semantic similarities, they are not synonyms. Etymologically, both terms have the same prefix: *pur-* and *pro-* come from the Latin *pro-* (forward). The differences lie in their radicals: *-ject* and *-pose* derive from *iacere* (to throw), and *ponere* (to put) respectively. Therefore, project has the sense of ‘thrown forward’, while purpose means ‘put forward’ (Partridge, 1966). While project holds a sense of movement, purpose relates to something previously conceived or thought. In archery, metaphorically speaking, the project would be the arrow (a projectile) and the purpose would be the target. From a theoretical perspective, LPs are directed by purpose (the LP content) but are also guided by the plans and actions (a movement) used to accomplish such purposes.

The previous paragraph does not express only a translation issue but also a theoretical question, since these misunderstandings have led to some misconceptions. For instance, the Life Project Scale for Adolescents (Dellazzana-Zanon et al., 2019) supposedly assesses the degree to which participants ascribe importance to five prospective life domains. However, the scale does not assess the active component of an LP, and neither the purposefulness of such domains. It appears to measure aspirations (i.e., highly valued states of affairs) rather than LP or even purpose. We are not intending to raise questions on the relevance of Damon and his Brazilian successors since they clearly represent pertinent approaches to youths’ purposes and aspirations. Yet, it is important to differentiate purpose, aspiration, and LP.

Psychodynamic Approaches

Even though the Austrian psychoanalyst Sigmund Freud has never mentioned the term LP, his work has been referenced as background for theories in this area. Boutinet (1992) related the term project to the Freudian notion of ‘ideal of ego’, conceived as “this almost impossibility of the child remaining in us to reach one day the status of adult and tend towards a state of perfection in which we finally could recognize and satisfy ourselves” (p. 145, *our translation*). Triandafillidis (1988, cited in Carreteiro, 2003) conceived project as a symptom of normality arising from a mechanism of denial that fosters the ‘cleavage of the ego.’ This denial allows for the coexistence of the desire for immortality emanating from id and the evidence of death emanating from reality. Boutinet and Triandafillidis’ interpretations of Freud are not convergent, and therefore a Freudian approach to LP seems to be controversial. Nevertheless, there is a relationship between LP and the Austrian psychoanalyst Heinz Kohut’s theory of ‘psychology of self.’ Even though Kohut has not used the term LP itself, his theory influenced the Danish psychologist Preben Bertelsen, who created a phenomenological framework connecting the ideas of self and LP.

Heinz Kohut

Kohut founded a new school of psychoanalysis entitled ‘psychology of self,’ which has a psychodynamic background, although it is different from Freudian psychoanalysis. The main difference is Kohut’s assumption that psychodynamic forces are driven by an introspective (reflexive) self, rather than ruled by unconscious drives (Bertelsen, 1996). Kohut (1977/2009) stated that a nuclear self is established during early psychic development by means of a process “in which some archaic mental contents that had been experienced as belonging to the self become obliterated or are assigned to the area of the nonself while others are retained within the self or are added to it” (p. 177). This structure is a central sector of personality, responsible for “our sense of being an independent center of initiative and perception, integrated with our most central ambitions and ideals and with our experience that our body and mind form a unit in space and a continuum in time” (p. 177).

Grounded on Kohut and phenomenological-existential psychology, Bertelsen (1996) proposed a framework relating the ideas of activity, LP (*livsprojekt*), and self:

Activity is the fundamental, vital, and active connection between an organism and its surroundings [...]. Above the level of activity emerges, on the one hand, the human

life-project as the extrospective dimension of the volitional reflection of life, and on the other hand, the self as the reflection of life. (p. 169)

Self and LP represent a reflexive and an extrospective dimension of an intentional/volitional connectedness, be that with oneself (in the case of the self) or with one's surroundings (in the case of the LP). LP is reflexively directed to and by the self and extrospectively directed to and by the outer world. An LP is directed *to* the world as it strives a certain objective condition, and it is directed *by* the world since it is guided by external values, goals, and demands (the given). Likewise, an LP is directed *to* the self as it strives to become a certain person while being directed *by* the self means it is guided by one's inner values, goals, and demands (Bertelsen, 1996).

Educational and Vocational Approaches

The notion of LP has been applied to education and career interventions, in which it is frequently contrasted with terms such as educational project or professional project. Generally, an LP is conceived as a larger choice encompassing one's projects related to education, work, family, etc. Yet, there is still some concern on potential conflictual situations between one's LP and one's educational or professional project. We will introduce two approaches that address this discussion, one in the field of education and another in the field of career.

Nilson José Machado

Nilson José Machado (1999/2006) is a Brazilian mathematician who developed an approach on the project (*projeto*) applied to education. He defined project through three main features. First, a project is an anticipation of an action referred somehow to the future. He distinguishes project and other types of anticipation by illustrating the first as an anticipation of something to be achieved – which for instance is different than just previewing an event (prevision) or fancying about the future (wish). Second, a project relates to a non-determined future, which prompts actions to change a current state toward a new one. Third, a project anticipates an action to be carried out by the projecting agent, so it is an unalienated task. After describing these features, he reached an existential conclusion by stating that the projecting of skills is the most characteristic trait of human action. Rather than following a given lifepath, human beings create a trajectory through which they identify themselves as a person.

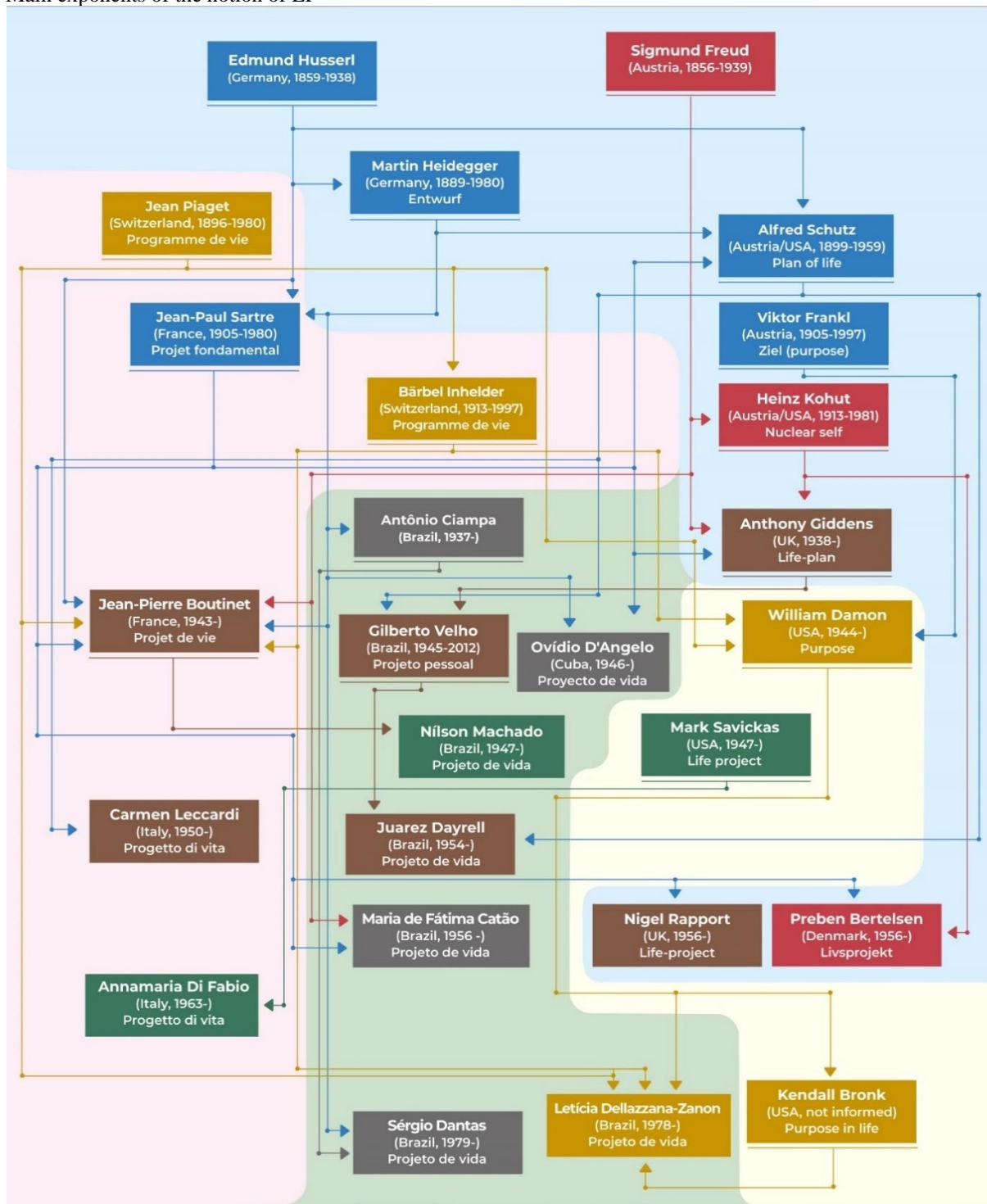
According to Machado (1999/2006), there is a relationship between project and education, since the latter aims at constructing both personal and social projects. Machado defended that education must take into consideration one's LP, conceived as the means through which a vocation is achieved in order to convey both individual and social aspirations. With a clear perception of how formal education may favor one's LP, one tends to ascribe more meanings and instrumental values to school life.

Mark Savickas

Mark Savickas is an American psychologist and an exponent of Life Design, a new paradigm for career interventions. Life design advocates new theoretical models capable of meeting the new demands of late modernity. If careers in 20th Century were predictable and stable, in 21st Century's they are much less definable and frequently marked by periods of changes and transitions (Savickas, 2012). According to Savickas (2011b), these new social demands drove some vocational psychologists to agree on a conception of self capable of integrating the complex relations between individual and context. This concept derives from social constructionism and views self as a process. Self-implementation in a social role is called project or identity. Rather than conceiving self as an essence to be unfolded, this perspective defines it as a supraordinate principal process organizing narratives constructed by experience. Identity is a language construction telling "the story of a self in a context" (Savickas, 2011b, p. 29).

The term LP appears in some life design publications meaning a certain product of the self's narratives. For instance, Savickas (2012) stated: "as one speaks one's story, so one makes oneself, and this self-constructing is a life project" (p. 14). It has also been seen as an important element to be clarified during life-design interventions in order to expand one's reflexivity, i.e., "an active and continuous process through which individuals reach self-awareness by balancing aspects of one's present, past, and future" (Di Fabio et al., 2018, p. 359). Reflexive LPs may be conceived as meaningful constructions related to authentic aspects of the self. Grounded on life design paradigm, Di Fabio et al. (2018) created the Life Project Reflexivity Scale (LPRS), which assesses LP's clarity, authenticity, and acquiescence. Regardless LPRS's relevance as a tool to help to draft and to assess life-design interventions, Di Fabio et al. (2018) did not provide an explicit LP definition. Even though the term LP plays an important role in the life design paradigm, it still lacks a theoretical framework that explicitly defines it and differentiates it from self and identity.

Figure 1
Main exponents of the notion of LP



LEGEND

- | | |
|--|---|
| ■ Phenomenological- Existential Thinking | ● Latin America |
| ■ Education and Vocational Psychology | ● Latin Europe |
| ■ Developmental sciences | ● North America |
| ■ Psychodynamic | ● Anglo-Saxon Europe |
| ■ Social psychology | |
| ■ Social sciences | |

Discussion and Conclusions

This review of the literature examined a set of theoretical approaches to the notion LP in psychology and related fields. As seen in Figure 1, the term has been used in Latin and Anglo-Saxon languages; no Slavic or Oriental theorists were found. The term seems to be more popular in Europe and Latin America; in North America, the idea of ‘purpose’ is more widespread. Figure 1 also indicates that the term LP holds in its roots an intimate relationship to the European phenomenological-existential thinking applied to social sciences and several fields of psychology. Yet, some influence of developmental sciences and psychodynamic is also observed.

The term LP is used in several fields of knowledge, which, in turn, are grounded on different ontological, epistemological, and even axiological assumptions. By being committed to distinct questions, methods, and purposes, different theories display distinct assumptions and meanings to the notion of LP, considering it either as a notion, a concept, or an operative tool. On the one hand, these multiple theoretical perspectives allow for the assessment and comprehension of different aspects of the LP. On the other hand, the differences across their theoretical assumptions might impair comparisons among them.

One common disagreement relates to terminology, since the terms projects, purpose, plan, and program are commonly used. The difference between project and purpose was already discussed and we may speak of purpose as the LP content. Looking at the etymological roots of plan, the word comes from the Latin *plānus* (flat, easy to determine). Program shares the same prefix of project (*pro-*, forward), and its radical *-gram* comes from the Greek *gramma* (letter). From an etymological perspective, plan means ‘easy to be determined’, while program means ‘written forward’ (Partridge, 1966). Both terms do not embrace the partially-determined character ascribed to an LP, so the term ‘project’ is preferred over plan or program.

Some of the presented approaches were concerned with a general notion of project, rather than LP. Sartre (1943/1978) and Schutz (1951/1962) each proposed a framework considering project as a certain universal component of human cognition through which individual reality is construed. In contrast, Boutinet (1992) conceived project as a sort of social paradigm arising from modernity. He described two types of culture living over the influence (or not) of the project as a paradigm: the technical and the traditional culture, respectively. The latter embodies the modern life in the metropolises, whilst the first represents the pre-modern societies and nowadays rural communities. Researches on the LPs of traditional cultures have been carried out and indeed found differences compared to LPs in technical cultures (Angelin et al., 2017; Pizzinato et al. 2015). Yet, the notion of project was still grasped amongst

participants. Considering the sharper effects of globalization in late modernity, the conflict between the two assumptions could only be solved through anthropological researches assessing the LPs of communities never in touch with technical cultures. Nevertheless, that represents logistic, linguistic, methodological, and ethical challenges hardly overcome.

Sartre, Schutz, and Boutinet also referred to a sort of project related to life as a whole. Sartre (1943/1978) defined ‘fundamental project’ as an internal coherence reflecting one’s original choices and further deliberations. In contrast, Schutz (1953/1962) described ‘plan of life’ as a hierarchical system of minor projects. Sartrean fundamental project seems to refer to an enduring component of the self, whilst Schutz’s conception of plan of life relates to a system of cognitive representations capable of driving daily actions. Lastly, Boutinet (1992) conceived LP as a transitory construction that operationalizes a certain human trend to be directed toward specific ends. This definition is closer to the idea of plan of life, yet it states an existential dimension absent in the latter.

The differences between these ideas are analogous to the contrast between life theme and LP. Life themes represent a set of affective and cognitive representations of key problems one wishes to solve above everything else. They are created since childhood and persist throughout life to structure one’s goals (Csikszentmihalyi & Beattie, 1979). For example, one may have a life theme of serving people. This life theme may direct one’s LP – such as to have a restaurant in order to provide food for others. LPs are operationalizations of life themes; they are less enduring and tend to change throughout life due to biographic situation (Mick & Buhl, 1992). Sartrean fundamental project seems closer to the idea of life themes, which, in turn, is equivalent to other psychological concepts, such as personality orientations (D’Angelo, 1986), and personal strivings (Emmons, 1989). Most approaches defined LP in a closer relationship to Schutz and Boutinet, considering it either as a means (Giddens, 1991), a plan of actions (Leccardi, 2014), a conduct (Velho, 1994/1999), an intention (Catão, 2001), a direction or mode of actions (D’Angelo, 1999a), a program (Inhelder & Piaget, 1955/1958), or an anticipation (Machado, 1999/2006) that drives something to be carried out in the future. Nevertheless, some LP definitions seem to approach more to the notions of life theme. For instance, Rapport (2004) conceived LP as a sort of self-theorizing and self-intensity, whilst Bertelsen (1996) defined it as “the volitional, reflective connectedness between a human being and his/her surroundings” (p. 169). These definitions embody a certain enduring component of the self rather than a transitory creation.

Even though all approaches agreed on a certain interrelation between subjectivity and objectivity (or individual and society) during LP construction, some approaches ascribed more

importance to one or another. Rapport (2004) kept idealist and dualist assumptions in order to deny a sort of intersubjectivity leading the LP construction while Velho (1994/1999) assumed a social determinism that limits individual agency. Between these approaches, the psychosocial approaches provided dialectic frameworks capable of underlining the interaction of both poles without resorting to dualist or idealist assumptions.

Regardless of the conflicting assumptions across approaches, they all agreed on two LP features. First, LP is a sort of psychological formation capable of driving one's actions, so it differs from aspirations and dreams. Second, it is referred to as inherently related either to self, personality, identity, narrative, or trajectory. Though these terms hold different meanings, we may conclude for a sort of biographical nature through which LP polarizes actions toward meaningful ends. For instance, McAddams (2008b), an exponent of narrative identity theory, used the term LP to describe something one is working on toward 'the future chapter' of one's life story. That distinguishes an LP from what Little (1983) entitled as personal project, i.e., "a set of interrelated acts extending over time, which is intended to maintain or attain a state of affairs foreseen by the individual" (p. 276). That is, an LP represents not only what one wants to do, but also what one wants to be in the future. To summarize, LP is a personal project, but not all personal projects can be conceived as an LP.

As a component of identity, LP holds some resemblances with other concepts related to identity formation, such as possible self (Markus & Nurius, 1986) and future orientation (Seginer, 2009). Although originated from different theoretical perspectives, both terms associate with images of an intended future. The idea of LP mostly encompasses such images, yet it also includes an active component by means of which such images are transformed into goals to be achieved, plans to be enacted, and actions to be performed.

This review presented a set of theoretical approaches to the notion of LP across different fields in human and social sciences. We did not intend to exhaustively present all theories on the matter, but we do believe we were able to introduce the most frequent and relevant ones to grasp the concept. This review brought about important insights for the distinction between LP and other related concepts, such as purpose, aspiration, life theme, and personal project. By distinguishing these concepts, we may be pointing out a direction to solve conflicting debates and conceptions in scientific literature. This review also represents a starting point for gathering the contributions of several theories on the matter, which may serve as an innovative raw material for the future construction of a comprehensive theory integrating aids from several fields.

Chapter 3

A systematic review of the literature on the notion of life project
Uma revisão sistemática da literatura sobre a noção de projeto de vida

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Abstract

A systematic review of the literature was conducted to identify the theoretical contributions to life projects (LPs). Six online databases were searched for articles mentioning the term 'life project' in their titles, abstracts, or keywords, which yielded 93 articles. Only those articles which provided definitions or theoretical statements on LPs were included. A thematic analysis with the articles' theoretically relevant excerpts resulted in six dimensions describing different LPs' properties and correlates. Fifteen theoretical approaches from diverse fields were identified. Another thematic analysis with the articles' definitions of LPs resulted in four defining features, yet the definitions did not seem to converge toward a consensus. Networking analyses identified that the articles' theoretical features encompass three general groups of nodes. The first describes the LP as a motivational and volitional construct driving intentions and actions. The second acknowledges that LPs are directed by meaningful values, concepts, and beliefs. The third underscores the influence of biography and context throughout the construction of one's LP. The present review represents a step forward in the effort to form a comprehensive theory of LPs.

Keywords: life projects, future time perspective, personal projects, review of the literature

Resumo

Uma revisão sistemática da literatura foi realizada para identificar as contribuições teóricas sobre projetos de vida (PVs). Foram pesquisadas em seis bases de dados online por artigos que mencionassem o termo "projeto de vida" em seus títulos, resumos ou palavras-chave, o que resultou em 93 artigos. Apenas os artigos que forneceram definições ou declarações teóricas sobre PVs foram incluídos. Uma análise temática com os trechos teoricamente relevantes dos artigos resultou em seis dimensões que descrevem diferentes propriedades e correlatos dos PVs. Foram identificadas quinze abordagens teóricas oriundas de diversas áreas do conhecimento. Uma segunda análise temática com as definições explícitas de PV resultou em quatro características definidoras, mas as definições não pareceram convergir para um consenso. Análises de rede identificaram que as características teóricas dos artigos formam três grupos gerais de nós. O primeiro descreve o PV como um construto motivacional e volitivo que direciona intenções e ações. O segundo reconhece que os PVs são dirigidos por valores, conceitos e crenças significativos. O terceiro diz respeito à influência da biografia e do contexto ao longo da construção dos PVs. A presente revisão representa um passo adiante no esforço de formar uma teoria compreensiva dos PVs.

Palavras-chave: projetos de vida, perspectiva temporal futura, projetos pessoais, revisão da literatura.

Introduction

People frequently become involved in projects whose aim is the realization of positive and life-affirming future outcomes. This sort of endeavor implies that one's perceptions of the future will exert a certain amount of influence on one's current states and behaviors. One of the first exponents of this idea was Lewin (1951), who referred to 'time perspective' as "the totality of the individual's views of his psychological future and psychological past existing at a given time" (Lewin, 1951, p. 75). After Lewin, countless theories have described several features of *future* time perspective (FTP) and, along with them, a huge range of terms has been coined (Seginer, 2009). The multiplication of concepts has reached a state-of-the-art in which, on the one hand, different terms have entailed the same phenomenon and, on the other hand, a single term has highlighted distinct constructs (Coscioni, Teixeira, Damásio et al., 2020). According to Coscioni, Teixeira, Damásio et al. (2020), one of the most controversial concepts in the field is 'life project' (LP), which has been defined in very different ways.

The term LP has been mostly used to describe what one intends to do in the future. Therefore, it may be conceived as an FTP variable, even though FTP theories have not often used this terminology. Other similar concepts have been preferred, such as 'personal project' although it would be somewhat risky to conceive them as synonyms. Little (1983) acknowledged 'making a dress' as a personal project, and it sounds strange to construe it as a *life* project. We could well think of 'making a dress' as part of a person's LP of being a dressmaker; however, in this case, the intention to become a dressmaker would be considered the person's LP, and not simply making a dress. Alternatively, Nuttin (1980/1984) used the term 'project of action' to describe a sequence of programmed steps toward a goal. However, this concept also does not emphasize the meaningful nature that is implied when one thinks of a person's LP.

This article has performed a systematic review of the literature that may contribute to enhancing knowledge on the notion of LP as well as distinguishing it from related terms. The purpose of the review was to identify the theoretical contributions of LPs contained in articles indexed in databases of psychology and related fields. Three types of theoretical features were extracted from each article. First, we outlined theoretical dimensions describing the LPs' main properties and correlates. Second, we charted the theoretical approaches used to ground the research studies in the field. Third, we acknowledged the defining features through which the LP has been explicitly described. In addition to identifying the aforementioned theoretical features, we explored the relationships between them, which allowed us to ascertain trends in the field. More than simply pointing to the theoretical contributions made in terms of the

construct in question, the review hopes to advance the efforts to move forward with the formation of a comprehensive theory of LPs.

Method

Research strategy and articles selection

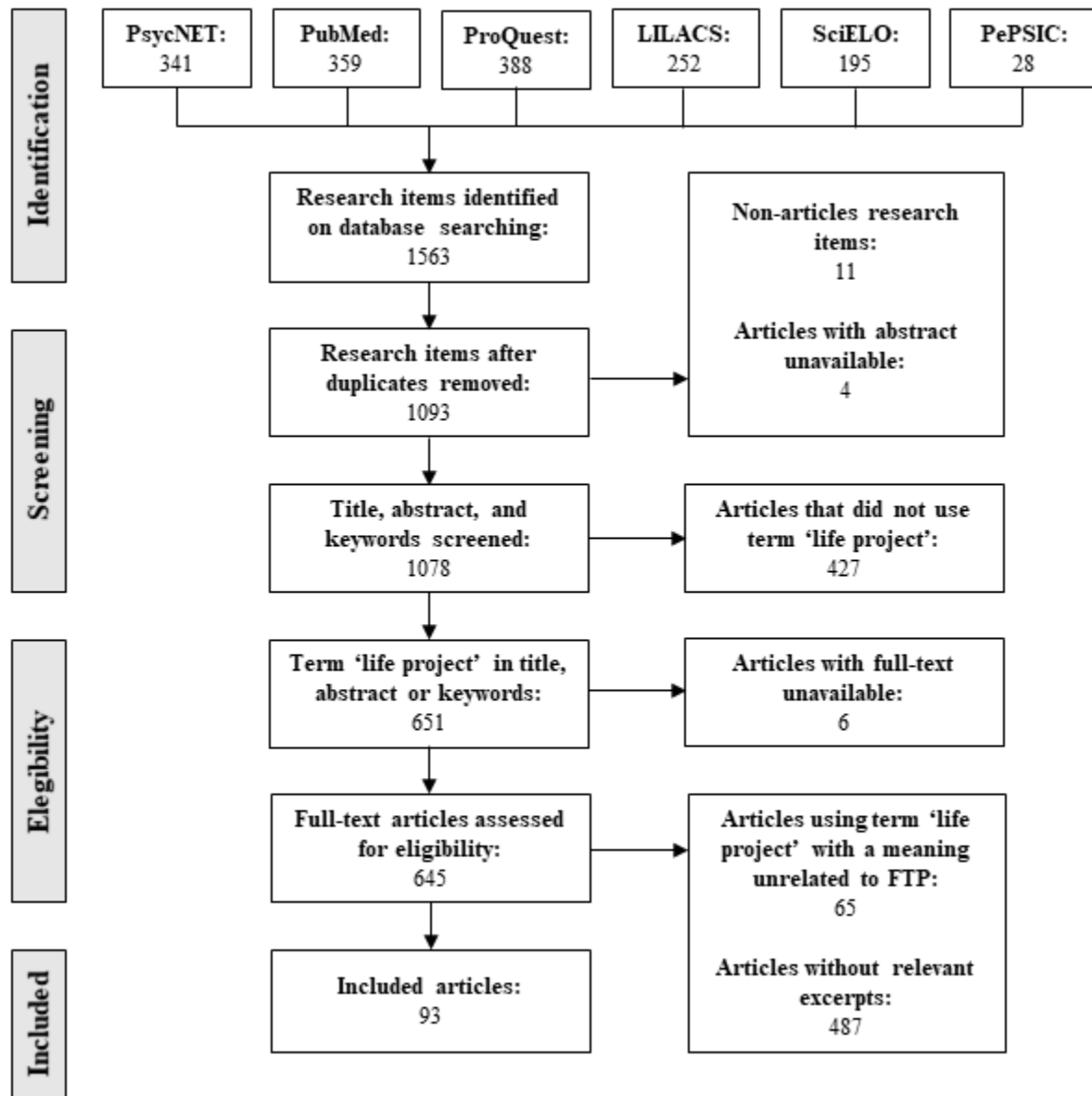
We searched the online databases ProQuest (ERIC, Sociological Abstracts, and Social Services Abstracts), PsycNET (PsycINFO and PsycARTICLES), and PubMed, which index scientific literature on education, sociology, and social services; psychology and psychiatry; and health and medical sciences, respectively. We limited the searches to title, abstract, and keywords fields and used the following string of search terms: “life project” OR “life projects”. We applied filters to limit the search results to articles and no time or language filters were used. Preliminary findings indicated the prevalence of publications by Brazilian researchers and, thus, we expanded our searches to the online Latin American databases LILACS, SciELO, and PePSIC. On these databases, we used the string of search terms in Portuguese: “projeto de vida” OR “projetos de vida” OR “projeto vital” OR “projetos vitais”. Articles were included if they had any excerpts providing either a definition of LP or a description of its properties, features, or correlates. Articles were excluded if the term LP was used with a meaning unrelated to FTP (such as some French nursing and medical articles using the term LP to refer to a protocol for hospitalized patients).

Study eligibility screening

We carried out the study eligibility screening according to the PRISMA 2009 statements (Moher et al., 2009), and its results are summarized in Figure 2. Two independent reviewers (doctoral students working in the field of FTP) searched the six online databases on July 18th, 2019, and found 1,563 items. We removed duplicates, non-articles items, and articles with abstract unavailable. Altogether, 1,078 articles’ title, abstract, and keywords were screened. Only 651 articles mentioned the term LP, and six of them did not have their full text available. Articles that did not mention the term LP often referred to research projects’ titles finished with the word ‘life’ – such as the *Family Life Project*. After applying exclusion and

inclusion criteria, 93 articles were included. A third reviewer (an expert in the field) assessed the articles when any doubt about the eligibility of an article arose.

Figure 2
PRISMA 2009 flow diagram



Data extraction and analyses

Two independent raters (the reviewers of eligibility screening) assessed the 93 full-text articles and extracted data concerning publication language and date, authors' location (the country where their universities are located), and theoretically relevant excerpts (following inclusion criteria). Extraction differences across raters were rare and discussed with a third

rater (the same as eligibility screening). The relevant excerpts were categorized through a thematic analysis (Braun & Clarke, 2006). With the aid of the software NVivo 12, one of the raters grouped the coded excerpts by semantic similarity and created themes grounded on theoretical criteria. The themes were described and explained to a second rater (a previously trained Master's student), who coded the excerpts into the previously created thematic categories. Reliability across raters was assessed by Kappa coefficient, and the results were excellent ($0.80 < k < 0.90$) according to Cohen's (1960) criteria.

The LP's definitions and references from the relevant excerpts were also systematically analyzed. They were first coded by two independent raters (the same who carried out the thematic analysis), and divergences across them were discussed with a third rater (as done in previous phases). One of the raters read the references in order to identify theoretical approaches in LP. Their exponents and main contributions were summarized and discussed with the third rater. The LP definitions were categorized following the same aforementioned thematic analysis procedures (Braun & Clarke, 2006). Kappa coefficients indicated good to excellent reliability across raters ($0.66 < k < 0.83$).

Lastly, we carried out networking analyses to identify the associations between the articles' theoretical features, as well as the associations between these features and the articles' publication date. First, we created dichotomous variables distinguishing the presence or absence of theoretical features. The associations between these variables were assessed by a polychoric correlations matrix. Subsequently, the associations were graphically represented through networking analyses outperformed using R software and the qgraph package.

Results

Appendix 1 exhibits data regarding publication date, language, and authors' location. Included articles were published from 1978 to 2019, and over two-thirds of them ($n=64$, 68.8%) were published from 2010 to 2019. Most articles were published in Portuguese ($n=52$, 55.9%), English ($n=22$, 23.7%), or Spanish ($n=16$, 17.2%). Articles in French ($n=4$, 4.3%), Italian ($n=2$, 2.2%), and Russian ($n=1$, 1.1%) were less frequent. The most recurrent locations were Latin America ($n=69$, 74.2%) – especially Brazil ($n=53$, 57.0%); Europe ($n=18$, 19.4%); and Anglophone America ($n=12$, 12.9%). Articles from Africa ($n=5$, 5.4%) and Oceania ($n=1$, 1.1%) were rare, and no Asian articles were found.

Six themes were created out of 273 theoretically relevant excerpts coded. The themes represent different theoretical dimensions and were entitled: volitional-strategic (expressed in

74.2% of the articles, $n=69$), dialectic-contextual (expressed in 67.7% of the articles, $n=63$), biographic-identity (expressed in 58.1% of the articles, $n=54$), teleological-existential (expressed in 57.0% of the articles, $n=53$), historical (expressed in 26.9% of the articles, $n=25$), and developmental (expressed in 26.9% of the articles, $n=25$). Table 2 presents a brief description of the themes.

Table 2

LP Dimensions

Dimension	Description
Volitional-strategic Dimension	LP is a set of goals and plans that drives actions in daily life. LP has been conceived either as an anticipation, an intention, or a conduct. It is an anticipation of a desired state of affairs which prompts plans and actions aiming to reach such state of affairs. By anticipating a state of affairs and deciding to pursue it, one sets goals. The decision to pursue goals embodies the definition of LPs as an intention, which, in turn, relates to self-regulation processes. Subsequently, by drafting the steps to reach the goals, one sets plans. Goals and plans prompt actions, which relates to the definition of LPs as a conduct.
Dialectic-contextual Dimension	LP embodies dialectic processes related to the dichotomies individual and collective, subjective and objective, and psychological and social. On the one hand, the construction and implementation of LPs are limited by one's access to resources, social values, and interpersonal relationship. On the other hand, LP is not determined by context, as one acts in order to change the environment.
Biographic-identity Dimension	LP represents the imagined future of narrative identity, whereas life trajectory embodies the autobiographical past. Both LP and life trajectory encompass one's life story and provide one's life with some degree of unity and coherence. Thus, there are intimate relationships between LP, memory, biography, and self-knowledge.
Teleological-existential Dimension	LP is the expression of the human condition to anticipate and project itself toward the future. This human condition manifests as a teleological trend through which one seeks to find a purpose to follow. LP is the operationalization of such purpose into a plan of action, which is mobilized by a search for a meaning in life and self-determination. LP is an individual and inalienable task never fully completed, as purposes are either modified or recreated throughout life. On the one hand, LP is grounded in personal values and meanings. On the other hand, it simultaneously has the potential to generate new meanings and thus, prompt actions in daily life.
Historical Dimension	LP is a result of historical changes related to modernity and illuminism, which allowed for the rise of anthropocentrism and, consequently, the notion of the individual. In modernity, the individual was assigned the responsibility for his/her own fate, which, in turn, prompted the need to anticipate the future. Before that, during theocentric times, human beings were mostly directed by social projects based on a time orientation directed either toward the present or past. With the rise of postmodernity, LPs have assumed different features. They have become more flexible, reflexive, and short-term-oriented due to the need to address the uncertainty and constant changes characteristic of current age.
Developmental Dimension	LP has its genesis in adolescence due to maturational and social processes. The maturing process of the nervous system enables the development of hypothetical-deductive thinking, which favors planning skills required for projecting toward the future. It coincides with common social tasks encouraging adolescents to make choices regarding their future. Therefore, constructing an LP is a task that prepares adolescents for adult life.

Altogether, 15 theoretical approaches in LP were identified and Table 3 displays their exponents and main theoretical contributions to the notion of LP. The exponents come from Europe, Latin America, and the USA, and only seven of them originally used the term LP. The others referred either to fundamental project, plan of life, life plan, personal project, life program, purpose, or only project. As we will discuss subsequently, this might relate to misconceptions and conflicting assumptions in the field. Despite differences in terminology, important assumptions stated by these authors may ground the notion here entitled as LP.

We categorized the approaches according to two criteria: field of knowledge and common background. Following the first criterion, we identified six categories, which are discriminated in Table 3 – i.e., philosophy, social sciences (anthropology and sociology); social psychology; developmental psychology; psychodynamics; or applied sciences (education and vocational psychology). According to the second criterion, we also identified six categories. The existential-phenomenological group entails the approaches of Sartre, Rapport, and Kohut, which share assumptions of both existentialism and phenomenology. The social-phenomenological group is encompassed by Schutz, the exponent of social phenomenology, and Velho, who grounded his work on Schutz. The anthropological group integrates the approaches of Boutinet, who developed an anthropology on the notion of project, and Machado, who created an educational approach grounded on Boutinet. The postmodern group brings together the approaches of Giddens, Leccardi, and Savickas, who drew attention to the impact of postmodernity on LPs. Lastly, the psychosocial and developmental approaches correspond to the previous categories ‘social psychology’ and ‘developmental psychology’.

Appendix 1 presents the exponents and the definitions of LPs from the included articles. Over a third of the articles ($n=33$, 35.5%) did not refer to any theoretical approach, and the most cited exponents were Velho ($n=17$, 18.3%), Catão ($n=10$, 10.8%), Damon ($n=10$, 10.8%), Schutz ($n=9$, 9.7%), Boutinet ($n=7$, 7.5%), and D’Angelo ($n=7$, 7.5%). We identified 66 explicit definitions across 57 articles (61.3%); therefore, over a third of the corpus ($n=36$, 38.7%) did not provide any explicit definition. The most frequent definition was Damon’s (2008) conception of purpose, i.e., “a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self” (p. 33). This definition was used in seven articles (7.5%), all written by researchers from Brazil. Damon’s definition of purpose has been used in Brazil as a synonym of LP because the term ‘purpose’ has been mistranslated to Brazilian Portuguese as ‘*projeto vital*’ – which means either LP or vital project in English (Coscioni, Teixeira, Castillo, & Paixão, *under review*).

Table 3

LP Theoretical Approaches

PHILOSOPHY		
Exponents	Term(s)	Main contributions
Jean-Paul Sartre (France)	Project (<i>projet</i>) Fundamental project (<i>projet fondamental</i>)	Project is defined either as an object that the intentional consciousness is trying to bring into being or as a human condition to be directed toward the future. Fundamental project, in turn, is a sort of structure providing an internal coherence that reflects one's original choices and further deliberations (Sartre, 1943/1978).
Alfred Schutz (Austria; USA)	Project Plan of life	Project is an "anticipation of future conduct by way of phantasying" (Schutz, 1951/1962, p. 68). Projecting contrasts with mere fancying due to references to a certain stock of knowledge at hand. Plan of life, in turn, is a hierarchical system of minor projects.
SOCIAL SCIENCES (ANTHROPOLOGY AND SOCIOLOGY)		
Exponents	Term(s)	Main contributions
Jean-Pierre Boutinet (France)	Project (<i>projet</i>)	Project is an operative anticipation through which one tries to achieve a desired future. It is simultaneously a concept describing a human condition and a paradigm arising from modernity (Boutinet, 1992).
Anthony Giddens (UK)	Life-plan	Life-plan is "a means of preparing a course of future actions mobilized in terms of the self's biography" (Giddens, 1991, p. 85), which is a way to ascribe coherence to life events. In late modernity, life plans are important tools to deal with the instability and unpredictability of future.
Carmen Leccardi (Italy)	Life project (<i>progetto di vita</i>)	LP is "a medium-long term plan of action that aims to achieve well-defined goals, and is able to influence day after day the organization of lifetime" (Leccardi, 2009, p. 89, <i>our translation</i>). Due to late modernity, individuals have become more orientated toward present.
Gilberto Velho (Brazil)	Project (<i>projeto</i>) Personal project (<i>projeto pessoal</i>)	Project is "a conduct organized in order to achieve specific ends" (Velho, 1994/1999, p. 40, <i>our translation</i>), which is implemented according to a limiting sociocultural dimension – the field of possibilities. Project and memory are components of identity.
Nigel Rapport (UK)	Life-project	LP is "a kind of self-theorizing and self-intensity that affords an individual life a directionality and a force" (Rapport, 2004, p. 32). It prioritizes certain goals above all other due to elements of one's worldviews and life stories' narratives.
DEVELOPMENTAL PSYCHOLOGY		
Exponents	Term(s)	Main contributions
Jean Piaget (Switzerland)	Life program (<i>programme de vie</i>) Life plan (<i>plan de vie</i>)	Life plan is "a scale of values which puts some ideals above others and subordinates the middle-range values to goals thought of as permanent" (Inhelder & Piaget, 1958, p. 350). It is first built during adolescence as a task of integration into the adult world. It is a result of the genesis of formal structures influenced by both maturational and social features.
William Damon (USA)	Purpose	Purpose is "a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self" (Damon, 2008, p. 33). It is a goal of sorts and a dimension of meaning in life.

(Continued)

Table 3 (Continued)

LP Theoretical Approaches

SOCIAL PSYCHOLOGY		
Exponents	Term(s)	Main contributions
Maria de Fátima Catão (Brazil)	Life project (<i>projeto de vida</i>)	LP is an intention to transform reality driven by a direction for such transformation, in which the real conditions are taken into consideration by means of evaluating one's past, present, and future possibilities (Catão, 2001).
Antônio Ciampa (Brazil)	Life project (<i>projeto de vida</i>)	In order to seek to emancipation, one needs to develop an LP able to express a sort of political identity that breaks with social homogenization and thus allows for an authentic and postconventional living (Dantas, 2017).
Ovidio D'Angelo (Cuba)	Life project (<i>proyecto de vida</i>)	LP is "one's fundamental directions and modes of action in the broad context of one's determination by the relations between society and individual" (D'Angelo, 1999a, p. 4). It is a complex psychological formation that plays an important driving function in the structure of personality.
PSYCHODYNAMIC		
Exponents	Term(s)	Main contributions
Heinz Kohut (Austria; USA)	Nuclear self Life-project (used by Bertelsen)	Nuclear self is a central sector of personality, responsible for "our sense of being an independent center of initiative and perception, integrated with our most central ambitions and ideals" (Kohut, 1977/2009, p. 177). LP, in turn, is "the volitional reflective connectedness between a human being and his/her surroundings (Bertelsen, 1996, p. 169).
APPLIED SCIENCES (EDUCATION AND VOCATIONAL PSYCHOLOGY)		
Exponents	Term(s)	Main contributions
Nílson Machado (Brazil)	Project (<i>projeto</i>) Life project (<i>projeto de vida</i>)	Project is "the anticipation of an action toward a goal, in an undetermined future, whose effectiveness depends effectively on the agents" (Machado, 1999/2006, p. 7). LP, in turn, is a sort of project through which a vocation is achieved conveying both individual and social aspirations.
Mark Savickas (USA)	Life project	"As one speaks one's story, so one makes oneself, and this self-constructing is a life project" (Savickas, 2012, p. 14). LP relates to both self and identity.

We detected three general defining features across the 66 LP definitions. The first describes the LP as an intentional state or representation toward the future – such as goals, intentions, ends, aspirations, choices, plans, steps, etc. Some definitions did not designate it as such intentional states or representations yet stressed that it seeks to reach states or representations akin to that. The second feature states that LPs drive daily actions and efforts to the extent it has been voiced as a future-oriented conduct or movement. The last feature concerns the idea of LP as either shaped or guided by meaningful conceptions, values, or beliefs. Some definitions even described it as a structure or set of axes guiding the self. We entitled the three features the intentional nature, the active nature, and the meaningful nature, respectively.

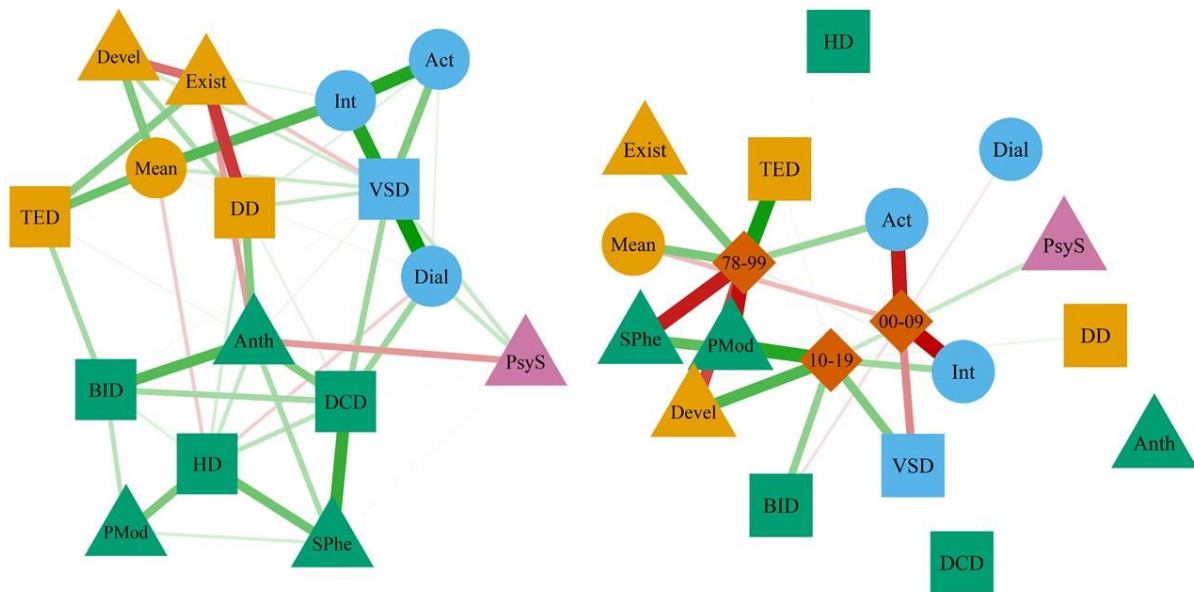
The intentional nature was the most frequent ($n=65$, 98.5%) since only one definition did not include it. This single definition acknowledged only the LP's meaningful nature by describing it as a disposition of personal concepts – i.e., “each person's development, refinement, and disposal of specific concepts (e.g., manliness, Americanism) from a range of culturally established alternatives” (Mick & Buhl, 1992, p. 318). Nearly half of the definitions ($n=30$, 45.5%) expressed only the intentional nature. These definitions often reduced LP to a cognitive representation of intended future states of affairs – i.e., “the set of goals one sets for life” (Zordan & Wagner, 2009, p. 92, *our translation*). Some purely intentional definitions also featured LP as an intention to transform or act upon reality – i.e., “the intention to transform reality, guided by a representation of the sense of this transformation, in which the future perspective is guided by the actual conditions governing the relationship between the past and present” (Marcelino et al., 2009, p. 547, translated by Coscioni, Marques et al., 2018).

Just over one half ($n=35$, 53.0%) of the definitions represent associations between the intentional nature and the other two defining features. The intentional-active definitions ($n=16$, 24.2%) considered LP as an action, a movement, or a representation encompassing both intentions and actions. For instance, we may refer to Velho's (1994/1999) definition of project, i.e., “a conduct organized in order to achieve specific ends” (p. 40, *our translation*). The intentional-meaningful definitions ($n=12$, 18.2%), in turn, embody ideas of LP as a representation of meaningful future states of affairs, such as Damon's (2008) notion of purpose. Only seven definitions (10.6%) expressed the three defining features. These definitions do not agree on which object category an LP belongs to. They describe an LP either as directions and modes of action (D'Angelo, 1999a), a connectedness with one's surroundings (Bertelsen, 1996), areas of investment of time and energy (Ruth et al., 1996), a set of goals (Gobbo et al., 2019), an envisaged existence (Riard, 1994), a purpose (Silva & Salazar, 2009), or an evaluative perspective (Velázquez, 2016).

A fourth feature was expressed in a third of the definitions ($n=22$, 33.33%) and entails the relationship between LP and context. Part of these definitions stated a connectedness between individual and society, such as “one's fundamental directions and modes of action in the broad context of one's determination by the relations between society and individual” (D'Angelo, 1999a, p. 4, *our translation*). Some definitions stressed the evaluation of one's real conditions, be that in the present or in the past. Even though frequent across the definitions, this feature does not seem to embrace a defining one. That is, it does not seem to describe constitutive components of what is mentioned as LP. Rather, it seems to stress a property of LPs to relate to context, which we entitled the dialectic nature.

Figure 3 exhibits the results of two networking analyses. The image on the left displays the associations between the articles' theoretical features whilst the image on the right represents the associations between the theoretical features and the articles' publication date. We used different shapes to represent the category of each theoretical feature— squares, for dimensions; triangles, for theoretical approaches; and circles, for defining feature. For the evaluation of the theoretical approaches, we used the second grouping criterion (common background) since it was the most effective in discriminating the approaches. The lines connecting the nodes represent the correlations between them, and the thickest lines represent the strongest correlations. The colors of the lines indicate the direction of correlations – green, if positive; and red, if negative. We optimized plotting by exhibiting only significant correlations ($p \leq 0.05$). In the image on the right, we forced the analysis to ignore the associations between nodes of the same class (theoretical features or publication date).

Figure 3
Networking analyses



Caption: VSD = volitional-strategic dimension; DCD = dialectic-contextual dimension; BID = biographic-identity dimension; TED = teleological-existential dimension; HD = historical dimension; DD = developmental dimension; Int = intentional nature; Act = active nature; Mean = meaningful nature; Dial = dialectic nature; Exist = existential-phenomenological approaches; SPhe = social-phenomenological approaches; Anth = anthropological approaches; PMod = postmodern approaches; PsyS = psychosocial approaches; Devel = developmental approaches; 78-99 = articles published from 1978 to 1999; 00-09 = articles published from 2000 to 2009; 10-19 = articles published from 2010 to 2019.

The image on the left exhibits three groups of nodes highlighted in different colors. A first group, in blue, includes the volitional-strategic dimension and three defining features –

the intentional, the active, and the dialectic nature. This group mostly represents an operational one. Indeed, the only defining feature not included in this group (i.e., the meaningful nature) still presents strong correlations with its nodes, especially with the intentional nature. As no theoretical approach pertains to this group, intentional and intentional-active definitions seem to be independent of theoretical perspectives.

A second group, in yellow, comprises the teleological-existential and developmental dimensions, the developmental and existential-phenomenological approaches, and the meaningful nature. The negative correlations indicate that articles grounded on existential-phenomenological approaches are more likely not to refer to developmental approaches and vice-versa. The existential-phenomenological approaches relate to the teleological-existential dimension, which, in turn, relates to the acknowledgment of the LP's meaningful nature. The developmental approaches also associate with the LP's meaningful nature, yet they do not relate to the existential-teleological dimension. It seems that this group encompasses two subgroups comprising the existential and developmental theoretical features. Despite the negative correlations between them, both agree on the LPs' meaningful nature.

The third group, in green, encompasses the dialectic-contextual, biographic-identity, and historical dimensions, and the social-phenomenological, anthropological, and postmodern approaches. The group seems to entail the influence of social constructionism and constructivism since all nodes relate either to the influence of context or the interaction between individual and context throughout the construction and implementation of LPs.

Lastly, the psychosocial approaches do not belong to any group, although they associate with the first group through correlations to the volitional-strategic dimension and the dialectic nature. This highlights the purpose of the psychosocial approaches to investigate the interrelations between the individual and society throughout the construction of LPs.

In the image on the right, in which it is displayed the associations between theoretical features and publication date, we maintained the same colors used in the image on the left. The analysis revealed that articles published before 2000 were more likely to relate to the subgroup pertaining to existential theoretical features – i.e., the existential-phenomenological approaches, the teleological-existential dimension, and the meaningful nature. Additionally, they also correlated to the active nature and negatively correlated to the developmental, social-phenomenological and postmodern approaches. Articles published from 2000 to 2009 were negatively correlated to the volitional-strategic dimension and all defining features. Lastly, articles published from 2010 on were more likely to refer to the developmental, social-

phenomenological, postmodern, and psychosocial approaches; to the volitional-strategic and biographic-identity dimensions; and to the intentional nature.

Discussion

This review assessed 93 articles on LPs and evaluated their data regarding publication date, language, authors' location, and theoretical features. Most articles were published from 2010 to 2019, in Portuguese, by researchers from Brazil. The highest incidence of Brazilian production might relate to the inclusion of three Latin American databases. Yet, the addition of these databases was grounded on preliminary findings that had already suggested a majority of articles from Brazil. The prevalence of Brazilian production might relate to the predominance of the approaches of Velho and Catão, both from Brazil. This might also relate to the high incidence of Damon's approach since in Brazil his idea of purpose has been considered synonymous to that of LP (Coscioni, Teixeira, Castillo, & Paixão, *under review*).

The review identified three categories of theoretical features, i.e., the LP's dimensions, theoretical approaches, and defining features. The LP's dimensions entail categories created in a thematic analysis that grouped the articles' theoretically relevant excerpts by semantic similarity. We created six dimensions underlining LP properties and correlates. The dimensions were entitled: volitional-strategic, dialectic-contextual, biographic-identity, teleological-existential, historical, and developmental. As for the LP's theoretical approaches, 15 exponents were identified and their theories were categorized according to two independent criteria. Considering their field of knowledge, the categories were: philosophy; social sciences (anthropology and sociology); social psychology; developmental psychology; psychodynamic; and applied sciences (education and vocational psychology). Considering their common background, the approaches were featured as existential-phenomenological, social-phenomenological, anthropological, postmodern, psychosocial, and developmental. Lastly, the LP defining features portray categories created in a thematic analysis that assessed the components of LP's explicit definitions. Three features were identified and named as intentional, active, and meaningful nature. A fourth feature described an interrelation between individual, context, and past experiences. We acknowledged it not as a defining feature but a property. We entitled it dialectic nature.

We carried out networking analyses and identified three general groups of interrelated theoretical features. A first group is composed of the volitional-strategic dimension and three defining features, i.e., the intentional, active, and dialectic nature. This addresses the fact that

the volitional-strategic dimension mostly represents an operational dimension unrelated to theoretical approaches. Negative correlations between these nodes and the articles published from 2000 to 2009 indicate that the scientific production at the beginning of the century was more likely not to present an explicit definition of LP. Lastly, the volitional-strategic and intentional nature correlated to articles published from 2010 onward, which indicates that recent publications tend to agree on an intentional definition of LPs.

The interrelations between the intentional and active nature posit LP not simply as a motivational variable but also as a volitional one. Kuhl and Beckmann (1985) described motivation and volition as terms stating different psychological processes, yet they are recurrently used interchangeably. According to them, the main reason for such misconception dates back to the work of Lewin, who conceived intention and need nearly as synonyms:

According to Lewin, an intention as well as a need is characterized by an underlying goal-directed tension system which presumably persists until the goal is reached. Also, an intention creates, just as a need does, valence in the environment that directs goal-oriented behavior. (Kuhl & Beckmann, 1985, p. 91)

Since Lewin was one of the main exponents of motivational psychology, this idea became popular and, thus, the problem of volition has been reduced to the problem of motivation. In the field of FTP, this has influenced the rise of theories mostly considering the motivational and cognitive aspects of FTP without framing its volitional features. Most FTP theories emphasized the psychological processes related to goal setting and assumed that they automatically prompt actions toward goal attainment (Paixão et al., 2012). For instance, Nuttin (1980/1984) described goal setting as a sort of cognitive processing through which needs are channeled according to the environment and one's personality characteristics.

Kuhl (1985) distinguished intentions and motivational tendencies (e.g., wishes, values, norms, etc.) by ascribing to the former the quality of commitment. Hence, an intention implies that a decision has been made and transformed something valued into something to be pursued. The transition from motivational tendencies to intentions occurs by means of 'admission rules', which resemble the cognitive processing of needs described by Nuttin (1980/1984). Once an intention is admitted, volitional processes mediate its relationship to the executive phase (Kuhl, 1985). Nuttin's (1980/1984) motivational theory had already pointed it out by stating that, after a goal is set, behavioral projects are constructed to direct a programmed sequence of steps through which one tries to achieve the goal. He concluded that "the planning phase of behavior should not be separated – although distinguished – from the phase of behavioral execution. In

fact, planning and action often go hand in hand inspiring and correcting each other” (Nuttin, 1980/1984, p. 157).

Even though Nuttin provided a framework on the relationships between motivation, cognition, and behavior, he paid less attention to the gap between goal setting and action. This was extensively discussed by action control theories, which described volitional mediators influenced by internal factors (individual differences, access to information, emotions, etc) and external factors (barriers, opportunities, social support, etc) (Ajzen, 1985). Hence, a theory of projects must consider both motivation and volition as two independent, albeit related processes. On the one hand, motivation entails “a continuous dynamic orientation that regulates the ongoing interaction between the individual and his behavioral world [the environment as perceived and conceptualized]” (Nuttin, 1980/1984, p. 75). On the other hand, volition involves “a self-regulatory process that energizes the maintenance and enactment of intended actions” (Kuhl & Bergmann, 1985, p. 90).

The motivational and volitional nature of projects has been well discussed by Schutz (1951/1962), who stated that projecting and mere fancying differ in terms of the intervention of a *voluntative fiat*. This is a term that he borrowed from William James to refer to the transformation of a future state of affairs into an aim – “the inner command ‘Let us start!’” (Schutz, 1951/1962, p. 67). In other words, the *voluntative fiat* may be conceived as the means through which an intention takes a concrete course of action. Schutz (1951/1962) defined project as an “anticipation of future conduct by way of phantasying” (p. 68). He, then, specified that projecting refers to a particular “phantasying within a given, or better, within an imposed frame, imposed by the reality within which the projected action will have to be carried out” (p. 73). Once one sets an aim, one drafts the steps to bring the aim into being by means of evaluating the present condition. Only afterward is the action executed.

By acknowledging project as a motivational and volitional variable, we conceive it as something both wished for and intended, which implies commitment. According to Boutinet (1992), a lack of commitment is what constitutes the difference between the formal operative anticipations (the wishes) and other operational anticipations (goals, ends, plans, and projects). Goals and ends represent objective situations that an intention tries to bring into being. Plans refer to the organization of the intermediate phases through which actions lead to goals. As one acts toward goals, one constantly needs to adjust partial goals and plans. This continuous movement from goal setting to planning distinguishes projects from the determined operative anticipations (goals, ends, and plans). As opposed to being static, projects are regularly

resumed and, thus, may be conceived as partially-determined operative anticipations (Boutinet, 1992).

The definitions of LPs which highlight only the intentional nature tend to equate the concept of LP to concepts such as goals, plans, and intentions. Some resemblance to the notion of aspirations may also be observed, although some definitions of aspiration evoke the problem of motivation and volition. There is a consensus in the literature on the idea that aspirations represent valued possible states of affairs. Yet, it is still not clear whether aspirations also imply commitment. The aspiration index (Grouzet et al., 2005), one of the most famous methods for the assessment of aspirations, puts three questions for each state of affairs listed: (1) the degree of importance ascribed; (2) the subjectively perceived likelihood of attainment; and (3) the degree of attainment already achieved. Clearly, only the third question entails volition. The life project scale for adolescents (Dellazzana-Zanon et al., 2019), developed in Brazil, assesses similar features measured by the aspiration index. Even though the scale claims to evaluate adolescents' LPs, it simply assesses the degree of value ascribed to some possible states of affairs, which is close to the first question put by the aspiration index. Therefore, rather than assessing LPs, the scale mostly measures levels of aspiration.

The theoretical approaches of Schutz and Boutinet focused on the general notion of project rather than LP. Yet, Boutinet (1992) acknowledged LP as an operationalization of a human condition to be directed toward specific ends. Schutz (1951/1962), in contrast, mentioned the term 'plan of life' to entail a hierarchical system of minor projects. A similar idea was expressed by Nuttin (1980/1984) when he stated that

some goals and behavioral projects have a higher hierarchical status in life than others. That means that the pursuit of many subordinated goals is implied in some major decisions already made in the past. Thus, when the basic need for self-development has been concretized in the goal and plan of a professional career, say, becoming a medical doctor, that major goal, once attained, commands almost automatically a great many minor goals and plans to be pursued in daily life. (p. 152)

We may go further with the idea expressed by Nuttin and suppose that the project of becoming a medical doctor would have already required the successful completion of a considerable number of minor projects even before reaching the goal. As an undergraduate student (or even as a high school student), the intention to become a medical doctor may well have been the driving force behind a great many decisions and daily actions, such as preferring biology instead of mathematics and studying hard to get into the university. If we assume that this sort of project is analogous to the idea here described as LP, we need to acknowledge its

meaningful nature compared to the minor projects subordinated to it. Otherwise, we would necessarily have to equate the notions of LP and personal project.

According to Little (1983), a personal project is “a set of interrelated acts extending over time, which is intended to maintain or attain a state of affairs foreseen by the individual” (p. 276). This definition represents a way to distinguish projects related to oneself from other types of projects – such as the research project, the architecture project, and the law project. However, simple intended acts, such as cutting the grass next week, may already be conceived as a personal project. Even though cutting the grass may be a minor project of an LP of being a gardener, it is the intention of being a gardener allied to specific actions that would be conceived as an LP – and not the act of cutting the grass itself. Therefore, every LP is a personal project, although not every personal project is an LP.

The second group of theoretical features mostly emphasizes the LP’s meaningful nature, the common node of two negatively correlated subgroups belonging to this group. The first subgroup comprises the existential-phenomenological approaches and the teleological-existential dimension. The nodes from this subgroup and the meaningful nature itself associate with articles from the last century, which indicates the influence of existentialism in this period. The second subgroup, in turn, entails the developmental approaches and dimension, which associate with articles published from 2010 on. This might relate to the increase use of Damon’s approach in Brazil after the translation of his book in 2009. The negative correlations between the subgroups mean that articles grounded on the former were less likely to refer to the latter and vice-versa. Even though negatively correlated, the two subgroups agree that an LP evokes meaningful values.

From the existential-phenomenological perspective, Sartre (1943/1978) voiced that human beings define themselves through their projects. Throughout existence, by means of projections into the future, human beings ascribe an essence to themselves. Sartre (1943/1978) related one’s projects to an internal structure embodying one’s original choices and further deliberations – one’s ‘fundamental project’. Likewise, Rapport (2004) defined LP as a self-theorizing that emphasizes certain goals above others and prompts a direction in life. Lastly, Bertelsen (1996), grounded on Kohut, created a framework relating the ideas of activity, LP, and self. An activity represents the “active connection between an organism and its surroundings” (p. 169). The other two concepts mean a volitional connectedness either with oneself (the self) or with one’s surroundings (the LP). Thus, the LP may be conceived as a volitional disposition mediating the relationship between the individual and the environment.

The existential-phenomenological approaches consider the LP as a sort of personal characteristic capable of driving one's intentions and actions. This seems to overlap with other concepts, such as teleonomic trend (Allport, 1937), personal striving (Emmons, 1989), life theme (Csikszentmihalyi & Beattie, 1979), and personality orientation (D'Angelo, 1999a). Floyd Allport (1937) advocated that the study of personality must consider the purposes one is usually trying to carry out, which he named teleonomic trend. Yet, he cautioned that the purposes related to teleonomic trends do not refer to future goals, but rather to the end of the act itself: "It is not a description of behavior, for example, to say that a man is chopping wood in order to build a fire. We say, merely, that he is chopping wood" (Allport, 1937, p. 2006).

Founded on the idea of teleonomic trend, Emmons (1989) defined personal striving as "the typical types of goals a person hopes to accomplish in different situations" (p. 92). The idea of personal striving does not express an intention itself but rather a personal characteristic that gives rise to intentions. For example, a man may be personally drive to make the world a better place. That is something he is typically drawn to do regardless of other specific goals in his psychological future. His personal striving may become manifest as an intention to provide health assistance to senior citizen, which may be part of his LP of being a nurse. The term life theme also states a sort of teleonomic trend since it refers to "a problem or set of problems which a person wishes to solve above everything else and the means the person finds to achieve solution" (Csikszentmihalyi & Beattie, 1979, p. 83).

Mick and Buhl (1992) contrasted the notions of life theme and LP by ascribing to the former a pervasive and repetitive nature that guides the selection, implementation, maintenance, and disposal of the latter. They represented the difference between the concepts by means of a metaphor: "a life theme is a single melody with many variations that are played out in different life situations. We believe these variations are the life projects through which life themes are manifested" (Mick & Buhl, 1992, p. 320). Similarly, D'Angelo (1986) conceived LP as the concretization of one's personality orientation, which, in turn, he defined as one's essential goals and directions (thus, a teleonomic trend). An LP is not simply an ideal model of actions but one already in progress. Therefore, the terms teleonomic trend, personal striving, life theme, personality orientation, as well as the existential-phenomenological definition of LPs entail a relatively enduring component of the self. Nevertheless, most LP definitions emphasize the idea of a provisional structure through which minor projects are integrated, and intentions take a concrete course of action.

The teleological-existential dimension posits other noteworthy features. First, LP is conceived as an outcome of a human condition directed toward the future, which ascribes a

teleology to human behavior. This had already been said by Sartre (1943/1978), but it was Machado (1999/2006) who explicitly emphasized it. An LP is a project that is never concluded but repeatedly resumed, reviewed, and adjusted according to internal and external changes. Machado (1999/2006) also underscored that an LP is an inalienable task, which means that no one but the individual may project for him/herself. Even though parents exert influence on the children's LPs, it is the children themselves who must project their lives. Otherwise, their actions will not reflect LPs but rather imposed parental demands. Lastly, we may refer to the relationship between LP and authenticity. Dantas (2017), based on Ciampa, stated that only by means of LPs reflecting personal values (in contrast to social pressure) can one achieve an authentic sense of living, which he named emancipation.

From the developmental perspective, both Piaget and Damon's approaches brought about issues related to the LP's meaningful nature. Inhelder and Piaget (1958) defined life program as a scale of values that ascribe greater importance above others. By equating the notions of LP and value, we once again revisit the problem of motivation and volition. Piaget's approach was also restricted in the fact that the term life program was mostly used to express a formal structure with genesis in adolescence. This idea was very important for the comprehension of maturational processes interwoven during the creation of one's first LPs. Yet, his approach did not focus on the role of LPs in later stages in life. That is a sort of trend in developmental science since it has traditionally investigated phenomena related to childhood and adolescence. Even though this trend has changed, the developmental dimension comprises excerpts acknowledging the role of LPs only in adolescence. None of the 93 articles provided theoretical statements on LP features in adulthood or old age.

Damon (2008) also focused on adolescence, though he created a general theoretical framework on the concept of purpose, which is based on Viktor Frankl (1969/2014). He followed the assumption that human beings have an innate will to search for a meaning in life and, thus, his framework also holds an existential root stock. Damon (2008) distinguished purpose and meaning by defining the former as a potential source for the latter. He described purpose as a sort of goal that consolidates a commitment to accomplishing something which is simultaneously important for the self and consequential for the world beyond the self. This idea encompasses the LP's intentional and meaningful nature, yet the active nature is not acknowledged. A purpose is an enduring intention, which does not mean one already in progress. One may have the purpose of founding an institution to provide assistance for poor people and still not have started to plan or act toward it. Thus, it seems a misconception to equate the notions of purpose and LP.

Although the existential-phenomenological and developmental approaches stressed important issues related to the LP's meaningful nature, they provided definitions of the LP that overlap with other concepts. The existential-phenomenological approaches mostly referred to a teleonomic trend that differs from LP because it does not describe intentions already in progress. It portrays a personal characteristic leading the rise of intentions and actions. The developmental approaches, in turn, refer either to values or purpose, terms that do not necessarily reflect the LP's active nature.

The third group of theoretical features comprises the social-phenomenological, anthropological, and postmodern approaches, and the dialectic-contextual, biographic-identity, and historical dimensions. This group represents the influence of social constructionism and constructivism since all nodes relate either to the impact of context or the interactions between individual and context throughout the construction of LPs. Three of these nodes associated with more recent publications. The growing incidence of the social-phenomenological approaches might relate to the increasing interest in LP in Brazil, where Velho popularized Schutz's conception of project. As for the prevalence of the postmodern approaches and biographic-identity dimension in more recent publication, this might relate to the increasing influence of postmodern paradigm in the field. Indeed, among the postmodern approaches identified, two (out of three) were represented by articles published between the end of the first and beginning of the second decade of 21st century.

From a historical perspective, Boutinet (1992) questioned the notion of project as a universal human condition and posited it as a social paradigm arising from modernity. He acknowledged a biological condition of living beings to be directed toward specific ends, a notion that relates to the teleology implied by Sartre and Machado. However, the integration of the notion of project into several aspects of daily life is a consequence of the operative time perspective raised in modernity. Once the Industrial Revolution led human societies to plan the concept of production, the notion of time has been transformed into something that ought to be optimized. In addition, abrupt changes in social roles have ascribed more importance to individual action in future-related tasks. In pre-modern societies, the future was seen mostly as a mere repetition of events that had taken place in previous generations. Modernity turned the future into something uncertain, and consequently, life could no longer be merely controlled by fate. On the contrary, human beings were forced to search for meaning in their own lives. Hence, both operative time and the search for a meaning in life were the impetus for projecting actions in modern daily life.

Although the question of whether the project is or is not a universal human condition has not yet reached a final conclusion; we do not doubt the impacts of historical time on individual and social projects. As previously stated, Boutinet (1992) provided broad knowledge as to the relationship between modernity and project. Moreover, Giddens (1991) and Leccardi (2009) discussed the particularities of LPs in postmodernity. If modernity moved the time orientation of individuals from the present (or past) to the future, postmodernity moved it back to present as a strategy to deal with the uncertainty of future events. Consequently, LPs in postmodernity are more likely to be unclear or flexible enough to adjust to the constant changes occurring throughout life (Giddens, 1991; Leccardi, 2009).

The impact of context on LPs is not restricted to time but to the objective situation as a whole. Sartre (1957/1963) defined project as a subjective surpassing between two objective situations. While the latter situation embodies the goal to be achieved, the first refers to the given, i.e., the concrete objective situation at the moment when the project is assumed. The project starts when the given is internalized as a lived experience and, thus, prompts actions toward the objective situation that it tries to surpass. Thus, the project contains within itself the real conditions of one's existence, which Sartre, on a few occasions, named the 'field of possibilities.' Velho (1994/1999) emphasized the relationships between project and the field of possibilities, defined by him as a "sociocultural dimension, the space for formulation and implementation of projects" (p. 40, *our translation*). Velho contested the personal projects' individuality and internality by featuring them as linguistic and potentially public processes. As linguistic phenomena, projects are limited by the codes of the spoken language. As potentially public, they represent conscious processes constructed in relation to other human beings. Catão (2001) also discussed the interrelationships between the individual and the context by denoting that social representations are simultaneously the means and the end of an LP's construction. As the means, they drive meanings ascribed to life and action, which has consequences on how one projects toward the future. As the end, LPs can be objects of social representations and thus, we may conclude that some social knowledge structures the construction of LPs.

The field of possibilities includes not only the present condition but also past experiences that shape how one perceives the current situation. Sartre (1957/1963) stated that the given must also include one's 'childhood', i.e., important life experiences that ascribe a *character* to an individual. Likewise, Catão (2001) emphasized that one constructs LPs considering both the current situation and past experiences. This assigns a unique role to autobiographical memory in terms of the construction of LPs, as advocated by Velho

(1994/1999) when relating project, memory, and trajectory. The recognition of the influence of both context and life trajectory on the construction of LPs resembles Nuttin's relational theory of motivation. According to Nuttin (1980/1984), motivation must be conceived in terms of preferred relationships between the individual and the environment. The individual sets goals, plans, and acts in consideration of the environment both as perceived and conceptualized. Since previous experiences influence perceptions and concepts, we may not reduce the field of possibilities to the present situation. As Lewin (1951) noted, the psychological past and future influence current behavior.

Several theoretical approaches relate the notion of LP to concepts such as self (Bertelsen, 1996; Savickas, 2012), personality (D'Angelo, 1986; Inhelder & Piaget, 1958), identity (Catão, 2001; D'Angelo, 2000; Dantas, 2017; Giddens, 1991; Leccardi, 2009; Savickas, 2012; Velho, 1994/1999), narrative (Rapport, 2004), and trajectory (Machado, 1999/2006). Even though these concepts refer to different things, they share the purpose of describing different aspects of the self (Savickas, 2011b). Despite the differences between them, the notion of identity seems prevailing and shares theoretical similarities with narrative and trajectory concepts. Indeed, McAdams and McLean (2013) stated that "narrative identity reconstructs the autobiographic past and imagines the future in such a way as to provide a person's life with some degree of unity, purpose, and meaning" (p. 233). These outcomes relate to Giddens's (1991) conception of ontological security, a sense of coherence in one's life that is favored by the presence of life-plans. Thus, we may conceive LP as a component of narrative identity. By assuming a biographic perspective, we are expanding the definition of LPs and asserting that it simultaneously integrates what one wants to do and who one wants to be in the future. Hence, the biographic perspective provides knowledge of how LPs assume a meaningful nature to subordinate minor projects.

Regardless of the theoretical diversity, over a third of the articles did not introduce any theoretical approach on LPs; a similar percentage did not present any explicit definition of LPs. Additionally, from the 645 fully-assessed articles that mentioned the term LP in their title, abstract or keywords, only 93 were included in this systematic review of the literature. Altogether, 85.6% either did not present any sort of theoretical statement on the term or used it with a meaning unrelated to FTP. It seems that the notion of LP has been frequently used either as a sort of jargon or as an imprecise scientific concept. There is no consensus even across the 66 explicit definitions and 15 theoretical approaches identified in this research. The differences among them led us to conclude that they refer to different psychological constructs, even though they share some common features

Limitations

Our systematic review of the literature, like others, had a specific corpus of analysis, which, in our case, was selected according to systematic and rigorous procedures following the recommendations of the PRISMA 2009 statements (Moher et al., 2009). Even though guided by standardized and internationally well-accepted recommendations, our corpus selection implied a range of personal choices, such as the online databases selected, the string of search terms used, and the inclusion and exclusion criteria applied. Different decisions might have led us to different results and conclusions.

We believe our choices regarding the selection of the corpus of analysis were adequate given that we searched a considerable number of online databases and used an extensive string of search terms. Nevertheless, three limitations are noteworthy. First, the term ‘life project’ is not consensual. As noticed in our results, other terms are commonly used with slightly similar meanings, such as life plan, personal project, project of actions, or only ‘project’. Second, we started searching international online databases in English and, subsequently, included string of search terms in Portuguese for Latin American databases. Hence, there is a linguistic and regional bias in our corpus, although we believe that the searches in Portuguese were adequately justified due to previous findings showing the prevalence of Brazilian production. Third, our corpus of analysis could have included other types of documents besides articles, such as books, theses, and conference presentations. Even though we agree that our corpus did not exhaustively review the literature, we believe we were able to identify remarkable theoretical contributions on LPs, which, indeed, was the purpose of this review.

Another set of limitations relate to our choices regarding the analyses and interpretation of data. The first steps of our data analysis were qualitatively-orientated and thus, more prone to subjective biases. We managed to lessen these biases by calculating the Kappa coefficient, yet we acknowledge that our previous theoretical background has certainly impacted the creation of categories and the interpretation of results. An analysis of the Discussion section reveals our preference for action theories, such as Nuttin’s relational theory of motivation and Kuhl and Beckmann’s action control theory. Although stated as a limitation, this may also be interpreted as a strength of our work. Through hermeneutic methods, qualitative data analyses may be powerful tools for new interpretations of reality. With that in mind, we believe that, by grounding our analyses and interpretations on action theories, we were able to bring about important insights and contributions to the field.

Lastly, not so much as a limitation but still worthy of note, the networking analyses do not embrace a confirmatory nature but rather an exploratory one. Therefore, our results were

used as a frame of reference to discuss the literature on LPs. Further theoretical and empirical studies are needed to support (and scrutinize) the findings and ideas here reported.

Conclusions

We carried out a systematic review of the literature that identifies the theoretical contributions on LPs across scientific articles indexed in databases of psychology and related fields. After searches conducted in six online databases, 93 articles were included, from which we extracted and assessed data regarding publication date, language, authors' location, and theoretical features. Most of the articles included were published in Portuguese and by researchers in Brazil, where the term seems to be more popular. By acknowledging the prevalence of Brazilian scientific production and expanding our searches to Latin American databases, we believe we have contributed to the advancement of scientific production in the Southern Hemisphere. This is of considerable and remarkable importance given how concerted efforts worldwide have been dedicated to the task of bridging the North-South divide in research (Blicharska et al., 2017).

As for the theoretical features, we systematized data into three categories, i.e., the LP dimensions, theoretical approaches, and defining features. The LP dimensions entail six categories created in a thematic analysis that assessed the theoretically relevant excerpts. They underline LP properties and correlates of different natures and, therefore, contribute to a more complex comprehension on the construct. The LP's theoretical approaches refer to 15 exponents identified, which framed the notion of LP according to several schools and fields. The LP is a transdisciplinary concept, which corroborates the theoretical diversity around the LP dimensions created. Lastly, the LP's defining features refer to four categories created in a thematic analysis that assessed 66 LP definitions. Even though we were able to extract general features out of the definitions, the task outlined conflicts regarding the constitutive components of an LP. Nevertheless, the creation of three categories of theoretical features allowed us to explore the included articles according to different criteria.

With the aid of networking analyses, we observed that the theoretical features encompassed three groups of interrelated nodes. A first group is mostly operational and acknowledges the volitional and motivational nature implied in the notion of LP. It emphasizes that an LP is comprised of both intentions and actions, independently of theoretical approaches. A second group emphasizes that LPs are based on meaningful values. This group is also made up of two negatively correlated subgroups entailing the influence of existential and

developmental theories, respectively. Lastly, a third group stresses the impact of biography and both physical and historical-cultural context throughout the construction of LPs. It is mainly related to the contributions of social constructionism and constructivism in the field.

A subsequent networking analysis identified relationships between the included articles' publication date and theoretical features. Publications from the last century were mostly influenced by existentialism. The publications from the first decade of the 21st century were less likely to introduce an explicit definition of LPs; yet, we observed an increase of the use of the term in this decade. From 2010 onward, we observed a growing interest in the theme, as over two-thirds of the publications occurred during this period. This ever-increasing interest revealed two trends. First, the consolidation of the concept of LP as a motivational and volitional variable. Second, the rise of the postmodern paradigm in the field.

Despite the theoretical diversity, we observed that LP has been often used either as a sort of jargon or an imprecise scientific concept. Our analyses showed that some approaches differed to the extent they might even be referring to distinct psychological constructs – such as goal, plan, aspiration, personal project, value, purpose, teleonomic trend, personal striving, life theme, and personality orientation. Even though all previous concepts relate somehow to LP, none of them is a synonym. We stated the differences between these constructs and then pointed out directions toward a more precise definition of LP.

We also highlight our methodological approach, which provided an innovative means of assessing data in a systematic review of the literature. The combination of qualitative thematic analyses and quantitative networking analyses revealed to be an effective way of exploring a large amount of data. Thus, we believe our methodological approach may serve as an inspiration for future systematic reviews of the literature with a similar purpose.

Finally, we may conclude that the LP is a complex concept studied by several disciplines and theoretical approaches, which may be either conflicting or consistent to one another. This research successfully pointed out several of these conflicts and resemblances, though our contributions were not restricted to that. We integratively discussed these approaches and, thus, moved forward toward a better understanding of LPs. Nevertheless, there is still a lot of work to be done. New theoretical and empirical studies may further integrate these diverse perspectives to create a comprehensive theory of LPs.

Part 2.

The proposal of a new theory

Chapter 4

Toward a comprehensive theory of life projects

Em rumo a uma teoria compreensiva dos projetos de vida

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Coscioni, V., Teixeira, M. A. P., & Paixão, M. P. (*under review*). Toward a comprehensive theory of life project. [manuscript under review].

Abstract

This article introduces a comprehensive theory of life projects (LPs). It consists of a theoretical study that integrates several theoretical perspectives in order to propose a new theory embracing diverse dimensions of people's LPs. It started by presenting a broad conception of the general notion of project as a process comprising the formation, enactment, and maintenance of intentional structures and actions. This definition represents the integration of two theoretical traditions that considered project either as a process prior to action or a set of actions aiming at the same goals. Subsequently, a framework differentiating LPs from other types of projects is described. LP is, then, defined as an ongoing evolving project that encompasses a long-term, meaningful, and prospective narrative capable of driving decisions and efforts in daily life. This definition represents an effort to integrate the different dimensions and features of LP acknowledged by previous theories. It is the integrative nature of this theory's creation that turns it into a comprehensive theory of LPs

Key-words: life projects, theory, narrative identity, motivation, cognition, volition.

Resumo

Este artigo apresenta uma teoria compreensiva dos projetos de vida (PVs). Trata-se de um estudo teórico que integra várias perspectivas teóricas a fim de propor uma nova teoria abrangendo diversas dimensões dos PVs das pessoas. O estudo inicia com a apresentação de uma concepção ampla da noção geral de projeto como um processo que compreende a formação, execução e manutenção de estruturas e ações intencionais. Essa definição representa a integração de duas tradições teóricas que abordam o projeto ou como um processo anterior à ação ou como um conjunto de ações visando os mesmos objetivos. Posteriormente, uma estrutura teórica diferenciando PVs de outros tipos de projetos é descrita. PV é, então, definido como um projeto em evolução contínua que forma uma narrativa de longo prazo, significativa e prospectiva, capaz de incitar decisões e esforços na vida diária. Esta definição representa um esforço para integrar as diferentes dimensões e características do PV reconhecidas por teorias anteriores. É a natureza integradora da criação desta teoria que a transforma em uma teoria compreensiva dos PVs.

Palavras-chave: projetos de vida, teoria, identidade narrativa, motivação, cognição, volição.

Introduction

Human beings often engage in projects seeking to improve their future lives. The term ‘life project’ (LP) frequently implies such type of projects. By planning an intended future, one constructs a prospective narrative that enhances a sense of unity and purpose in life (McAdams, 2008a). This is of particular significance and consequence given how our present historical time is one characterized by instability and continuous transformations (Giddens, 1991). Not surprisingly, LPs are often conceived as important outcomes for counseling and other psychological interventions (Di Fabio et al., 2019). As a complex and relevant task, LPs expectedly have been studied across several fields, the result of which has contributed to broader and more diverse knowledge. However, the absence of consensus on its definition has led the field to come to certain conflicting conclusions (Coscioni, Teixeira, Portugal, & Paixão, *under review*). A comprehensive theory integrating these different perspectives would benefit the field not only theoretically but also with further practical implications. This article attempts to address this ultimate goal.

A systematic review of the literature (Coscioni, Teixeira, Castillo, & Paixão, *under review*; Coscioni, Teixeira, Portugal, & Paixão, *under review*) identified theoretical contributions in LPs across 93 articles and 15 theoretical approaches. Despite the differences between them, the theories encompass six theoretical dimensions briefly described in Table 4. The review also identified four defining features across the explicit definitions of the term. The ‘intentional nature’ describes LPs as either comprising or aiming to accomplish intentional states or representations. The ‘active nature’ indicates the point to which LPs prompt daily actions. The ‘meaningful nature’ reflects how LPs are directed by purposeful values. Lastly, the ‘dialectic nature’ acknowledges that LPs represent a connectedness between the individual and his/her surroundings. Even though identified as a defining feature, Coscioni, Teixeira, Portugal, and Paixão (*under review*) considered it more as a property. That is, rather than describing an LP’s defining component, it represents the direct impact of context and personal experiences in the LPs’ construction and implementation.

Regardless of the theoretical diversity, the review identified a significant number of articles that neither refer to any theoretical approach nor explicitly define the term. Hence, the term LP has been frequently used either as a sort of jargon or an imprecise scientific concept. Even though the review provided contributions toward a comprehension on LPs, a theory capable of integrating the theoretical dimensions and defining features identified is still lacking. In this article, we will introduce a comprehensive theory of life projects, a theory grounded on the systematic review reported and additional references. We will start by presenting a

framework on the general notion of project, from which we will subsequently introduce our notion of LP.

Table 4

LP theoretical dimensions described by Coscioni, Teixeira, Portugal, and Paixão (*under review*)

Dimension	Description
Volitional-strategic dimension	LPs are complex psychological formations comprising goal setting, planning, and action. By entailing a commitment on the accomplishment of something, LPs embrace intentional structures and actions. This dimension did not relate to any theoretical approach. Nevertheless, it clearly associates with action theories (e.g., Kuhl, 1984; Nuttin, 1980/1984) not found in the review.
Dialectic-contextual dimension	LPs are influenced by the physical and symbolic resources available in the context. It does not imply a social determinism since human beings are active producers of their contexts. This dimension is mostly embraced in psychosocial and social-phenomenological theories (e.g., D'Angelo, 1986; Velho, 1994/1999).
Biographic-identity dimension	LPs entails an intended future that direct prospective biography and, thus, hold an identity value. Hence, LPs relate to narrative identity and, consequently, to life experiences and autobiographic memories. This dimension is mostly discussed by postmodern theories (e.g., Giddens, 1991).
Teleological-existential dimension	LPs refer to meaningful values and their goals ascend to the category of purpose. They are expressions of a human condition of being directed toward the future in order to ascribe meanings to actions and life. This dimension is mostly underlined by existential-phenomenological theories (e.g., Sartre, 1943/1978).
Historical dimension	LPs are products of modernity. With the rise of industrial revolution and anthropocentric worldviews, time has become something to be optimized and human beings have been assigned as responsible for their own lives. These were the historical conditions for a modern life oriented toward the future. With late modernity, time orientation has been moved back toward the present due to the uncertainty of life. This dimension relates to postmodern and anthropological theories (e.g., Boutinet, 1992; Giddens, 1991).
Developmental dimension	LPs have genesis in adolescence due to maturational and social processes. The maturational processes entail the acquisition of hypothetical-deductive thinking through which adolescents can create abstract systems and theories. These formal structures allow for complex anticipations and, thus, the creation of LPs. The social processes, in turn, reflect social expectations prompting certain developmental tasks. Adolescent tasks comprise the integration into the adult world through the creation of an LP. This dimension associates with developmental theories (e.g., Damon, 2008; Inhelder & Piaget, 1955/1958).

Project: both verb and noun

In Sartrean ontology, the term 'project' plays an important role as a unit of analysis of consciousness. According to Sartre (1943/1978), consciousness is constantly directed toward the future. The theoretical route that led him to reach this conclusion is rather beyond the scope of this article, and the interested reader may find ample information elsewhere (e.g., Barnes, 1992). With our purpose in mind, suffice it to understand that when Sartre (1943/1978) stated

the directness of consciousness toward the future, he meant it is continuously seeking a still absent object. The project embodies the means through which consciousness tries to bring this object into being. As voiced by Barnes (1978), the project refers to the consciousness' "choice of its way of being and is expressed by action in the light of a future end" (p. 633). Considering this definition, the project is "both verb and noun" (p. 633). It is a noun to the extent that it represents a choice to be pursued as an end; it is a verb since it embodies the actions undertaken in the light of such end.

Sartre (1943/1978) conceived even the most trivial choices and actions as expressions of a project. However simple it may seem, drinking a glass of water is a project just as much as becoming a medical doctor. Both examples entail objective situations that are still absent (enjoying the water; being a doctor), ones that become ends for a set of actions (drinking; studying). Sartre (1943/1978) acknowledged that all projects relate to an internal structure encompassing one's original choice and subsequent deliberations. He first entitled this structure as 'fundamental project', though in subsequent works he used the single word 'project' in both senses – either as a fundamental or an ordinary project. From the very trivial to the most essential choices and actions, the project plays an existential role in Sartrean philosophy as a means through which human beings define themselves (Sartre, 1947/2007).

Jean-Paul Sartre was criticized for not considering the material condition of human lives. In response, Sartre (1957/1963) provided a dialectic method that conceived project as a subjective surpassing from an objective situation toward another. The starting objective situation is defined as 'the given', which represents the material condition of existence at the moment when one initiates the project. The final objective situation corresponds to the objective situation that the project brings into being. The project starts with the internalization of the given by means of which it turns into a subjective experience. Subsequently, one denies the internalized situation by electing the object that the project tries to reach. The object becomes the end of actions that, in turn, change the situation. The new objective situation is, then, a new embodied given and becomes the starting material condition for a new project. Thus, the project is neither solely subjective nor objective, but "the moving unity of subjectivity and objectivity" (Sartre, 1957/1968, p. 97).

Sartre's philosophy has been ignored and criticized over the past decades in several theories that also referred to the notion of project. For instance, Little (2007) acknowledged that in the time prior to the development of his personal projects' theory, he became aware of the notion of project in Sartrean existentialism and other fields. Thus, he added the adjective 'personal' to his concept as a means to differentiate the ideas. In addition, Boutinet (1992)

criticized Sartre for conceiving the project as a human condition. In opposition, he described it as a result of modernity, that is, not an element of human cognition, but rather a social paradigm. Another critique refers to the comprehension of existentialism as an individualist approach (e.g., Gergen, 1994), which does not seem a fair critique if one considers Sartre's dialectic method.

Despite the critiques, we reinforce Sartre's (1957/1968) conception of project as a structure encompassing one's will, actions, needs, and thoughts. The project entails both internal processes leading to choices and the actions undertaken due to such choices. Nevertheless, other theories presented more restricted definitions of project, either as a process or a representation prior to actions, or a set of interrelated actions.

Schutz, Nuttin, and Boutinet are three of the main exponents of the idea of project as a process or representation preceding actions. Schutz (1953/1962) defined project as the "anticipation of future conduct by way of phantasying" (p. 20), a condition for action, which he described as the "human conduct [...] based upon a preconceived project" (p. 19). He borrowed the term 'voluntative fiat' from William James to describe an inner command responsible for turning a project into a purpose, which then prompts actions. Schutz recognized a hierarchical organization of projects by defining 'plan' as a system of projects, and 'plan of life' as a system of plans. Nuttin (1980/1984) defined project as a programmed sequence of steps, the product of processes prior to action that are responsible for its execution. Thus, he conceived project as a representation, not a process. He also described a hierarchical organization of projects, yet he regarded project and plan as synonyms.

Boutinet (1992) conceived projects as operational anticipations to the extent they refer to a personal future one seeks to bring about. Additionally, he featured projects as partially-determined since they are continuously resumed and reviewed in order to achieve a desired future. Projects contrast to plans, ends, and goals, which are well-determined operational anticipations. Ends are representations of the immediate objective situation that an action aims at. The objective situation represented by a goal may not be directly achieved by the current action. When one learns French before a trip to Paris, learning French is the end of the action, whilst communicating with Parisians is the goal. Lastly, plans are representations of the programmed steps to reach goals or ends. Boutinet's definitions of projects and plans differ from those of both Schutz and Nuttin. In contrast to Nuttin (1980/1984), Boutinet did not conceive project and plan as synonyms. Oppositely to Schutz (1953/1962), Boutinet defended that a project is directed by plans, and not the contrary. Despite the differences, they all

conceived project as a process or representation preceding actions so that project and action are different stages of motivated behavior.

Little and Young are two of the main proponents of the idea of project as a set of actions. Little (2007) defined personal project as “extended sets of personally salient action in context” (p. 25). As extended sets, personal projects do not embrace the most trivial actions, such as drinking a glass of water. In his theory, ‘action’ refers to the manifest behavior as well as to the cognitive, affective, and conative processes that feature action as an intentional behavior. These processes are entitled ‘internal processes’ of action and correspond to the notion of project expressed by Schutz, Nuttin, and Boutinet. Contextual action theory, mostly developed by Young et al. (2002), shares similar definitions of action and project. Action is a process comprised of manifest behavior, internal processes, and social meaning. Above action, project is “a goal-directed *mid-term* process comprising individual and group actions” (Domene et al., 2015, p. 154, *our italic*). Therefore, whilst Schutz, Nuttin, and Boutinet conceived project as prior to action, Little and Young considered it a set of actions.

It is our view that project is a process embracing both the internal processes of actions and the execution of actions itself. This definition resembles what Little (2007) and Young et al. (2002) described solely as action. We refer to action as the behavioral component of a project, which is additionally comprised of motivational, cognitive, volitional, and affective processes. Referring to these processes as mere components of action strikes us as a restricted perspective, especially if one considers the extensive literature on the gap that separates intention and action (Ajzen, 1985). Along the same vein, our definition aligns neither with Schutz, Nuttin, and Boutinet, who described project as a process or representation prior to action. By conceiving project as a process integrating both internal processes and behavior – choices and actions – we concur with Sartre, who defends that the project is a unit of analysis of consciousness.

In the next section, we will introduce the relationships between internal processes and behavior throughout the construction and implementation of projects. Figure 4 graphically represents our model. Rather than reintroducing Sartrean ontology or dialectic, we will describe such processes in the light of psychological terminology. Our model is mostly grounded on the relational theory of dynamic behavior (Nuttin, 1980/1984) and also in the action control theory (Kuhl, 1984). Even though Nuttin (1980/1984) presented a restricted definition of project, he created a framework on motivated behavior that describes the different processes interwoven while a project is formulated and implemented. We are not equating the notions of project and motivated behavior; rather, we are stating project as a unit of analysis of intentional behavior

(that is, of action). Action control theory, in turn, grounded our notion of self-regulatory processes mediating the relations between motivation, intention, and action. Lastly, we do not completely agree with Sartre since some aspects of our theory also conflict with his ontology. Nevertheless, we fully agree with his conception of project as a complex structure (or better, a process) encompassing choices and actions, “both verb and noun” (Barnes, 1978, p. 633).

Project: from motivational tendencies to actions

A project starts from the continuous relationships of a person in a context by means of which perceptual and motivational processes take place. By getting in touch with the context, the person perceives the physical reality in a very particular way that depends not only on the information processing at the sensory level, but also upon a set of symbolic references. Therefore, even though we are referring to perception, other cognitive processes are interwoven in this task, such as memory, attention, estimation, etc. These cognitive functions allow the person to grasp the social and physical reality in order to transform it into a meaningful situation (Nuttin, 1980/1984). In Sartrean dialectic, this is described as the subjective internalization of the objective situation (Sartre, 1957/1963). In Nuttin’s (1980/1984) theory, the perceived meaningful situation is entitled behavioral world.

According to Nuttin (1980/1984), motivation is “a continuous dynamic orientation that regulates the ongoing interaction between the individual and his behavioral world” (p. 75). As the behavioral world is created, motivational tendencies arise and ‘required’ relationships between the person and the context are set. Nuttin (1980/1984) referred to these required relationships as ‘needs’ and to their concrete manifestations in specific situations as ‘motives’. The needs aim at the organism’s optimal functioning, following both innate and developed standards. The innate standards describe physiological needs (such as thirst) and some general psychological needs (such as autonomy), which may assume very different manifestations throughout a person’s life. The developed standards represent the various shapes assumed by these innate standards, i.e., the particular way that the innate needs are transformed in the life of everyone. Thus, they refer to the goals one sets for oneself.

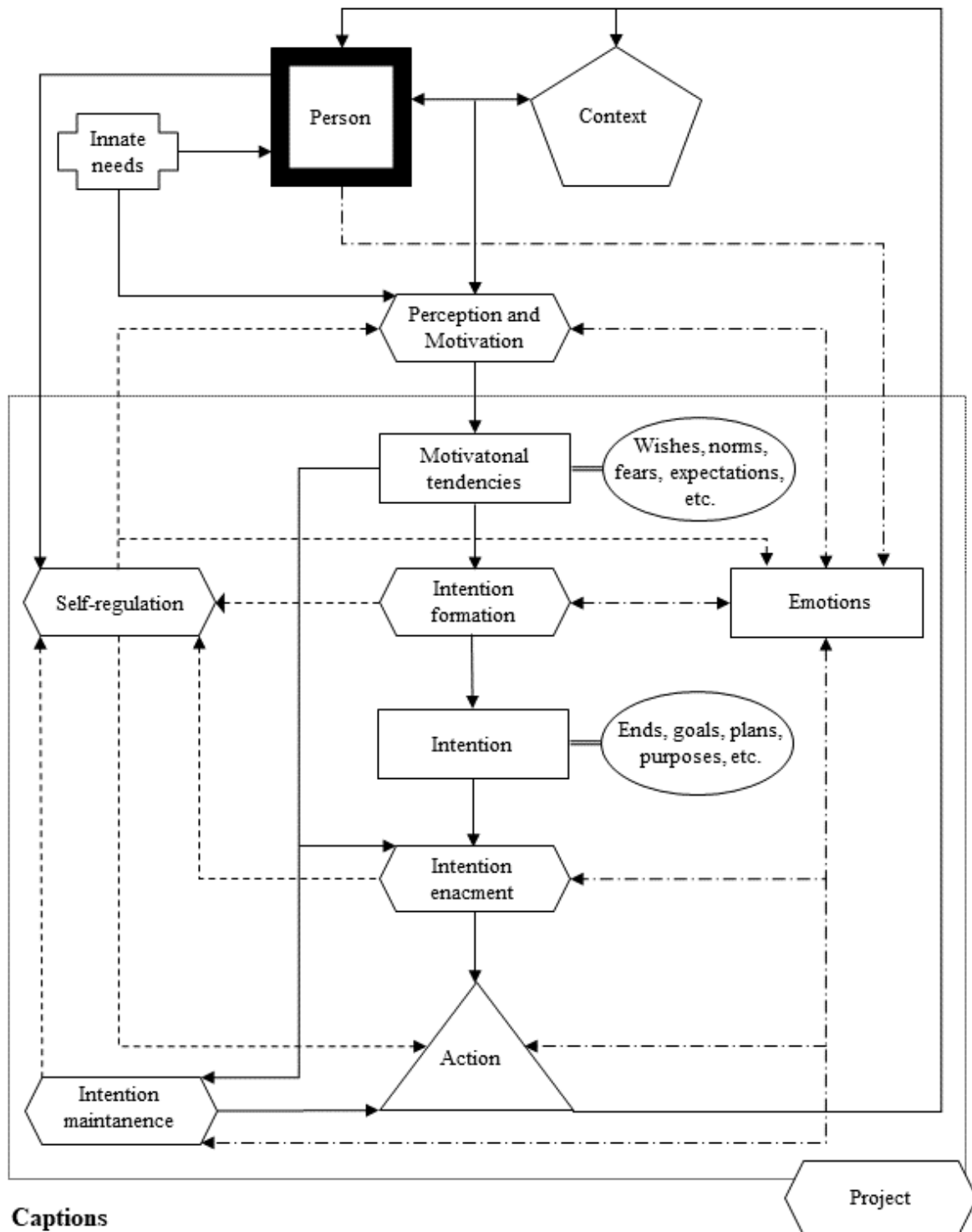
Different theories have described several motivational tendencies arising during one’s interactions with the context. The expectancy-value theory (Atkinson, 1964) referred to two types of states, values and expectancies. ‘Values’ pertain to the importance and relevance ascribed to a state of affairs. ‘Expectancy’ entails the subjective confidence on the accomplishment of an outcome. Since expectancy relates to estimation processes, it has also

been described as a cognitive variable. Nuttin (1987) voiced that expectancy may only be conceived as a motivational tendency if it is related to a valued state of affairs, otherwise it would reflect a purely cognitive nature. He described two types of expectancies without motivational impacts. First, the expectancies followed by anticipations with which one is not emotionally invested – such as when a meteorologist expects a sunny day. Second, the expectancies derived from a passive attitude by which one expects something to happen the same way it has happened before – such as when one opens the tap expecting water to flow out.

In addition to value and expectancy, several other motivational tendencies have been described. Seginer (2009) underlined ‘control’ as a motivational component of future orientation, a state of expectancy on the causal attribution of an outcome. ‘Urgency’ describes the priority of an action with respect to a time limit (Dörnyei & Ottó, 1998). If an action becomes a priority, it sees its importance increased and, thus, urgency may be conceived as having a sort of value. As for ‘perceived difficulty’ (Dörnyei & Ottó, 1998), it may relate to both value and expectancy. An individual who likes challenges may ascribe value to a difficult task. Yet, if a task is perceived as difficult, one may lessen the expectancy of success. There are several other motivational tendencies described by other theories and, to our knowledge, they all seem to be potentially reduced either to value, expectancy, or both – though having specific features.

Motivational tendencies are very often linked to cognitive representations. A value derived from personal preferences is usually named a ‘wish’ (Nuttin, 1980/1984). When the value derives from a social pressure or agreement, it usually denotes a ‘norm’ (Ajzen, 1985). A value may arise not only due to personal or social preferences but due to a threat, which embodies a ‘fear’ (Seginer, 2009). ‘Expectation’ is the most direct cognitive representation of an expectancy (Coscioni, Teixeira, Damásio et al., 2020). The list is endless and very often the same term is used to express both states and representations. For example, the term value has also expressed a moral principle (Inhelder & Piaget, 1955/1958), which is an idea. The linguistic overlapping between states and representations reflects the inherent complexity of any description of psychological phenomena. When Nuttin (1987) described the psychological instances related to action, he did not refer to states and representations separately. Rather, he acknowledged that motivated behavior occurs through the processing of ‘cognitive-dynamic structures’ arising along the interactions between the person and the context.

Figure 4
Projects' antecedents and components



Captions

- | | | | | | |
|-------------|--------------------------------------|---|-----------------|---|-----------------|
| → | usual relations | □ | integration | ⬡ | processes |
| - - - → | activated in case of difficulty | ▣ | person | □ | states |
| - · - · - → | activated due to affective phenomena | ⬠ | context | ○ | representations |
| ≡ | link | ⬢ | human condition | △ | behaviors |

Source: This picture was designed for this study

The activation of cognitive-dynamic structures is influenced by what Nuttin (1980/1984) described as relational aspect of personality, i.e., the persistent patterns of motives arising from the relationships between the person and the context. Thus, needs prompt the development of both motivational tendencies and personality. Several terms have been coined to describe this relational aspect of personality, such as interests (Holland, 1959), personal striving (Emmons, 1989), life theme (Csikszentmihalyi & Beattie, 1979), and fundamental project (Sartre, 1943/1978). These terms refer to different levels of analysis of personality (McAdams, 2008a). Yet, they all describe the tendency of individuals to be driven toward certain categories of objects, to the detriments of others.

The self-regulatory dispositions also regulate how motivational tendencies arise. Even though their effects vary considerably, the self-regulatory dispositions all share a controlling function that impacts perceptual and motivational processes taking place when one gets in touch with the context. For instance, optimism (Scheier & Carver, 1985) and hope (Snyder et al., 1991) relate to positive expectancies. Self-efficacy (Bandura, 1997) and locus of control (Rotter, 1966) associate to generalized expectancies in terms of the causal attribution of valued outcomes. Consistency of interest (Duckworth et al., 2007) relates to the maintenance of values. Several other examples may be provided as the list is long.

The context plays an important role on the motives' arousal, not simply as the physical source of perception but as their raw material. As voiced by Sartre (1957/1963), the project contains within itself the objective situation that it seeks to surpass. As much as one acknowledges a wish as personal, this wish is potentially shared with other members of the same cultural group (Velho, 1994/1999). Additionally, people in context may interact and co-construct projects, which is described in contextual action theory as 'joint action' (Young et al., 2002). We are not assuming a social constructionist perspective that denies human agency. We do, however, agree that reality is socially constructed, yet for reality to exist, it must be lived to some extent as a personal experience. Hence, our perspective shares assumptions of social constructivism, according to which individuals construct reality via cognitive processes grounded on social relationships (Young & Collin, 2004).

By getting in touch with context, several motivational tendencies simultaneously arise, with some of them conflicting. Let's suppose a person who received two job proposals taking place at the same time during the week. As they are competing interests, he/she will need to decide between one or the other. The subsequent state of decision-making is an intention, which, in contrast to motivational tendencies, implies commitment (Kuhl, 1984). The 'psychological sense' of intention contrasts with its philosophical sense. In philosophy,

intention is a relational concept describing a propositional attitude toward an object (Kuhl, 1994). In psychology, intention is a state related to two types of representations. First, the representations of the objective situations sought by the intention, which correspond, from the most proximal to the most distal level of analysis, to an end, goal, or purpose. Second are the plans, which represent the programmed sequence of steps toward an end, goal, or purpose.

Several theories have described the transformation of motivational tendencies into intentions. Sartre (1957/1963) voiced that, after the internalized situation is denied, one elects a new objective situation to bring it to being and, thus, act in the light of such an end. Nuttin (1980/1984) stated that motives are cognitively channeled in order to become goals and plans that, in turn, drive actions. Nurmi (1991) described the motivational stage of future orientation as the transformation of abstract values, motives, and interests into concrete goals. The second stage in his framework is planning, which encompasses the organization of the steps toward the goals and their subsequent execution. Seginer (2009) created a framework on future orientation in which the relation between motivation and behavior is partially mediated by a cognitive stage responsible for the acknowledgment of hopes and fears. The expectancy-value theory (Atkinson, 1964) posited that the transition from motivational tendencies to actions occurs by the selection of the strongest of all competing tendencies.

As briefly illustrated in the previous paragraph, most motivational theories created frameworks in which motivation, intention, and action are automatically successive stages in a chain reaction. Once motives arise, one automatically acts according to the strongest set of motivational tendencies. Intention, in turn, is a cognitive process in which these motivational tendencies are transformed into clearer representations of goals and plans. These chain reaction frameworks seem imprecise if one considers the well-documented gap between intention and behavior (Ajzen, 1985). For instance, a person may intend to be on a diet and yet eat a chocolate cake. Action control theory (Kuhl, 1984) sought to investigate this gap by differentiating motivation and volition as two separate, albeit related, psychological processes.

Kuhl (1984) referred to volition as a set of self-regulatory processes controlling and energizing the formation, enactment, and maintenance of intentions. He listed six volitional processes: (1) Selective attention, in which one selectively strengthens the activation and processing of specific features in the context; (2) Encoding control, in which one selectively encodes specific features of the perceived object; (3) Emotion control, in which one facilitates or debilitates the effects of emotions; (4) Motivation control, in which one facilitates or debilitates the effects of motivational tendencies; (5) Environment control, in which one actively manipulates features in the context; and (6) Parsimonious information processing, in

which one terminates the process of generating information. These processes are directly influenced by the personal dispositions previously featured as self-regulatory. As seen in Figure 4, self-regulatory processes are activated whenever one faces difficulties with regard to the formation, enactment, or maintenance of intentions. They are able to control perceptual and motivational processes, emotions, or prompt actions aiming to control the environment.

According to Kuhl (1984), intentions are not merely admitted according to a quantitative criterion selecting the strongest of all competing tendencies. Rather, qualitative admission rules can lead one to select nondominant motivational tendencies, which, thus, activate volitional processes. By considering the possibility of nondominant motivational tendencies being admitted as intentions, we are able to understand why some intentions are enacted or maintained with greater or lesser difficulty. Thus, rather than a simple stage in a chain reaction, intention formation is a complex process involving several psychological systems.

Once an intention is admitted, it does not mean it will be enacted. A voluntative fiat must supervene in order to prompt actions. Like Schutz (1953/1962), we borrowed the term voluntative fiat from William James, although we use it with a slightly different meaning. Rather than affirming the transformation of a project into a purpose, a voluntative fiat transforms an intention into an active project. Purpose is a cognitive representation of an intention, thus, a component of a project and not its subsequent stage. Even though Schutz used the term purpose to describe trivial actions and choice, the term has been used to portray enduring and meaningful intentions (Damon, 2008). Above ends and goals, purpose occupies a higher hierarchical position in the analysis of the content of intentions.

Action is defined as an intended behavior (or an enacted intention), which may be either overt or covert. Overt actions take place in the outer world, such as walking or talking. Conversely, covert actions are cognitive behaviors, such as solving a math problem. In contrast to other theories (e.g., Little, 1983), we do not separate planning and action as different stages of a project. Let's suppose a man is planning to visit a friend and, thus, thinks about the route he might take. In our view, thinking about the route is an action just as much as taking the route. Additionally, planning may also include overt actions, such as typing the address in an app that calculates routes. The disregard of planning as an action might be related to its linguistic proximity with the term plan, which describes a representation. Yet, planning comprises actions via which one organizes the means and resources to reach a goal. A potential outcome of planning is the optimization of plans. Thus, we rather prefer the term 'organization'

instead of planning. Even though we may differ organization from the subsequent execution, organization is an active phase of a project just as much as execution.

The enactment of intentions is influenced by motivational tendencies, yet the motives interwoven in this process might be different than those regulating intention formation. Kuhl (1984) underlined the effect of motives in these two processes as choice motivation and effort motivation, respectively. For instance, values and expectancies of success are mostly interwoven during the process of intention formation, whilst expectancies of causal attribution and self-efficacy are mostly motivating effort. The acknowledgment of motivational processes in different stages in a project corroborates a dynamic comprehension of motivation, which, in turn, rejects the idea that motivated behavior occurs as a chain reaction. Just as in intention formation, one may face difficulties with the enactment of intentions and, thus, activate self-regulatory processes.

After the enactment of intention, actions modify either the context, the person, or both. Consequently, new motivational tendencies arise, which, in turn, may provoke the formation of new intentions as well as the rejection of previous ones. The enactment of an intention does not imply that the actions in course will be continuously taking place until they reach the intended goal. The persistence of action depends upon whether the intention is maintained, which is jointly influenced by effort motivation and self-regulatory processes. At any time, the intention may be modified or abandoned (Kuhl, 1984).

Lastly, we want to address the role of emotions while the projects are ongoing. When we speak of emotions, we also include their extended and cognitively processed states and representations, such as feelings, affects, and moods. In our model, the separation of emotion, cognition, and motivation is only theoretical. Emotions are states inherently related to the cognitive-dynamic structures arising when a project is constructed, and they may either energize or drain its intentional nature. As seen in Figure 4, emotions may arise and affect projects in each and every one of their stages and, thus, regulate perceptual, motivational, and behavioral processes (Young et al., 2002). Dispositions and moods may also interfere with the generation and maintenance of emotions. Lastly, self-regulatory processes may be activated in order to facilitate or debilitate the effects of emotions during the projects' construction and execution (Kuhl, 1984).

From projects to life projects

We conceive project as a process comprising the formation, enactment, and maintenance of intentional structures and actions. Rather than a process or representation prior to action, our conception includes action as its behavioral component. On the other hand, rather than a set of actions, our definition highlights the intentional structures activated before and during the action. Our model describes a process in which a person, in interaction with the context, grasps it as a meaningful situation from which motivational tendencies arise. These motivational tendencies are transformed into intentions, which, subsequently, prompt actions. The transition from motivational tendencies to action does not occur like a chain reaction but is mediated by motivational, cognitive, volitional, and affective states, representations, and processes. As the intentions are enacted, they modify both the context and the person, which may lead either to new intentions or to the rejection of old ones. Like Sartre (1943/1978, 1957/1963), we describe project as a subjective surpassing between two objective situations, a process integrating choices and actions.

The reader might inquire as to how our definition of project differs from other concepts previously introduced, such as volition, intention, and purpose. Our definition of volition describes it as a psychological process that controls and energizes the formation, enactment, and maintenance of intentions. Volition is, thus, a process that controls and energizes projects in case one faces difficulties. Second, intentions are states experienced during the construction and execution of a project, a sort of commitment that leads to the creation of purposes. Purposes, in turn, are representations of meaningful goals to be accomplished in the future. Therefore, intention (a state) and purpose (a representation) are not synonyms of project, which is a process embodying the activation of both, intention and purpose.

From an etymological perspective, project means ‘thrown forward’ (Partridge, 1966). Some words deriving from the term still hold this explicit meaning, such as projectile. For instance, an arrow is often defined as a projectile that is propelled forward by a bow. However, an arrow may only be conceived as a projectile when it is shot forward. If immobile, an arrow is only potentially a projectile. The action of being shot forward turns the arrow into a projectile. Metaphorically speaking, just as an arrow turns into a projectile only when it is thrown forward, an intention turns into an active project only when it assumes a concrete course of actions that pushes one forward, into the future.

Our definition of project is also familiar to the use of the term in other fields. For example, when one thinks of a research *project*, one often imagines a written document in which the research’s goals and method (a plan) are described. However, the idea of research

project may also refer to the actions already in-progress to achieve the research goals – such as when we are asked “How is your project going?” The actions in-progress represent the intentional actions in our definition. The research goals and method, in turn, represent the intentional structures shared by the research team.

Our processual comprehension of projects illustrates forms from the most trivial to the most fundamental choices and actions. Drinking a glass of water may be a project just as much as making the world a better place. Both situations evoke the formation, enactment, and maintenance of intentional structures and actions, yet the latter certainly comprises more complex choices and actions. The reader might think it curious to consider drinking water as a project. It does indeed sound strange to say “I have a *project* of drinking a glass of water in the next minutes”. However, the use of terms in daily language may substantially differ from its use in science. Some theories corroborate the idea of project as mid-term processes (e.g., Young et al. 2002), though the first theories on the theme refer to project as taking place even in the most trivial actions and choices (e.g., Sartre, 1943/1978).

A project always denotes a situation and a time framework. A situation describes the circumstances in which the project takes on a meaning. For instance, a person who is drinking water may have just come back from the gym and is incredibly thirsty. For more complex projects, elements from an individual’s personal back story might be evoked, as in the example of a formerly selfish and despicable person who, on realizing that he/she has an incurable illness and is about to die, tries to make the world a better place to make amends for past wrongdoings. The situation of a project is always described in a time framework. A woman entering a bakery might be projecting to simply buy bread. In the mid-term, the same behavior may be conceived as part of her project of taking food to her mother. In the long-term, the behavior may refer to the woman’s project of being a good daughter. Therefore, the situation and time framework considered determine the level of complexity of the project analysis.

The interrelations of projects encompass a hierarchical system in which minor projects are integrated in order to attain projects in a higher rank order position. Let’s think again about the man who is about to visit a friend. His project comprises a set of interrelated minor projects, such as thinking about the route to take, looking for his car keys, and so on. The pre-actional phase of some projects corresponds to the active phase of others. When the man is thinking about the route he might take, he is evaluating different motivational tendencies – as in which is the fastest route, whether or not he might find a traffic policeman (given that his license is expired), etc. Thinking about the route is the pre-actional phase of the project of driving on a specific route, although it is already an action of the project of visiting his friend.

The goals of projects in higher hierarchical positions tend to relate to meaningful aspects of the self and, thus, ascend to the category of purpose. The visit to the man's friend may relate to his project of getting closer to Peter, who has recently got divorced. Getting closer to Peter, in turn, may be part of his project of getting back in touch old friends. In the mid-term, between immediate and purposeful projects, we may refer to what Little (2007) defined as personal projects. Little does not conceive the most trivial actions as projects, yet his framework is very congruent to ours when it comes to mid-term projects. Indeed, short-term projects are hardly ever featured as personally salient. Buying bread may only be noticed as the action of a personally salient project if analyzed over the mid to long-term – e.g., the woman is taking bread to her mother in order to be a good daughter.

In contextual action theory (Young et al., 2002), the term 'career' entails the highest level in a hierarchy of mechanisms of action in which actions and projects occupy the two first levels, respectively. It embodies "a construct that people use to organize their behavior over the long term" (Young & Valach, 2000, p. 188). Even though the term career is often associated to work, in contextual action theory it may embrace projects from different life domains. Thus, the term is frequently equaled to the notion of 'life story'. Curiously, when Young et al. (2002) discussed their notion of career, their attention was focused on the internal processes of action rather than on action itself. This corroborates our assumption that a comprehensive conception of project must ascribe greater theoretical relevance to the internal processes taking place prior and concurrent to action.

Projects may be heuristic systems for the interpretation and construction of narratives. As voiced by McAdams (2008a), "stories are the best vehicles known to human beings for conveying how (and why) a human agent, endowed with consciousness and motivated by intention, enacts desires and strives for goals over time" (p. 244). When one tells a story involving people, the story is quite often a narrative of projects. This is particularly true when the story is a narrative of a person's life. The story of intentional beings told by themselves comprises what McAdams (2008a) defined as 'narrative identity', "an individual's internalized, evolving, and integrative story of the self" (p. 242). Narrative identity integrates motivational tendencies, goals, plans, and actions. As a narrative, it depends upon the social signs of the language in which it is told. Thus, the story of the self is told as a project in a long-term framework. It is a story that integrates several mid-term (personal) projects.

Narratives can make connections among projects not only retrospectively but also prospectively (Young & Valach, 2004). In narrative identity, both the autobiographic past and the imagined future exert influence on the creation of a coherent story that may "provide life

with some semblance of unity and purpose” (McAdams, 2008a, p. 243). How conscious narrative identity and well-being relate is affirmed by postmodern theories that emphasize the importance of such stories in a historical time characterized by uncertainty (e.g., Giddens, 1991). Narratives may also guide the formulation and implementation of projects. As voiced by Young et al. (2002), “the overall story or narrative supplies a framework within which to understand the particular and act in the present. In this way, career [life story] is constructed and the future of career is suggested” (p. 220).

We conceive as ‘life project’ (LP) the integration of short to long-term projects that are evoked when one prospectively narrates the intended future of one’s life story. As voiced by McAdams (2008b), LP refers to “something that you have been working on and plan to work on in the future chapters of your life story” (p. 4). It embraces projects that, in possessing a meaningful nature, provide both a guide to daily actions and a sense of unity and purpose in life. It describes how one has been trying to reach what one intends to do and who one intends to be in the future. An LP is simultaneously a product and a producer of narrative identity. It is a product to the extent that it may be narrated as the intended future of life story. And it is a producer since it is a long-term project, a process integrating intentional structures and actions that, altogether, drive the accomplishment of the intended future of life story.

Life project: a comprehensive definition

We define LP as “an ongoing evolving process comprising the formation, enactment, and maintenance of intentional structures and actions that, altogether, encompass a long-term, meaningful, and prospective narrative capable of driving decisions and efforts in daily life”. To put it more succinctly, LP is “an ongoing evolving project that encompasses a long-term, meaningful, and prospective narrative capable of driving decisions and efforts in daily life”. If the reader is attentive, he or she will have noticed that the words reduced to the term ‘project’, in the second definition, embrace the exact same words of our definition of project. Thus, an LP is, first and foremost, a project, yet one with specific features. As a project, an LP is composed of cognitive, motivational, volitional, affective, and behavioral states, representations, and processes interwoven in order to modify both the projector and the context (Figure 4). The other elements of the definition show how LP differs from other types of projects.

As an *ongoing evolving* process, an LP is continuously in-progress and continuously changing. It is continuously in-progress since it refers to projects already enacted. An LP may

include projects yet not enacted although it must necessarily imply ongoing actions. In turn, an LP is continuously changing due to its situational nature. An LP is a provisional answer to personal and contextual demands, resources, and limitations. As apparently enduring as an LP seems to be, it may be radically altered due to changes in the context or in the perceptions about the self. A man who always wanted to be a pilot may discover he is color-blind and, thus, unable to pilot. He may also realize he does not have enough money to study aeronautics. He might still be interested in airplanes, yet his LP no longer includes being a pilot.

When we state that an LP's intentional structures and actions, *altogether, encompass a long-term, meaningful, and prospective narrative*, we are mostly endorsing its relation to narrative identity – particularly its *prospective* and intentional narratives. As simultaneously product and producer of narrative identity, an LP is a result and a process of self-conscious reflections about one's prospective biography. Everyone has wishes and thoughts about the future, though not everyone self-consciously reflects about them. Similarly, people are likely to be involved in projects aiming at future outcomes although it does not necessarily mean that they self-consciously reflect about them. An LP essentially implies a prospective narrative and, thus, may not be reduced to fancying, dreams, intentions, or a set of actions driven toward the future. In this regard, since not everyone constructs a self-conscious prospective narrative of an intended future, not everyone is aware of an LP. As a linguistic phenomenon, an LP is conscious or, at least, potentially conscious.

An LP's prospective narratives are *meaningful*, for it tells the story of the intended future of narrative identity. As one projects an intended future, one sets goals, creates plans, and enacts intentions in the light of meaningful purposes. Not all projects aiming at future outcomes integrate one's LP but only those seeking to provide a sense of unity and purpose in life. A person may be involved in a project that aims to reach a certain future outcome and self-consciously reflect about it. This project only integrates the person's LP if its goals hold a meaningful nature and, thus, ascend to the category of a purpose.

An LP integrates several short to long-term projects in order to encompass a single *long-term* narrative that entails what one intends for the future. One may section one's LP in several areas (usually by life domains), yet these sections are all part of a single LP. In some cases, one may narrate projects that conflict with each other, such as in the case of a teenager who is about to choose between being an engineer or an artist. One may interpret the example above as a situation in which the teenager has to choose between two conflicting LPs. What is conflicting, though, are two distinct goals. As a long-term narrative, an LP may find ways to allocate conflicting goals. The teenager may take a gap year and decide on his/her future

occupation only afterward. If a narrative cannot allocate conflicting purposes and projects, we may speak of a narrative which still requires further self-conscious reflection.

Lastly, when we assert that an LP is *capable of driving decisions and efforts in daily life*, we are referring to the property of narratives to guide projects and action. An LP refers to a set of purposes already enacted that, due to their meaningful nature, work as engines for daily decisions and efforts. Hence, an LP influences not only how one might live in the future, but also how one already lives in the present.

The theoretical framework introduced integrates all dimensions and defining features described in the systematic review of the literature carried out by Coscioni, Teixeira, Portugal, and Paixão (*under review*). By simultaneously encompassing goal setting, planning, and action, our definition of LP relates to the volitional-strategic dimension and the intentional and active nature. By acknowledging the relations between LP and narrative identity, our definition associates with the biographic-identity dimension. Lastly, by assuming that LPs' goals ascend to the category of purpose, our framework resembles the teleological-existential dimension and the meaningful nature.

The other dimensions and defining features described by Coscioni, Teixeira, Portugal, and Paixão (*under review*) are also implicit in our theory, although not directly underlined in our definition of LP. The dialectic-contextual dimension and the dialectic nature assert that LPs are influenced by contextual features as well as the active role exerted by people during the interaction with the context. Similarly, our theory assumes a social constructivist perspective according to which projects are constructed by cognitive processes directly grounded on social relationships. This assumption also corroborates the historical dimension, which mostly underlines the effect of historical time on people's LPs.

The historical dimension raises questions as to whether the general notion of project is a universal component of human cognition or a social paradigm arising from modernity. We accept that consciousness is driven toward the future. We are not affirming that people are predominantly future-oriented; rather, we are asserting that actions are guided by goals located in a short to long-term future. Whether this is a historical product of modernity or a human condition does not affect our previous assumptions. This question has not reached a consensual answer and shall only be answered with further anthropological research with human communities who have never been in touch with modern civilization (Coscioni, Teixeira, Castillo, & Paixão, *under review*).

Lastly, our theory also corroborates the developmental dimension, which mostly affirms that LPs are generated during adolescence due to maturational and social processes.

Our theory endorses that by asserting that LP comprises complex psychological processes that, in turn, depend upon the acquisition of hypothetical-deductive thinking. As for the social processes, they may be interpreted as social expectations derived from historical-cultural features of the context, something that our theory also acknowledges.

Our theoretical framework was successful in differentiating the notion of LP from other psychological terms, such purpose and personal project. Yet, we still need to distinguish it from other terms potentially seen as overlapping concepts. For instance, our description of LP is not a synonym of what Young et al. (2002) defined as ‘career’. Career described the integration of projects in order to allow for the interpretation of behavior over the long-term. It may not have an end point and may relate to undesired outcomes. One may speak of the career of a patient with a chronic disease as the integration of projects undertaken due to the disease – beginning a diet to gain weight, attending medical exams, etc. By contrast, an LP is an integration of ongoing projects aiming to accomplish the intended future of life story. Thus, it necessarily integrates projects aiming to reach meaningful outcomes. A patient with a chronic disease may be writing a book describing his or her *career* as a person with a chronic disease. The project of writing the book may integrate his or her LP of being a writer and helping other people dealing with their own *careers*.

The notion of LP has also been conflated with the notion of ‘life themes’ (Coscioni, Teixeira, Castillo, & Paixão, *under review*), defined by Csikszentmihalyi and Beattie (1979) as “a problem or set of problems which a person wishes to solve above everything else and the means the person finds to achieve solution” (p. 83). According to Savickas (2011a), the reflection on life themes may help people be aware of their concerns and, thus, guide their careers. The construction of narratives on life themes occurs when one recovers retrospective projects in order to seek for coherence across one’s concerns throughout life. Hence, life themes resemble what Sartre (1943/1978) conceived as fundamental projects – an internal structure encompassing original choices and subsequent deliberations. They also relate to what D’Angelo (1986) defined as ‘personality orientations’, the fundamental directions and goals comprising a system of values and meanings. D’Angelo stated that LPs are the means through which one operationalizes personality orientations in a concrete course of action. Therefore, life themes refer to features of the relational aspect of personality, whilst LPs embrace intentional structures and actions constructed considering one’s life themes.

By comprising representations of who one intends to be in the future, LPs are related to the notion of ‘possible selves’, i.e., “individuals’ ideas of what they might become, what they would like to become, and what they are afraid of becoming” (Markus & Nurius, 1986, p. 954).

Possible selves are mostly conceived as cognitive manifestations, yet inherently related to motivation and strategic behavior (Oyserman & James, 2009). The ideas people have regarding their lives in the future certainly impact the construction and implementation of their LPs. However, the notion of LP also implies the construction of a narrative that drives decisions and actions in daily life. Therefore, LPs integrate several possible selves in a prospective narrative that aims at reaching one's intended future.

The comparison between LPs and possible selves draws attention to the relationship between LPs and 'future time perspective'. According to Coscioni, Teixeira, Damásio et al. (2020), future time perspective is a term that may refer to several psychological constructs and processes. Some of these constructs describe personal dispositions that regulate how one deals with one's psychological future, which, thus, influence how LPs are constructed and implemented. On the other hand, future time perspective may also designate representations and processes undertaken when one faces one's psychological future – such as the possible selves. The term 'future orientation' is commonly used with this sense. As defined by us, LP denotes representations and processes undertaken when one narrates and acts toward one's intended future. Therefore, we may refer to an LP as a future time perspective variable, although one inherently related to narratives and identity processes.

Conclusions

This article introduced a theoretical framework which we entitled 'a comprehensive theory of life projects.' We started by presenting a theoretical model on the general notion of project, which we defined as "a process comprising the formation, enactment, and maintenance of intentional structures and actions". Our definition contrasts with two theoretical traditions: one conceiving project as a process prior to action; and another defining it as a set of interrelated actions. In our view, the former failed to consider action as the behavioral component of a project, while the latter ascribed reduced theoretical importance to the internal processes of action. Our definition is more comprehensive and entails project as a process embodying cognitive, motivational, volitional, affective, and behavioral components. More than simply pointing out the existence of such components, our model provided a framework on how they interrelate.

Projects may be conceived as a heuristic system for the construction of narratives, especially if the narrative is a life story. Narrative identity entails the interpretation of retrospective and prospective projects that, altogether, integrate both the autobiographical past

and the imagined future. Hence, life stories are often narrated as a long-term project that comprises short to long-term projects in order to provide a sense of unity and purpose in one's life. Narrative identity also holds the power to guide actions and, thus, direct prospective projects. We conceived LPs as the integration of short to long-term projects that are evoked when one prospectively narrates one's intended future. Therefore, an LP is simultaneously a product and a process of narrative identity. It is a product to the extent it embraces a narrative, and it is a process since it embodies the ongoing of enacted projects.

We define an LP as “an ongoing evolving project that encompasses a long-term, meaningful, and prospective narrative capable of driving decisions and efforts in daily life”. First and foremost, an LP is a project and, thus, comprises intentional structures and actions. It entails in-progress actions that provisionally attend to demands, limitations, and resources from the current situation. As it relates to narrative identity, it depends on self-conscious reflections constructing the intended future of life story. Thus, it integrates short to long-term projects which strive to achieve meaningful purposes. Due to its meaningful nature, it influences not only how one might live in the future but also how one already lives in the present.

Our theory is a comprehensive one since it embraces all theoretical dimensions commonly acknowledged in research and theories on LPs. Because of limitations on paper length, some aspects of our framework were less explored, such as the role of emotions, and potential correlates. We intend to address these and other issues in future publications. In subsequent works, we also intend to provide empirical evidence for our statements. The construction of a new theory, just like an LP, is an ongoing evolving process and we are still involved in the first steps, highlighting the bases of our object. Even though some of our statements may be subject to critiques, we believe we have addressed important issues that shall be considered in future theoretical and empirical researches in the field.

Part 3.

Empirical evidence

Chapter 5

Life projects' personal and contextual antecedents

Antecedentes pessoais e contextuais dos projetos de vida

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Abstract

This study outlined a theoretical model on life projects' personal and contextual antecedents. It consists of a qualitative study carried out via interviews with 26 Brazilian citizens, between 15 and 59 years of age, who were aware of plans for the next years of their lives. The interview content was assessed by way of a thematic analysis grounded on the comprehensive theory of life projects, self-determination theory, and action theories. The outlined model stressed the field of possibilities as the sociocultural dimension for the construction and implementation of life projects, which embraces one's autobiographical past, access to resources and opportunities, historical-cultural context, and interpersonal relationships. It is assumed that the field of possibilities influence participants' life projects directly and indirectly, with the mediation effect of developmental, volitional, and motivational features. The outlined model acknowledges components previously underscored by the theoretical dimensions of the comprehensive theory of life projects. This provides evidence that the theoretical dimensions constitute representative elements of participants' experience. Future studies still need to test the relationships outlined by the theoretical model in a confirmatory perspective.

Keywords: life projects, antecedents, theoretical model, qualitative methods.

Resumo

Este estudo delineou um modelo teórico sobre os antecedentes pessoais e contextuais dos projetos de vida. Trata-se de um estudo qualitativo realizado por meio de entrevistas com 26 brasileiros, com idades entre 15 e 59 anos, que estavam cientes de planos para os próximos anos das suas vidas. O conteúdo das entrevistas foi avaliado por meio de uma análise temática baseada na teoria compreensiva dos projetos de vida, na teoria da autodeterminação e nas teorias da ação. O modelo delineado destacou o campo de possibilidades como dimensão sociocultural para a construção e implementação de projetos de vida, o que abarca o passado autobiográfico, o acesso a recursos e oportunidades, o contexto histórico-cultural e as relações interpessoais. O campo de possibilidades influencia os projetos de vida dos participantes direta e indiretamente, com o efeito de mediação das características desenvolvimentais, volitivas e motivacionais. O modelo delineado reconhece componentes previamente salientados pelas dimensões teóricas da teoria compreensiva dos projetos de vida. Isso fornece evidências de que as dimensões teóricas constituem elementos representativos da experiência dos participantes. Estudos futuros ainda precisam testar as relações delineadas pelo modelo teórico em uma perspectiva confirmatória.

Palavras-chave: projetos de vida, antecedentes, modelo teórico, métodos qualitativos.

Introduction

When recounting the stories of their lives, people often recover past events and anticipate an intended future. The term life project (LP) refers to people's intended future. It comprises narratives that are construed on the basis of daily projects that people are engaged in as a way to attain meaningful outcomes (Coscioni, Teixeira, & Paixão, *under review*). Thus, LPs are simultaneously the product and the producer of people's narrative identity – i.e., “an individual's internalized, evolving, and integrative story of the self” (McAdams, 2008a, p. 242). As a product, LPs entail narratives seeking to provide a sense of unity and purpose in life. As a producer, they comprise intentional structures and actions directing daily life, the drivers for the construction of prospective narratives. Therefore, LP is a complex psychological construct associated with different aspects of people's lives, such as their identity, daily actions, motives, etc.

Coscioni, Teixeira, and Paixão (*under review*) created a comprehensive theory of LPs by integrating several theoretical perspectives, according to which an LP is “an ongoing evolving process comprising the formation, enactment, and maintenance of intentional structures and actions that, altogether, encompass a long-term, meaningful, and prospective narrative capable of driving decisions and efforts in daily life”. The theory was mostly grounded on Sartrean philosophy (Sartre, 1957/1963), action theories (Nuttin, 1980/1984), narrative identity theory (McAdams, 2008a), and a systematic review of literature that assessed the theoretical contributions to LPs across 93 articles (Coscioni, Teixeira, Portugal, & Paixão, *under review*).

The starting point was the systematic review's findings, which described six general theoretical dimensions revealing several properties, correlates, and antecedents of LPs (Coscioni, Teixeira, Portugal, & Paixão, *under review*). The *volitional-strategic dimension* entails psychological processes embodying the interrelations of goal setting, planning, and action. The *teleological-existential dimension* embraces the meaningfulness of LPs as providers of purpose. The *biographic-identity dimension* reflects the direct associations between LP and narrative identity. The *dialectic-contextual dimension* discusses the influence of context on LPs as well as the active role of people throughout the construction of LPs. The *historical dimension* pertains to the influence of historical time on people's LPs. Lastly, the *developmental dimension* emphasizes the effects of maturational and normative social processes on the genesis and development of LPs. These dimensions provided a broader knowledge on LPs yet their content often overlaps. The comprehensive theory of LPs

(Coscioni, Teixeira, & Paixão, *under review*) represents an attempt to integrate these dimensions into a single theoretical formulation.

Coscioni, Teixeira, and Paixão (*under review*) began by providing a definition of the general notion of project – i.e., “a process comprising the formation, enactment, and maintenance of intentional structures and actions”. The same words are also contained in their definition of LPs. Thus, first and foremost, LPs are projects, albeit with specific features. Their definition of project is based on Sartre, for whom projects were a structure encompassing choices and actions (Sartre, 1943/1978), a subjective surpass between two objective situations (Sartre, 1957/1963). This vision contrasts with two theoretical traditions that viewed projects either as an internal process prior to action (e.g., Nuttin, 1980/1984) or a set of actions toward a common goal (e.g., Young et al., 2002). Coscioni, Teixeira, and Paixão (*under review*) regarded projects neither as one or the other but rather an integration of both. Therefore, they reached a broader definition that positioned projects as a unit of analysis of consciousness and action, and a heuristic system for the construction and interpretation of narratives.

LPs are integrative systems of short to long-term projects evoked when people narrate the intended future of their life stories. They simultaneously comprise prospective narratives and the daily projects recovered for the construction of such narratives. This dual function leads into the conclusion that LPs are, at the same time, product and producer of narrative identity. Considering McAdams’ (2008a) three-level personality framework, LPs occupy the third level, the one pertaining to narratives. The two first levels refer either to dispositional traits or characteristic adaptations. The former describes a range of relatively enduring psychological variations, such as the Big Five personality taxonomy. The latter entails “aspects of psychological individuality that speak to motivational, social-cognitive, and developmental concerns” (McAdams, 2008a, p. 248). At this level, we may point out Little’s (1983) notion of personal projects, which are integrated for the construction of LPs. These three levels are not separate domains of personality but “three separate discourses for making sense of self” (p. 250).

The influences of action theories mostly associate with the acknowledgment of the processes and antecedents interwoven in the formation, enactment, and maintenance of LPs’ intentional structures and actions. According to Nuttin (1980/1984), projects may only be grasped by a relational framework which designates the individual and the environment as an inseparable unity. He referred to that framework as the behavioral world, i.e., the environment as perceived and conceptualized by the individual. The notion of behavioral world was also emphasized by Velho (1994/1999), although with different terminology. Velho described as

field of possibilities the “sociocultural dimension, the space for formulation and implementation of projects” (p. 40, *our translation*). Both Nuttin and Velho assumed that the influence of context on people’s projects was not restricted to its physical level. Historical-cultural features and past experiences directly influence the perceptions of context. Thus, the field of possibilities also comprises biographical, historical, and cultural elements.

As the individual gets in touch with the environment, a sort of dynamic arises and sets required relationships between one and the other. Nuttin (1980/1984) referred to such dynamic features as needs, which are responsible for involving and directing the organism’s optimal functioning. He listed several types of needs, which share some resemblance with the three basic psychological needs as identified by self-determination theory: autonomy, competence, and relatedness (Ryan & Deci, 2000). Autonomy refers to the need to organize personal experience in congruence with one’s integrated sense of self. Competence associates with the need to feel effective in one’s actions. Lastly, relatedness refers to the need to connect with other people. Several empirical findings illustrate that the nourishment of such needs works as a driver for psychological growth and well-being (Ryan & Deci, 2000). According to Nuttin (1980/1984), needs affect not only the development of motives but also personality.

By integrating different theoretical perspectives, the comprehensive theory of LPs acknowledged several personal and contextual antecedents affecting the construction and implementation of LPs. However, as posited by its own authors (Coscioni, Teixeira, & Paixão, *under review*), the theory still lacks a framework illustrating the effects of such antecedents as well as the associations between them. Therefore, the purpose of this study is to outline a theoretical model of LPs’ personal and contextual antecedents. The model outlined and subsequently described was founded on the comprehensive theory of LPs and on a qualitative study carried out via semi-structured interviews. Our participants were 26 Brazilian citizens from 15 to 59 years of age, with this age range selected given our intent to overcome the prevalence of studies carried out solely with adolescents and young adults (Coscioni, Teixeira, & Paixão, *under review*). The specific goals were: (1) to characterize participants’ LPs as well as to identify their personal and contextual antecedents; (2) to comprehend the associations between participants’ LPs and their identified personal and contextual antecedents.

Method

Participants

Twenty-six Brazilians living in Southern Brazil participated in this study. Participants were recruited either via online advertisements or references provided by acquaintances of the research team members. Eligibility criteria included: age between 15 and 60 years old; and being aware of plans for the coming years. Adolescents younger than 15 years old were not included either because they are more likely to have little awareness of LPs or because they tend to have unrealistic thoughts or concepts regarding their future. As for people over 60 years of age, they were not included due to the significant changes associated with the beginning of retirement and in consideration of life expectancy and a potentially shorter period of life remaining. The last inclusion criterion was applied as an attempt to access participants who were aware of their LPs. It was assessed by means of informal conversations with the research team members prior to the interviews. All recruited participants were indeed aware of future plans and, thus, were included in the study.

The sample was obtained considering the stratification of participants from different genders (only male or female) and age groups. Five age groups were considered: the youngest group comprised participants from 15 to 20 years old and the other four groups encompassed participants from the third to the sixth decade of life, respectively. The formation of age groups did not follow any theoretical criterion; we only intended to diversify the sample. At the end of the data collection, when we observed the theoretical saturation of data, there were some slight differences across the number of members in each gender or age groups. As seen in Table 5, the first age group had one more participant than the other groups. Even though the other age groups all had five participants, their gender distribution was slightly unequal. Despite the efforts made to obtain a more diverse sample, most participants were white, either married or in a civil union, had either started or concluded a college degree, and their family income per capita was greater than the sum of three minimum wages (Table 5).

Instrument

We used a semi-structured interview script created especially for this study. The script is based on the comprehensive theory of LPs and contains 15 open questions that are found in Table 6. The script was created by the authors of the comprehensive theory of LPs (and also of

this article) and evaluated by three experts, who assessed its content and suggested minor changes.

Table 5
Participants' sociodemographics

Age	<i>M</i> = 35.8 (15.14)
Age group 1 (15-20 years old)	23.1% (6)
Age group 2 (21-30 years old)	19.2% (5)
Age group 3 (31-40 years old)	19.2% (5)
Age group 4 (41-50 years old)	19.2% (5)
Age group 5 (51-60 years old)	19.2% (5)
Gender (Female)	50% (13)
Age group 1 (15-20 years old)	50% (3)
Age group 2 (21-30 years old)	40% (2)
Age group 3 (31-40 years old)	60% (3)
Age group 4 (41-50 years old)	40% (2)
Age group 5 (51-60 years old)	60% (3)
Color*	
Black	15.4% (4)
Brown	30.8% (8)
White	53.8% (14)
Relationship status	
Married	26.9% (7)
Civil union	26.9% (7)
In a relationship	19.2% (5)
Divorced	8.0% (2)
Single	19.2% (5)
Parental status (yes)	38.5% (10)
Educational level	
Some elementary school	3.8% (1)
Some high school	8.0% (2)
Complete high school	23.1% (6)
Some college	19.2% (5)
College degree	23.1% (6)
Some master's degree	11.5% (3)
Master's degree	3.8% (1)
Doctoral degree	8.0% (2)
Family income per capita (minimum wage)	<i>M</i> = 3.1 (2.38)
Until 1 minimum wage per capita	15.4% (4)
From 1 to 2 minimum wages per capita	19.2% (5)
From 2 to 3 minimum wages per capita	11.5% (3)
From 3 to 4 minimum wages per capita	23.1% (6)
4 or more minimum wages per capita	23.1% (6)
No answer	8.0% (2)

*In Brazil, for racial classification in official census, people are asked about their color according to the following options: black, brown (miscegenation of white and black), indigenous, or yellow (Asian).

Procedures

Participants were interviewed only once, between October 2018 and March 2019, in locations they themselves suggested so that their confidentiality could be guaranteed. The interviews were all carried out by the same person; they lasted between 10 and 64 minutes,

with the average duration being 30 minutes. The interviewer was a male psychologist and doctoral student, interested in the field of LPs, white, 28 years old, and with previous practical experience as a research interviewer. Nine participants had had previous contact with the interviewer; however, they were neither part of his daily life nor close to the extent it could bias the interviews. Expedited ethics approval was obtained from the Ethical Commission of the *Instituto de Psicologia da Universidade Federal do Rio Grande do Sul* (Appendix 2) and, before the interviews, participants were informed about the research's goals, justification, and procedures. Participants were volunteers, and they signed a consent form (Appendices 3 and 4). In the case of underage participants, one of their parents also signed a consent form (Appendix 5) before the interviews. Interviews were audio recorded, also with the consent of participants.

Table 6

Semi-structured interview script's questions (translated from Brazilian Portuguese into English)

-
- 1) What would you like to happen in your life in the future?
 - 2) In your opinion, how likely are these things to actually happen in the future?
 - 3) In your opinion, what will the accomplishment of such things depend on?
 - 4) Among all the things you listed, are there any that comprise a goal that you have been striving for? Which of them?
 - 5) What differentiates these goals from other goals that you currently have or have had in the past?
 - 6) What/who has influenced you to set these goals?
 - 7) What motivates you to strive for these goals?
 - 8) Since when have you realized that these goals have become important to you?
 - 9) Do these goals influence your daily tasks? How?
 - 10) Do you usually talk about these goals with someone? With whom? In which situations?
 - 11) How have you been planning to achieve these goals?
 - 12) How do your daily activities favor these goals?
 - 13) Do your daily activities disfavor your goals somehow? How?
 - 14) Have you ever faced difficulties while trying to implement these plans? How have you reacted to these difficulties?
 - 15) What else could you do to achieve these goals?
-

Data analysis

The interviews were transcribed by an undergraduate student with previous experience with interview transcription. Subsequently, the transcriptions were double checked and continuously read by the interviewer until he became familiarized with their content. With the aid of the software NVivo 12, the interviewer systematically analyzed the interviews using the thematic analysis' procedures described by Braun and Clarke (2006). He first analyzed 10 interviews that were randomly selected and which featured one person per gender in each age group. Relevant extracts were coded and grouped by semantic similarity. Thematic categories were created based on the comprehensive theory of LPs, self-determination theory, and action

theories. The creation of categories was discussed and supervised by two experts in the field. The interviewer next analyzed 10 additional interviews selected according to the same prior criteria. Relevant extracts were coded into the previously created categories and, to some extent, the themes were modified to suit the additional data.

After the creation of themes derived from the 20 interviews first analyzed, a reviewing process started. At the initial level, the interviewer checked to see if the themes worked in relation to the coded extract and, at the second level, with the entire data set. Following certain modifications were made as a result of the review, the six last interviews were analyzed in order to check whether the themes reached theoretical saturation. As the created thematic categories sufficiently suited the additional data, we concluded the process considering the theoretical saturation. The themes were then labelled, described and explained for a researcher (an expert in qualitative analysis) who assessed the coded extracts taking into account the thematic categories already created. The interviewer and the second researcher discussed the themes and slightly modified their content. Both reanalyzed the data, considering solely the extracts already coded and the thematic categories reviewed. Reliability across raters was assessed by Kappa coefficient and the results indicated good to excellent outcomes ($0.70 < k \leq 1.0$) considering Cohen's (1960) criteria.

After the thematic categories were created and validated, we identified associations between them in order to propose a model relating the thematic categories. The relationships between categories were reviewed until they suited data from all interviews. The model was created by the interviewer, discussed with the researcher who had previously validated the themes, and supervised by the experts present in previous stages.

Results

Altogether, 976 extracts were coded and six general themes were created. Some of these themes include subthemes of the first- and second-order, as seen in Figure 5. In the next subsections, we will briefly describe each thematic category as well as the associations between them. The exhibited interviews' excerpts were translated from Portuguese into English by the authors of this article. Participants' names are fictitious in order to guarantee their anonymity and assure confidentiality of content.

Life projects

This theme has two subthemes pertaining to LPs' *content* and *structure*. The former contains six second-order subthemes referring to the goals' life domains. The most cited was *professional life*, which associates with higher education, work, and business. Among participants under 30 years, professional goals entailed the beginning of their careers as university students, newly graduated professionals, or entrepreneurs – e.g., “I want to found a holistic center, a place where I can give psychological support along with accommodation for people” (Viola, 27 years old). Participants from the fourth to the sixth decade of life mostly reported professional goals related to the improvement of their current jobs and business or the start of a new business or profession – e.g., “I am investing in a business. I want it to profit and I want it to be sustainable.” (Mia, 47 years old).

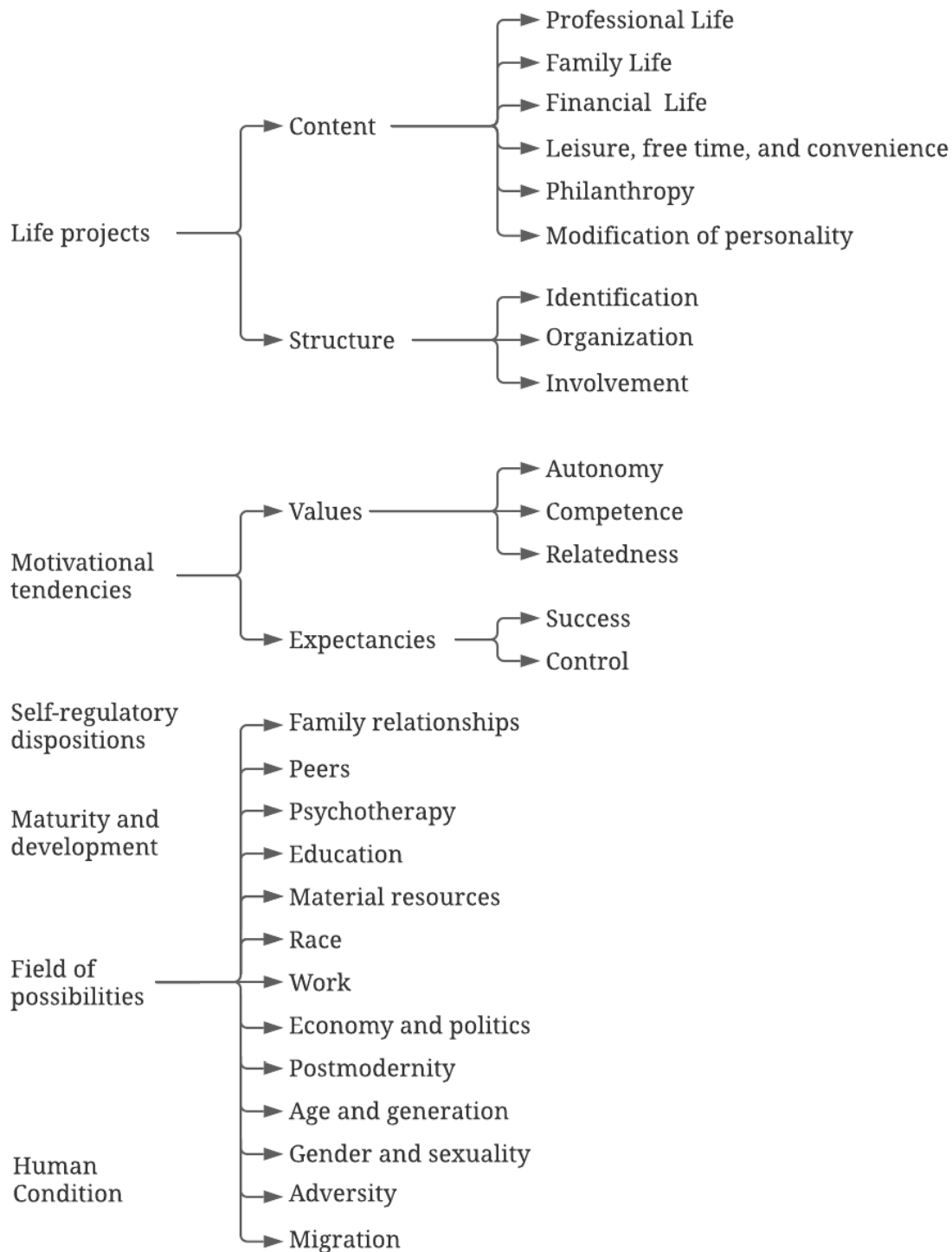
Financial life entails goals describing the management of family income and acquisition of material goods – e.g., “My major goal is paying off the apartment so that I can look for a new house” (Noah, 49 years old). The youngest participants mostly referred to buying their first houses and achieving financial stability, while older participants emphasized how they hoped for a comfortable old age. For the vast majority of participants, their financial projects were means to achieve goals associated with *leisure, free time, and convenience*, such as traveling, investing in hobbies, and working less – e.g., “I do amateur karting and I would like to keep doing that.” (Ethan, 47 years old). Retirement projects were reported only by male participants in their forties to sixties. Four participants intended to move to a coastal city in other Brazilian states, which seems to be a local particularity. The region where the interviews were carried out is not coastal and is considered one of the coldest metropolises in Brazil.

Family life is the second most cited life domain, and it includes goals related to intimate relationships, providing for the family, having or adopting children, and spending more time with the family. Participants who had children frequently intended to provide them a better life. Among male participants, family LPs often entailed providing financial support either for their children or parents – e.g., “First, I need to guarantee that I will be able to provide for my family” (Levi, 31 years old). Even though most participants considered a long-term relationship and children, in some cases (among the youngest) this was a non-priority. Julia (17 years old) explicitly made her intention clear not to get married and not to have children. Also on the topic of motherhood, Mary (36 years old) confided that she had had some of her eggs frozen so that she could later decide whether or not she wanted to become a mother.

Two additional life domains were less frequently acknowledged by participants, i.e., *philanthropy* and *modification of personality*. The former relates to charity, volunteer work,

and providing religious assistance – e.g., “I intend to support these temporary homes for abandoned animals.” (Emily, 49 years old). The latter portrays the goals of changing personal characteristics and becoming a better person – e.g., “I would like to be less insecure because I think this is an important part of everything I want for the future.” (Sophia, 23 years old).

Figure 5
Themes and Subthemes



The second subtheme describes the LP structure and it contains second-order subthemes designating three indicators: identification, organization, and involvement. *Identification* refers to the degree to which the participants' goals were clearly acknowledged. As we recruited participants who were aware of future plans, they commonly reported certainty and clarity regarding the future. Their goals were featured as important, relevant, and even urgent. Some participants experienced a sense of continuity and persistence of their goals – e.g., “Since I was little, I have always wanted to be a pilot. This goal is more like a dream, it is something that I have always wanted and strived for. It has always been a priority in my life.” (Otto, 20 years old). In some cases, participants expressed a major goal, yet further decisions still needed to be made – e.g., “In the coming years, I plan to get retired and initiate a project, although I am still not sure which one exactly.” (Peter, 49 years old).

Organization entails the optimization of plans and the arrangement of means and resources. Participants demonstrated knowing how to reach their goals by describing plans in a clear time framework with harmonious consecutive and successive steps – e.g., “I like to divide this major goal into stages. First, to gradually conclude my thesis by splitting it into chapters and having deadlines to conclude them. Eventually, when I finish the thesis, I will defend it and start my Ph.D.” (Logan, 23 years old). In some cases, participants asserted that a clear anticipation of plans was not possible, so they emphasized required adjustments over time – e.g., “No one can be sure that ‘I will do this, at this place, in this way’. Naturally, opportunities appear and you take a direction.” (Peter, 49 years old). Some participants revealed that part of their LPs still required further planning and effort – e.g., “In the long-term, changing jobs is not something I have already planned for” (Emma, 38 years old). Among the arrangement of means and resources, participants listed actions related to information exploration, training and qualification, financial and material funding, and association with people and institutions.

Involvement relates to the degree to which participants' LPs mobilized actions in their daily lives. Participants described having dedicated considerable effort and time, and having engaged actively in activities associated with their LPs – e.g., “I have been working more and more and trying to create more and more. Creation and work for me has been a single thing. Basically, this is what I have been doing, I have been working hard” (Henry, 56 years old). They reported the need to integrate numerous tasks into their routines, which required the organization of daily and weekly time schedules to accommodate multiple demands. Despite the difficulties, participants listed strategies to deal with fatigue and competing tendencies – e.g., “It is easier to stay home doing something fun than studying. Yet, when I think of graduating with success, this motivated me. So, giving up my leisure time to study is what I

have to do.” (Lucas, 26 years old). Some participants struggled to deal with procrastination, mostly related to academic tasks. Lastly, participants’ involvement also associated with high LP visibility among family members and peers.

Associations between subthemes. The two subthemes were expressed relatively independently yet some relationships are noteworthy. Besides the cases of participants listing non-priority family goals, there were cases in which material and leisure goals occupied a secondary level of importance – e.g., “There always is ‘I want a beach house’ or ‘I often want to go to the beach’. However, they are less important compared to my major goal, which is to improve my career so I can support the other goals.” (Ethan, 47 years old). Additionally, we may also observe associations between the structure’s indicators. Participants with goals clearly acknowledged frequently reported emotions prompting an active involvement with their LPs – “I do it every day and I do not feel unmotivated. It is intrinsic in my daily life as an inspiration.” (Sophia, 23 years old). In contrast, participants who were still undecided regarding their goals often stated less involvement – e.g., “As I am a little lost about what to study, I end up not studying anything properly.” (Lucas, 26 years old).

Motivational tendencies

This theme comprises two subthemes entailing either *values* or *expectancies*. The former contains three second-order subthemes describing each a set of values associated with autonomy, competence, or relatedness, the three basic psychological needs. Values related to *autonomy* connected to four main ideas: peacefulness (e.g., “I would like to feel safer, to have a more peaceful life than I currently have or have had up to now, to have a calmer and healthier life.” [Layla, 52 years old]); authenticity (e.g., “This is something that I believe. I feel better doing that.” [Emily, 49 years old]); independence (e.g., “I am mostly focused on my independence. Perhaps because of family history. My mom did not work for a long time so she could take care of the children. So, I make it a point to be independent.” [Emma, 38 years old]); and stability (e.g., “What I want the most is to enjoy a certain stability in life, to feel good about existing and coexisting with other people” [Henry, 56 years old]). The youngest and female participants were more likely to report independence values, whereas the stability values were accounted only by males.

Values related to *competence* were less frequent and mostly entailed the search for optimal performance, excellence, and growth – e.g., “I am always trying to do my best and be the best” (Ethan, 47 years old). Some participants were predominantly oriented toward work

or the search for knowledge – e.g., “I am a researcher, so the search for knowledge is something that stimulates me a lot. I feel motivated to innovate, research and create new things. I am always having ideas. I am always trying to build new things.” (Chloe, 33 years old).

Lastly, values associated with relatedness mostly pertained to intimacy and care for family members – e.g., “I may have had the worst possible day at work, but if I get home and see my son’s smile, everything fades away. Thus, I always want to see that smile. I will do everything to make my family happy.” (Levi, 31 years old). Family values were more frequently cited by males and nearly absent among females from the two youngest age groups. In some cases, care was directed toward people outside the family or even strangers, which connects to solidarity – e.g., “My motivation is to see a smile, to see someone happy. It’s great. My only motivation is to really make someone happy” (James, 15 years old). Solidarity values were more recurrent among females. Some participants revealed values allied to the notion of social justice – e.g., “I do not feel comfortable at all with this poverty around me. I am living here, in this comfortable apartment, and around the building people are sleeping on the streets” (Daniel, 59 years old). Lastly, values of establishing contact and getting to know and share experiences with other people were also reported – e.g., “I love to be in contact with people, to show them what I know, to learn what they know from them. My main purpose is this, to be in contact.” (Henry, 56 years old).

The second subtheme contains two second-order subthemes referring either to *expectancy of success* or *expectancy of control*. The former entails the participants’ subjective confidence on the accomplishment of their goals. Despite the acknowledgment of barriers, participants were mostly confident with respect to the success of their LP – e.g., “We move toward it, we go to search for it. We can’t go wrong.” (Nora, 59 years old). However, some participants were less than confident about achieving success – e.g., “I am a bit nervous about becoming a psychologist. That is something I want but I am afraid I will not be able to.” (Grace, 17 years old). Expectancy of control entails the causal attribution of beliefs associated with participants’ goals. Participants believed that accomplishing their goals depended mostly on themselves. However, to some extent, they also acknowledged the influence of external factors, such as opportunities, the economy, politics, relationships with other people, chance occurrences, etc. – e.g., “Not everything depends on us. For example, in my case, I want to be a university professor. The opportunities have to appear” (Chloe, 33 years old). Participants with lower expectancies of success and external control beliefs were more likely to report negative emotions linked to such states.

Associations with previous themes and subthemes. Participants' values associated with the type of goals that they had. In most cases, the connections occurred due to content matching between values and goals, such as competence, which might prompt professional goals or relatedness enacting family goals. However, in some situations, there was no content correspondence between goals and values – e.g., “I will have to study a lot to get a good job and then be able to pay for the things that I want, like traveling.” (Stella, 18 years old).

Values also associated with LP structure to the extent that participants reported goals that would foster basic psychological needs. Therefore, their LPs conflated active involvement and well-being experiences – e.g., “When you have a goal that you believe in, you focus on that. I feel more strongly about what I am doing now than what I have ever done” (Emily, 49 years old). The only exception seems to be the case of Jack (24 years old), a university student who struggled with racism and financial issues. He developed an action motive to be better than his classmates, which was also followed by a certain feeling that he did not belong to his classmates' ‘elite world’ – e.g., “I want to be better than these people. I’m driven by this, by the difference that I feel.” (Jack, 24 years old). Jack reported an extensive set of negative emotions as well as difficulty dealing with procrastination.

Lastly, expectancy associated with LPs' content and structure. Participants mostly revealed high expectancy of success and internal control yet goals related to intimate relationships were more frequently acknowledged as uncertain and dependent upon external factors – e.g., “I guess starting a family depends on chaos.” (Otto, 19 years old). Additionally, participants noted the associations between active involvement and positive expectancy – e.g., “I have not given up of this project yet because I think it is feasible”. (Emily, 49 years old).

Self-regulatory dispositions

This theme refers to self-regulatory dispositions either facilitating or hindering the execution of LPs. Participants typically acknowledged facilitating dispositions that may be translated into several psychological constructs, such as persistence (e.g., “I cannot give up. I won't admit defeat. I will fight to the end.” [Henry, 56 years old]); self-efficacy (e.g., “In general, I can handle things” [Emma, 38 years old]); optimism and hope (e.g., “I think my chances are good. I am very optimistic about my future.” [Chloe, 33 years old]); action orientation (“What will they [listed goals] depend on? I think they will not depend on initiative and will, because I have them enough.” [Ella, 59 years old]); future time perspective (“I started to think more about the future, in concrete actions.” [Levi, 31 years old]); and delay of

gratification (I have become more patient, more restrained. I save more money. I reflect on my actions much more.” [Levi, 31 years old]).

On the other hand, participants also acknowledged debilitating dispositions, such as pessimism (“I sometimes think I am a bit pessimistic” [Noah, 49 years old]); state orientation (e.g., “It’s hard for me to get things going. I keep thinking about things and imagining them. I am often afraid to take the first step. So, I might have several ideas but I don’t act on them because I am afraid of taking chances.” [Noah, 49 years old]); and impulsivity (e.g., “I am a bit impulsive; I need to work on that” [Sophia, 23 years old]).

Associations with previous themes and subthemes. Facilitating dispositions, not surprisingly, associated with positive expectancy, internal control, active involvement, persistent goals, and more organized LPs – e.g., “I try to manage and do what is possible to solve the situation. There is no point in getting angry. If it is possible to do something, we solve it. Otherwise, we seek alternatives.” (Levi, 31 years old). In contrast, debilitating dispositions negatively influenced participants’ expectancies and LP structure – e.g., “Almost anything will break my concentration. Thus, I end up focusing too much on one thing and not focusing on other things. I lose track and start to regress in that.” (James, 15 years old).

Maturity and development

This theme entails two ideas related to developmental processes. First, participants described a certain level of maturity derived from previous experiences that positively prompted their LPs – e.g., “That was a turning point in my life. I think I have become more mature over the last year and a half.” (Levi, 31 years old). The second idea was mostly expressed by the two oldest age groups and describes a set of limitations associated with physical aging – e.g., “Will I be able to do that all my life? No, I will not. But I plan to do that until a useful age, around 70. You really can’t travel much and do stuff at 80 or 90.” (Daniel, 59 years old). This idea also includes the biological limit to be a mother – e.g., “As I am getting old from the point of view of having children or not, we decided to freeze my eggs to be able to make that decision at another time” (Mary, 36 years old).

Associations with previous themes and subthemes. Maturity was associated with the development of self-regulation, acknowledgment of goals and values, and more organized LPs – e.g., “It is the result of my age or maybe maturity. I usually think: ‘This can be achieved, but I do not need to do the preparation all in one day. I can prepare it over two, three years.’” (Peter, 49 years old). In turn, aging limitations connected with seeking peacefulness and convenience

goals – e.g., “My husband and I have started to feel we’re getting old. We live on the fourth floor of a building with no elevator. We are tired of climbing stairs, so we are looking for a better place to live.” (Nora, 59 years old).

Field of possibilities

This theme comprises 13 subthemes describing interpersonal relationships, access to opportunities and resources, historical-cultural features of context, and autobiographical past. Even though belonging to different object categories, these subthemes, altogether, encompass participants’ LPs’ sociocultural features. The most cited subtheme describes the impact of *family relationships*. Participants’ families, including their partners, were considered providers of financial and emotional support – e.g., “My family provides great support, both financial and psychological, so that I can keep living here [in another state] and attend college.” (Lucas, 26 years old). Family values and examples formed a sort of legacy – e.g., “I come from an academic family, both my mother and father are professors. Thus, my life and professional plan is a lot influenced by them” (Chloe, 33 years old). Family experiences were mentioned as remarkable influencers of life styles and values. These experiences often pertained to married life – e.g., “I have been with my husband for 10 years. It is really nice because we share a life.” (Mary, 36 years old). Other reported experiences associated with parenting:

We were by the crib and my dad said: ‘It is your responsibility. Here is a human being who will need you for the rest of your life. However independent he may be, as an adult, he is your responsibility now.’ And from that moment on, I started to think: ‘Now, it is less me and more all the rest of my family’. (Ethan, 47 years old)

Negative family influences were also acknowledged. Some participants described conflicts and the lack of family support – e.g., “Mothers would usually be proud. ‘Wow, my daughter has a life plan. She will not be just somebody else’. In my mother’s case, no, she thinks I am hers, that I am an object of hers.” (Grace, 17 years old). In some cases, family values and examples were mentioned to emphasize differences and opposite paths – e.g., “I do not want to mirror my mom. I am not being mean. I just do not want to have the same thing that she had. I want more and I want to be able to provide more.” (Stella, 18 years old).

Two additional subthemes entail other important interpersonal relationships, i.e., *peers* and *counselling*. The former pertains to the social support and mutual influence of friends, schoolmates, and colleagues – e.g., “I rely on the support of both the other teachers and the school direction. They value my work. They always talk about my work, that they like it very

much” (Jacob, 38 years old). This subtheme was mostly expressed by participants from the second to the fourth decade of life. Counselling refers to the support offered by participants’ therapists – e.g., “By talking to my psychologist, I realized I want to be a professor.” (Jack, 24 years old). Relationships with teachers and professors were also acknowledged and encoded in the subtheme education. Yet, this is a broader subtheme comprising several aspects of school and academic life.

Besides referring to relationships with teachers and professors, *education* also denotes the importance of academic training and experiences in educational institutions. It was mostly expressed by participants from the second to the fourth decade of life. Different experiences in educational institutions were reported entailing the acquisition of knowledge and skills, the discovery or reiteration of personal values, the exposure to a new reality, and self-development – e.g., “I started college and faced a different reality. And I felt really proud as I realized it was possible, that I am able to do it.” (Jack, 24 years old). Academic training was referred to as an important criterion for doing better in life – e.g., “I need to do a post-graduate course so that I can improve my career, so that I can maintain the standard that I currently have at the company that I am working in.” (Ethan, 47 years old). In some cases, not having a college degree was even stated as a sign of inferiority – e.g., “It is something that discourages me, it speaks directly to my weakness. I need to be in college to be a decent person” (Sophia, 23 years old). This subtheme also relates to social class since participants from poor families tended to emphasize their relatives’ low educational degree as a limitation for the accomplishment of better living conditions – e.g., “I am the first person from my family to attend college. Thus, I need to form a financial basis to provide for my mother and grandmother in the last years of their lives.” (Lucas, 26 years old).

In addition to education, two other subthemes associated with social class – *material resources* and *race*. The former pertains to the influence of finances and material goods. Most participants under 30 years reported financial strains – e.g., “Our financial condition has not been good so I was forced to interrupt the course I was taking” (James, 15 years old). In turn, participants from the fifth and sixth decade of life were more likely to describe being financially better off – e.g., “I think my chances are good. I have worked enough and have some savings. I have been able to achieve many of my plans.” (Daniel, 59 years old). The subtheme race was mostly reported by a black participant who exposed the impact of racism on his living conditions and, thus, hindering his achievements – e.g., “I must prove my abilities all the time. ‘Look at me, I can do this. Do not look at me like someone who cannot.’ Due to my color, due to my social condition, I need to prove things.” (Jack, 24 years old).

Besides education, the influence of *work* was also frequently acknowledged and, mostly, by participants from the fourth to the sixth decade of life. The reported work experiences also entailed the acquisition of knowledge and skills, the discovery or reiteration of personal values, the exposure to a new reality, and self-development – e.g., “Starting from scratch doesn’t scare me, because we have done that before. We opened our beauty parlor 12 years ago and we have been in business without ever need advertising.” (Layla, 52 years old). However, in some cases, participants felt that they had already worked enough or that their jobs were considerably stressful. This relates to changes in their perceptions of work and life:

I worked in the financial area for a long time. It is a crazy life! You deal a lot with other people’s money, millions, big transactions, and things like that. There is a whole universe and, while you are there, it looks like you are protected. But that is a relatively artificial world. People delude themselves, think that they will never die, that they will not get older. You spend your whole life making money and then spending it. (Daniel, 59 years old).

The excerpt above also raises issues related to the influence of historical-cultural context, which were additionally introduced by the subthemes *economy and politics* and *postmodernity*. The former was mostly approached by males and refers to the idea that participants’ LPs were conditioned by the political and economic environment. Overall, participants described an economic and political crisis undermining their LPs’ accomplishments – e.g., “I think about my livelihood when I am older because our country is complicated for retirees. We are at the mercy of a public health system that does not meet the demands.” (Levi, 31 years old). Postmodernity, in turn, refers to the acknowledgment of certain contextual elements commonly associated with the current historical age. Participants described a crisis of meaning leading to consumerism and the devaluation of interpersonal relationships – e.g., “People are slaves. They do not have time to breathe or to do what they would like. They enter in a sort of loop ‘I must have an iPhone, otherwise I am not doing well’.” (Mia, 47 years old). Moreover, the globalization and the continuous transformation in the world of work led to a context of instability that requires adaptation and flexibility:

We used to study to get prepared for a career and to have stability in this career. We used to build a life of accumulation of goods, a certain patrimony to last us in the last years of our lives. For a few years now, this has been falling apart. The stability that we had in life does not exist anymore. (Henry, 56 years old).

Historical-cultural features of context were also illustrated in the subtheme *age and generation*, which mostly entails normative life-events along the lifespan. Youth was

considered a period of life in which people are more immature and need to get prepared for the future. In some cases, young participants emphasized their LPs as means of entering the adult world – e.g., “They [the goals] are more important and relevant because they are the first steps toward my adult life” (Isaac, 19 years old). Middle adult life was featured by the accumulation of family and work tasks and responsibilities – e.g., “In most careers, you work a lot from 30 to 50. You usually go beyond your workday.” (Peter, 49 years old). The subsequent period is the preparation for retirement, in which people gradually leave their jobs and focus predominantly in their families and health – e.g., “Now, at 52, with a 14-year-old daughter, it is different because what I am not looking for is parties. I am looking for a better lifestyle. I want to wake up early, take my daughter to school, have a daytime life.” (Layla, 52 years old). In some cases, old participants highlighted the strains of remaining in the labor market – e.g., “I am not looking for a job. Due to my age, I cannot find anything in the market anymore.” (Henry, 56 years old). In addition to describing normative life-events, this subtheme also addresses generational differences – e.g., “Our generation influences the type of goals we set a lot. For example, this thing of ‘I do not want to attend college’. It is still recent not wanting to go to college.” (Sophia, 23 years old).

The subtheme *gender and sexuality* also connects to normative life-events and social values as it addresses issues related to gender stereotype – e.g., “I was raised in a traditional family which considered it inappropriate for a woman to work in business. This belief was rather limiting and I have to face it now at this point in my life.” (Mia, 47 years old). Homophobia was also acknowledged by participants – e.g., “Nowadays, it is easier to have a homosexual relationship. For me, it has never been a problem, but for society somehow is.” (Mia, 47 years old). Thus, this theme also entails barriers in participants’ LPs.

Two additional themes posit other barriers for the accomplishment of LPs, *adversity* and *migration*. The former is related to difficult or unpleasant situations that impacted or still impact participants’ LPs. Among the reported adversities are: physical and mental illness; death or illness of beloved ones; divorce; urban violence; and child’s diagnosis of autism – e.g., “My stepfather passed away five years ago. He was a person who struggled to live well. He had HIV and hepatitis. Thus, in his honor, I wanted to guide my trajectory.” (Viola, 27 years old). Lastly, *migration* emphasizes the difficulties of living away from the hometown – e.g., “I am in a place that is not mine. I am alone. If anything happens to me, I need to take an airplane or over 30 hours on a bus.” (Jack, 24 years old).

Associations with previous themes and subthemes. Participants reported relationships with their family members, intimate partners, friends, schoolmates, colleagues,

psychotherapists, teachers, and professors that influenced their values and LP structure. By coexisting with other people, participants became aware of what they valued for life – e.g., “I got close to some professors, who I now consider as my friends. I think that, via this type of coexistence, I realized that the life they led is a lifestyle that is attractive.” (Logan, 23 years old). Coexistence with other people was also linked to social support, especially on decision making – e.g., “The hairdresser who works for me helps me with everything. He is my support. I talk a lot with another friend of mine. He knows everything. These are the two people who help me to make decisions.” (Layla, 52 years old). In some cases, acquaintances were noted for their collaborating to achieve LP tasks. Lastly, some conflicting relationships seemed to undermine participants’ involvement with their LPs – e.g., “My mom is my biggest difficulty. People are saying I will make it. However, my mom, just a word from here will bring me down. She is my *kryptonite*.” (Grace, 17 years old).

Access to resources and opportunities were influenced by participants’ social class, the economic and political crisis, and current adversities. Participants who were black, with few financial resources, and lower educational degree reported strains negatively impacting their expectations and LP structure – e.g., “Financial planning is still not possible because I spend everything I earn just to pay the bills.” (Lucas, 26 years old). In some cases, difficulties prompted values, mostly related to peacefulness – e.g., “I hope the future will be more peaceful, because it is still too heavy, it demands a lot from me” (Emma, 38 years old). The effects of the strains were amplified by the economic crisis that impacted even participants who are better off – e.g., “As the environment has been economically depressed, the response tends to be slower” (Henry, 56 years old).

Participants with access to fewer resources and facing adversities often reported the need to implement extra effort and self-regulatory strategies to deal with difficulties – e.g., “I need to be there three times more. I am not a black activist. I help with some things, but I am not active. For a thousand reasons, for the sake of time, I need to survive.” (James, 24 years old). Lastly, participants facing adversities reported a certain need to focus on present rather than in the future – e.g., “My son is autistic. I think that places me much more in the present than in the future, especially because projecting the future is very unclear” (Emma, 38 years old).

Different historical-cultural features of the context were identified, such as social values, stereotypes, and the instability associated with the recent transformations in the world of work. Social values and stereotypes create social expectations that influence what one usually wants for their future life. For instance, participants described social values diminishing

interpersonal relationships and, consequently, family LPs – e.g., “People do not want to get attached. They do not have the will to commit.” (Jacob, 38 years old). However, some participants’ LPs represented an attempt not to follow social expectations – e.g., “I do not want to enter a mechanical rhythm that most people live. I want to enjoy life. I want at least to feel more pleasure than displeasure. Otherwise, I see no sense.” (Emma, 38 years old). On the other hand, the transformations in the world of work brought new difficulties to people’s lives and thus, impacted participants’ expectancies:

I am kind of pessimistic about the future of our children. In the past, with some work and dedication, you could succeed in life. Our parents, with work and dedication, managed to succeed. I have doubts whether today’s youth, with work and dedication, will achieve what we have achieved. Nowadays, with work, not much is achieved, except for a certain survival. (Daniel, 59 years old).

Lastly, autobiographical memories of family, education, and work experiences as well as past adversities associated with a notion of personal growth linked to maturity, self-regulation, and acknowledgment of values. This is clear, for instance, when Emma described the work at the hospital and her son’s autism diagnosis as a turning point in her life:

My son is eight years old and I have been working at a hospital for the past 12 years. I think I have been changing my vision of life since then. Working around death makes you wonder about life. Maybe it somehow prepared me to deal with what has happened [her son’s autism diagnosis]. I think I was already going through a certain process of not being attached to trivial problems, of allowing myself to suffer from what is indeed difficult. Therefore, the money thing, I want to earn more in order to provide more well-being for myself and my son, not for consumerism. I do not want to have an expensive car. I think both the hospital and being a mother made me see life in a more mature way. (Emma, 38 years old).

Human condition

This theme pertains to aspects of human condition commonly stated by existentialism. An initial idea relates to the awareness that actions are continuously prompted by goals – e.g., “I think there is no way to go on in life without a goal otherwise you will be lost. I get really lost if I do not have a goal.” (Julia, 17 years old). A second idea expresses the existential questions derived from reflections about death and finality – e.g., “I have a religious issue in relation to death that I would like to solve. However, it seems that this is unsolvable because

nobody solves it and everyone is going to die with this question [unanswered].” (Daniel, 59 years old). This theme did not directly relate to any previous category. Yet, these aspects of human condition influence how participants deal with the future. Thus, it directly impacts future-orientation tasks such as narrating the prospective life story and constructing and implementing LPs.

Discussion and Conclusions

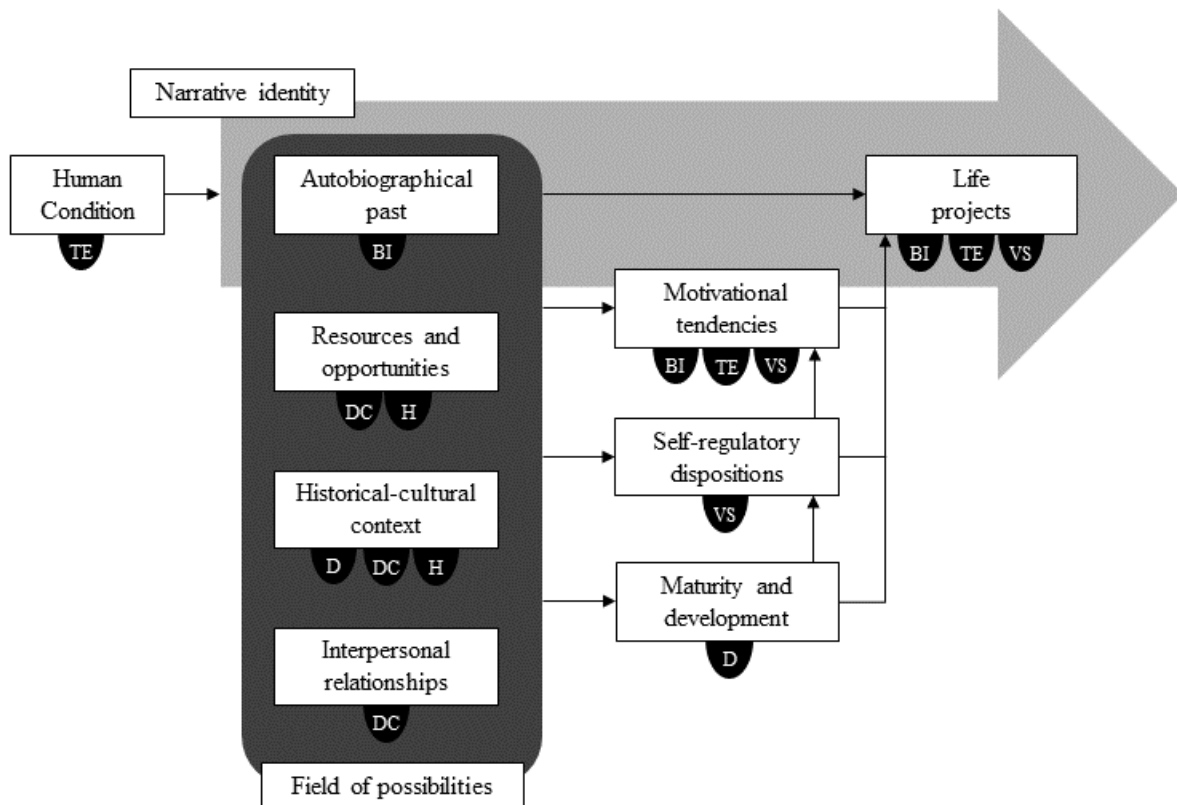
This article describes a qualitative study carried out via interviews with 26 Brazilian citizens between 15 and 59 years of age. Based on these interviews, we outlined a theoretical model on LPs’ personal and contextual antecedents. Figure 6 illustrates the model constructed, which will be explained throughout this section. The model was created through a process of constant data comparison that started with the characterization of participants’ LPs. Two subthemes described participants’ LP content and structure. LP content pertains to six distinct life domains, of which four were commonly reported, i.e., professional life; family; finances; and leisure, free-time, and convenience. Two additional life domains were less frequently informed, i.e., philanthropy and modification of personality. The six life domains have been acknowledged by different conceptual frameworks (e.g., Cross & Markus, 1991; Kingler & Kox, 2004; Nuttin & Lens, 1985), so the findings are in line with scientific literature.

The creation of a subtheme describing LP structure entails a comprehensive perspective that goes beyond the traditions mostly focused on LP content (Coscioni, Teixeira, & Paixão, *under review*). Similarly, McAdams (2008a) emphasized the importance of assessing both structural and content differences in people’s narrative identities. LP structure was assessed by three second-order subthemes describing their degree of identification, organization, and involvement. Participants’ LPs were easily identified, i.e., with goals clearly acknowledged and highly valued. They were considerably organized, which means participants were aware of a programmed sequence of steps as well as having the required means and resources in place. Lastly, LPs mobilized a broad range of actions in daily life, which indicates an extensive degree of involvement. Such a profile of well-structured LPs was aligned with the recruitment of participants who were aware of future plans. Future studies with participants non-aware of future plans may contribute by illustrating less-structured LPs.

Participants listed different personal and contextual antecedents influencing their LPs. The theme motivational tendencies described participants’ values and expectancies, which are, overall, motivational states. However, participants affirmed the persistence of values, which

associates with what Nuttin (1980/1984) designated as the relational aspect of personality – i.e., the patterns of motives directing people toward a category of objects despite others. We may refer to psychological constructs entailing the relational aspect of personality across the three levels of personality described by McAdams (2008a). At the dispositional level, Holland’s (1959) types pertain to vocational interests directly influencing LP choices. At the level of characteristic adaptations, several constructs emphasize personal preferences toward specific object categories. Yet, personal strivings (Emmons, 1989) more accurately express persistent patterns of motives since they denote the type of goals one usually sets in different situations. Lastly, at the level of narratives, life themes (Csikszentmihalyi & Beattie, 1979) represent self-aware reflections on recurrent concerns throughout one’s life.

Figure 6
Theoretical model of LP’s personal and contextual antecedents



Caption: BI: biographic-identity dimension; D: developmental; DC: dialectic-contextual dimension; H: historical dimension; TE: teleological-existential dimension; VS: volitional-strategic

The relational aspect of personality seems to influence not only LP content, but also their structure. Participants reported values nourishing psychological basic needs, which seems to relate to high levels of involvement and with the experience of positive emotions. Even in the cases of material goals, participants were mostly motivated by values directly related to

autonomy, competence, and relatedness. Thus, our findings are in line with self-determination theory (Ryan & Deci, 2020). Such a profile of intrinsically-motivated LPs might be related to the recruitment of participants. As we openly invited people to contribute by sharing their future plans; we mostly approached participants who were intrinsically motivated to narrate their intended future lives. Future studies with different participants' profiles may contribute by assessing LPs that are predominantly motivated by extrinsic values.

The subthemes describing participants' LPs and values are inherently associated and complexly related to different LPs' theoretical dimensions coined by Coscioni, Teixeira, Portugal, and Paixão (*under review*). By pertaining to goal setting, planning, and action, they comprise components of the volitional-strategic dimension. By reflecting meaningful personal values, they embrace the teleological-existential dimension. Lastly, as LPs and values emphasize aspects of participants' identity construed in a biographically-esteemed perspective, such subthemes also encompass elements of the biographic-identity dimension. This explains why in Figure 6 they are positioned (either entirely or partially) in the arrow representing narrative identity.

Persistent patterns of expectancies relate to the theme self-regulation dispositions. Indeed, part of the self-ascribed dispositions directly affects the generations of expectancies of success and control, such as optimism, hope, pessimism, and self-efficacy. Other dispositions seemed to impact effort (e.g., persistence), goal enactment (e.g., action and state orientation), intention maintenance (e.g., delay of gratification, impulsivity), and planning (e.g., future time orientation). Therefore, self-regulatory dispositions impact LP structure either directly or indirectly, with the partial mediation of motivational tendencies (especially expectancies). By describing self-regulatory processes interwoven in LP execution, this theme associates with the volitional-strategic dimension of LPs (Coscioni, Teixeira, Portugal, & Paixão, *under review*). Additionally, it corroborates Coscioni, Teixeira, and Paixão's (*under review*) theoretical model on the general notion of project, according to which self-regulatory processes intervene at different stages of the projects' formulation, enactment, and maintenance.

The subtheme maturity and development entails personal antecedents associated with developmental features, be that a sense of maturity derived from past experiences or biological resources and limitations. Thus, it contributes to the developmental dimension of LPs, which in the systematic review of the literature carried out by Coscioni, Teixeira, Portugal, and Paixão (*under review*) contained only theoretical statements concerning adolescence. In our model, maturity and development impact LPs directly or indirectly, with the mediation of self-regulatory dispositions and motivational tendencies. This theme thus represents personal

resources that may optimize motivational and volitional processes interwoven in the construction and implementation of LPs.

The theme field of possibilities entails several personal and contextual antecedents that, altogether, encompass LPs' sociocultural features. The personal antecedents pertain to participants' autobiographical past as well as personal characteristics related to social expectations and personal resources. The inclusion of autobiographical past in one's field of possibilities was proposed by Sartre (1957/1963), who affirmed that one's infancy experiences were part of the real conditions of one's current existence. Velho (1994/1999) also acknowledged that memories of past experiences deeply influence the construction and implementation of LPs. Autobiographical memories are evoked when one tells the story of one's past (McAdams, 2008a); thus, they do not form a neuropsychological system. Rather, they comprise a narrative that, even though grounded on mnemonic content, mostly seeks to establish a sense of unity, coherence, and purpose in one's life. This is why in Figure 6 autobiographical past is also a component of the narrative identity and, consequently, associates with the biographic-identity dimension of LPs (Coscioni, Teixeira, Portugal, & Paixão, *under review*).

The other personal antecedents refer to aspects of the historical-cultural context or access to resources and opportunities. Beginning with the former, social expectations may be reflected in age and gender normative life-events so that simply belonging to a certain gender or age group may predict values or LP features. The influence of normative life-events on people's psychological future has already been stated by Nurmi (1991) and, especially, Cantor et al. (1991) through the conception of 'life tasks.' The interrelations between normative life tasks and individuals' LPs underscore the associations between the developmental dimension of LPs (Coscioni, Teixeira, Portugal, & Paixão, *under review*) and historical-cultural features of context. Besides emphasizing maturational processes, the developmental dimension also states the existence of normative social processes prompting development in a specific direction. As for the personal antecedents impacting one's access to resources and opportunities, we may refer to participants' educational background, which is an important indicator of social class.

The contextual antecedents revealed by participants regard social values derived either from the distal historical-cultural context or the proximal interpersonal relationships. The historical-cultural values reported by participants mostly relate to postmodernity crisis. According to Bauman (2013/2000), we are currently living in a historical period in which collective ideals have been replaced by an individualistic perspective that devalues

interpersonal relationships and enhanced consumerism. Ciampa (1987/2009) posited that consumerism entails a controversy: as much as people consume products aiming to achieve originality, they end up following a social homogenization that represses their authentic self. Dantas (2017) added that a post-conventional and authentic self may only be achieved by the creation of LPs grounded on truly personal values. This is in line with our findings since participants reported the intention not to follow social expectations in order to live more authentic lives.

The social transformations prompted by postmodernity also affected participants' access to resources and opportunities. The economic crisis described by participants was partially explained by the transformations of the world of work that, following neoliberal principles hinders participants' possibilities of achieving a 'decent work' (Blustein et al., 2019). Additionally, participants reflected upon a political crisis that has been taking place in Brazil during the last few years and which is characterized by the threat to constitutional rights, such as social security and work legislation (Costa, 2018). The two previous subthemes connect with the financial strains more commonly reported by participants from disadvantaged social classes. They also provide knowledge concerning the effects of distal economic features in people's LPs. Therefore, the historical-cultural context and access to resources and opportunities are elements of the field of possibilities directly related to both the historical and the dialectic-contextual dimensions of LPs (Coscioni, Teixeira, Portugal, & Paixão, *under review*).

As for the proximal contextual antecedents, the interpersonal relationships described by participants seemed to reflect both social values and resources. As a source of values, the relationships are an important means through which values are transmitted. Even though we may speak of general cultural aspects in a society, each social group (such as family, school, social class, etc.) will perpetuate different values. This associates with Bourdieu's (1990) idea of habitus, a system of dispositions shared by members from the same social group that directly impact the way they perceive and act upon the social world. Lastly, as a source of resources, interpersonal relationships may provide social support, which is somehow in line with contextual action theory's idea of joint action, i.e., that people co-construct and engage in mutual projects (Young et al., 2002). Therefore, like most components of the field of possibilities, the interpersonal relationships enjoyed in daily life associate with the dialectic-contextual dimension of LPs (Coscioni, Teixeira, Portugal, & Paixão, *under review*).

Our definition of field of possibilities is mostly grounded on Velho (1994/1999), who conceived it as a sociocultural dimension of LPs. In our model, we identified four facets of the

field of possibilities, i.e., autobiographical past, resources and opportunities, historical-cultural context, and interpersonal relationships. These four facets, altogether, do encompass the sociocultural dimension of participants' LPs. This dimension is comprised not only by contextual antecedents but also personal antecedents impacting how people perceive the world and access opportunities. This is in line with what Nuttin (1980/1984) defined as behavioral world, the starting point of the motivational processes directing the individual's projects. In our model, the field of possibilities impact LPs either directly or indirectly. The indirect effect occurs through the mediation of developmental, volitional, and motivational features represented in our model by the themes maturity and development, self-regulatory dispositions, and motivational tendencies, respectively.

A last theme regards the human condition to be directed toward the future and the topic of death. This does not seem to be either a personal or a contextual antecedent. Rather, it expresses an evolutionary feature similarly acknowledged by McAdams (2008a). However, in contrast to his position, we stress a direct relationship between such a condition and narrative identities since the former seems to influence future-orientated tasks. This theme associates with the teleological-existential dimension of LPs (Coscioni, Teixeira, Portugal, & Paixão, *under review*).

This qualitative study added to the scientific literature by including male and female participants from different age groups in the same data collection. Along the report of results, differences across age groups and gender were highlighted, even though they were not deeply discussed. Future studies may systematically analyze and contrast narratives of participants from different age groups and gender in order to provide gender and lifespan theoretical approaches on LPs. While this study has not achieved this purpose, it does indeed represent an effective step toward this end.

This research has some limitations. First, as previously mentioned, the intentional recruitment of participants who were aware of future plans might relate to the profile of well-structured and intrinsically-motivated LPs. Future studies without this intentional inclusion criterion or even with participants non-aware of future plans may contribute to the field by illustrating different LPs' profiles and antecedents. Moreover, studies performed in other regions or countries and with people from younger or older age groups may provide additional information. Second, the theoretical model does not contain emotional components. We illustrated a few emotions associated with participants' LPs in the results section although they were peripherally reported. Future studies may use the semi-structured interview script employed in this study while also including a question regarding how participants usually feel

when thinking or acting upon their LPs. Third and finally, as a qualitative study with a non-representative sample of 26 participants, its results are not generalizable. We sought the transferability of the findings by means of comparisons with previous theoretical frameworks and research findings. By doing so, we provided a model with general and theoretically-grounded components. However, we still need to test the associations between the model's components in future studies with a confirmatory and quantitative perspective.

The theoretical model outlined in this research is grounded on the comprehensive theory of LPs (Coscioni, Teixeira, Portugal, & Paixão, *under review*; *under review b*) and it acknowledges several of LPs' antecedents. Among personal antecedents, we may refer to age, gender, race, educational degree, motivational profile, self-regulatory dispositions, biological resources, maturity, and autobiographical memories. Among contextual antecedents, we may point out social support, material resources, educational and work experiences, family experiences, social class, economic and political environment, social values, and stereotypes. In addition to identifying personal and contextual antecedents, the study detected complex associations between them. The theoretical model's components were built upon empirical data that accurately suited the theoretical dimensions described by the comprehensive theory of LPs. Therefore, besides being grounded on such theory, the model simultaneously provides qualitative evidence of it. Participants drew attention to elements theoretically introduced in advance, which indicates proximity between what we discuss at the universities and what people talk about on the streets.

Chapter 6

Life Project Scale: A new measure for the assessment of people's intended future

Escala de Projeto de Vida: Uma nova medida para a avaliação do futuro intencionado das pessoas

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Abstract

This article describes the creation as well as the validity and reliability evidence of the Life Project Scale (LPS), a new instrument for the assessment of people's life projects. It comprises eight studies with different methods involving research teams from nine countries, six experts, and over four thousand participants from five countries. The LPS final version contains two factors with four items each. The factors assess identification (i.e., awareness of one's intended future) and involvement (i.e., enactment of plans and actions in favor of one's intended future). Altogether, the eight studies provide validity and reliability evidence based on consultation with experts, focus groups, exploratory and confirmatory factor analyses, invariance measurement models, correlations with other measures, three types of reliability coefficients, and test-retest correlations. Therefore, the LPS is ready for further use, development, and testing in other research and practice contexts.

Keywords: life projects, psychometrics, transcultural study, factor structure, measurement invariance.

Resumo

Este artigo descreve a criação, bem como as evidências de validade e fidedignidade da Escala de Projetos de Vida (EPV), um novo instrumento para a avaliação dos projetos de vida das pessoas. O artigo compreende oito estudos com diferentes métodos envolvendo equipes de pesquisa de nove países, seis especialistas e mais de quatro mil participantes de cinco países. Em sua última versão, a EPV contém dois fatores com quatro itens cada. Os fatores avaliam identificação (ou seja, a consciência do futuro intencionado) e envolvimento (ou seja, a execução de planos e ações em favor do futuro intencionado). Ao todo, os oito estudos fornecem evidências de validade e fidedignidade com base em consultas a especialistas, grupos focal, análises fatoriais exploratórias e confirmatórias, modelos de invariância de medida, relações com outras medidas, três tipos de coeficientes de confiabilidade e correlações teste-reteste. Portanto, a EPV está pronta para uso, desenvolvimento e teste em outros contextos de pesquisa e prática.

Palavras-chave: projetos de vida, psicometria, estudo transcultural, estrutura fatorial, invariância de medida.

Introduction

People regularly create narratives of events lived in the past and yet to be lived in the future. The integration of such narratives encompasses their life stories. By narrating their life stories, people create a sort of self-theory seeking to ascribe a sense of unity, coherence, and purpose in life (McAdams, 2008a). This is of particular relevance given how our present historical context is characterized by uncertainty and instability (Giddens, 1991). In fact, the development of narratives able to address and accommodate the constant transformations in life may favor the enhancement of one's identity. Likewise, being aware of the next steps to take may also provide a sense of coherence in past, present, and future life (Giddens, 1991). The term life project (LP) has been used to imply these prospective narratives regarding one's intended future.

Life projects

The use of the term LP is still inaccurate in the scientific literature. A systematic review (Coscioni, Teixeira, Portugal, & Paixão, *under review*) assessed how LP was defined in 93 articles, and three main defining features were identified. The first, intentional nature, asserts that LPs are either shaped by or striving for intentional states and representations – such as goals, aspirations, plans, etc. The second, active nature, emphasizes that LPs comprise intentions already enacted. The third, meaningful nature, stresses that LPs associate with purposeful values, concepts, and beliefs. Definitions including the three features were rare and, in general, did not arrive at a consensus with each other. The review also identified 15 theoretical approaches referring to six theoretical dimensions – volitional-strategic, teleological-existential, biographic-identity, dialectic-contextual, historical, and developmental. Each of these dimensions reveals distinct properties, correlates, and antecedents of LPs (for further details, see Coscioni, Teixeira, Portugal, & Paixão, *under review*).

The comprehensive theory of LPs (Coscioni, Teixeira, & Paixão, *under review*) represents an attempt to integrate different theoretical perspectives. It defines an LP as “an ongoing evolving process comprising the formation, enactment, and maintenance of intentional structures and actions that, altogether, encompass a long-term, meaningful, and prospective narrative capable of driving decisions and efforts in daily life”. In brief, an LP is conceived as “an ongoing evolving project that encompasses a long-term, meaningful, and prospective narrative capable of driving decisions and efforts in daily life”. The difference between the first

and second definitions is that the latter summarizes the excerpt “a process comprising the formation, enactment, and maintenance of intentional structures and actions” with the sole word “project”. The compressed excerpt defines with precision the general notion of project, which underscores the idea that an LP is, first and foremost, a project. This implies conceiving it as a composite of cognitive, motivational, volitional, affective, and behavioral states and representations that, altogether, form, enact, and maintain intentional structures and actions.

The other components of the LP definition highlight their particularities in comparison to other types of projects. First, the LP is “an ongoing evolving process” for it is continuously in-progress and continuously changing according to current personal and contextual demands, resources, and limitations. Second, establishing that LPs’ intentional structures and actions “encompass a long-term, meaningful, and prospective narrative” indicates that the LP is a component of the narrative identity. More precisely, an LP entails the prospective narratives which tell the story of one’s intended future. Lastly, an LP is “capable of driving decisions and efforts in daily life”, for it is simultaneously a product and a producer of narrative identity. As a product, it comprises self-consciously reflected narratives regarding one’s intended future. As a producer, it pertains to a set of ongoing projects integrating intentional structures and actions in favor of what one intends for the future. The integration of such structures and actions is the basis for the construction of LP narratives and, consequently, of one’s prospective life story.

Life project assessment

LPs have mostly been assessed by means of qualitative methods, especially interviews and open-ended questionnaires. Some interview scripts have been used in several research contexts, which is the case of the life story interview (McAdams, 2008b) and the LP semi-structured interview (Miranda, 2007), created in the United States and Brazil, respectively. The life story interview assesses narratives regarding one’s own retrospective and prospective story. The interview includes questions about the ‘next chapter’ of one’s life, in which LPs occupy a place of great importance. In turn, the LP semi-structured interview mostly emphasizes the values associated with one’s LP. Both interviews assess LP content as well as its related actions and strategies. In Brazil, LPs have also been assessed by the written testimony on LPs (D’Aurea-Tardeli, 2008), an open-ended questionnaire asking participants to describe how they would like their lives to be in 10 years.

LPs have also been measured by quantitative methods. For instance, the Psychological Well-Being Scale (*Escala de Bienestar Psicológico*; Casullo & Solano, 1999) is an Argentinian measure that comprises a three-item subscale assessing LP. The scale does not measure a specific LP dimension but attempts to provide a psychological well-being indicator for adolescents. The Life Project Assessment Scale (*Escala de Evaluación del Proyecto de Vida*; García, 2002) is a Bolivian questionnaire for adolescents that contains three yes-no questions regarding the presence of goals in the short, medium, and long-term. Subsequently, seven questions are answered on a five-point scale that evaluates planning, subjective confidence, resources availability, and motivation. The scale assesses LP indicators, yet it is neither a psychological construct's psychometric scale, nor does it evaluate specific LP dimensions.

The Life Project Scale for Adolescents (*Escala de Proyectos de Vida para Adolescentes*; Dellazzana-Zanon et al., 2019) was created in Brazil and assesses LP content taking four life domains into consideration (religiosity, career, material goods, and affective relationships). It also contains a general subscale assessing positive aspirations. Even though the scale claims to measure adolescents' LPs, it actually assesses the value ascribed to a set of life domains previously elected. Thus, it seems to assess level of aspiration rather than LPs. Indeed, the scale content is very close to aspiration measures such as the aspiration index (Grouzet et al., 2005).

The Life Project Reflexivity Scale (Di Fabio et al., 2018) contains three subscales measuring the LP's clarity, authenticity, and acquiescence of Italian undergraduate students. Clarity pertains to awareness of what one wants to pursue in the future. Authenticity refers to the degree to which one's LP reflects one's personal values. Lastly, acquiescence involves the inclination to accept external influence rather than one's personal values. The three factors, altogether, assess LP reflexivity, i.e., "an active and continuous process through which individuals reach self-awareness by balancing aspects of one's present, past, and future" (Di Fabio et al., 2018, p. 359). The Life Project Reflexivity Scale is congruent to the comprehensive theory of LPs since it conceives the LP as a narrative. However, Di Fabio et al. (2018) did not provide an explicit definition of the LP. Rather, the focus relies on the reflexivity associated with LPs. Additionally, as the scale is specific for undergraduate students, some of its items refer explicitly to professional life domains. Thus, the scale displays some content bias.

Finally, the Personal Projects Analysis (Little, 1983) integrates an ideographic and a nomothetic task. First, participants list the personal projects they have been pursuing. Subsequently, they respond to several scales that ask questions regarding each personal project separately. These scores are evaluated globally and encompass distinct factors. For some participants, their personal projects taken as an integrative set could be seen as an LP. However,

the instrument does not assess LP indicators considering the listed projects as an integrative set. Other instruments are similar to the Personal Projects Analysis, such as the Personal Concern Inventory (Klinger & Cox, 2004), the Striving Instrumentality Matrix (Emmons, 1986), and the Life Task Appraisal (Cantor et al., 1991).

This article describes the creation of a new instrument for the assessment of LPs. Unlike most of the previous introduced scales, the instrument was created for use with the general population rather than directed specifically to adolescents or undergraduate students. The instrument is grounded on the definition of the LP as a component of narrative identity and assesses different types of indicators.

Life Project Questionnaire

The Life Project Questionnaire (LPQ) was created by an international research team from nine countries (Brazil, Israel, Italy, Macau, Netherlands, Portugal, Slovenia, Spain, and USA). The comprehensive theory of LPs (Coscioni, Teixeira, & Paixão, *under review*) was the main theoretical background for its content generation. Interviews with 26 Brazilians (Coscioni, Teixeira, Cassarino-Perez, & Paixão, *under review*) also provided illustrations of how the theoretical dimensions described by the theory emerged in the discourse of laypeople narrating their prospective lives.

The LPQ comprises four tasks. First, participants are asked to list the goals associated with their LP as well as their expected age at the time such goals are reached. This task allows for the assessment of LP content, extension, and density. Content is assessed by the listed goals, which may be grouped according to life domain categories (such as work, education, family, etc.). Extension refers to how far in the future the goals are projected (Nuttin & Lens, 1985). It is assessed by formulas considering participants' current age and the answers regarding their expected age at the time their goals have come to fruition. Lastly, density is an index related to the number of goals listed (Nuttin & Lens, 1985). This task is an inductive one, similar to other instruments in the field, such as the Hopes and Fears Questionnaire (Seginer, 2009) and the Personal Project Appraisal (Little, 1983). The main difference concerns the fact that the LPQ explicitly asks participants to list only the most important goals, those specifically related to how they "truly want to live (or keep living) in the future". In this regard, the LPQ resembles the Personal Concern Inventory (Klinger & Cox, 2004), which also requests participants to list only the most important personal concerns.

In the second task, participants are asked to select the life domains related to the goals listed in the previous task. Fourteen options are displayed, namely: education and knowledge, work and career, material goods and finances, love and intimate relationships, parenting, family life, friends, community, religion and spirituality, health and quality of life, personality, physical appearance, fame and social status, and leisure. For each field, examples of goals are provided to help participants better understand the range of alternatives. The 14 life domains were extracted from a systematic review of the literature that surveyed the life domains assessed in several aspiration and expectation measures (Oliveira, 2020). In the case of goals unrelated to any of the 14 life domains, participants are allowed to select the option “other” and subsequently add a brief description. This task serves to assess LP content from a deductive strategy.

The third task consists of a psychometric scale, which we named the Life Project Scale (LPS). In its first versions, the LPS used a 5-point scale (1=strongly disagree; 2=disagree; 3=neither agree nor disagree; 4=agree; and 5=strongly agree). Nevertheless, in the versions created subsequent to the pilot study, we opted for a 7-point scale (1=strongly disagree; 2=disagree; 3=slightly disagree; 4=neither agree nor disagree; 5=slight agree; 6=agree; and 7=strongly agree). This change was grounded on measurement literature (Rhemtulla et al., 2002) suggesting that 7-point scales outperform 5-point scales when continuous estimation methods are used.

The LPS is an athenatic measure given that it does not directly relate to any specific life domain. The advantage of this approach is that the scale may be used in the context of any type of LP, regardless of content (Seginer, 2009). In terms of participants' age, the LPS was conceived to be applied to people aged between 12 and 60 years old. The lower age limit reflects the theoretical assumption that the genesis of LPs depends upon the development of the hypothetical-deductive thinking and psychosocial identity construction (Coscioni, Teixeira, Portugal, & Paixão, *under review*) often associated with adolescence. As for the upper age limit, instruments with older participants would require semantic specificities, given the potentially smaller number of remaining years in their lifespan.

The LPS was initially thought to comprise two factors (Coscioni, 2018): (1) identification, which involves awareness of one's intended future; and (2) involvement, which refers to the enactment of plans and endeavors supporting one's intended future. Hence, identification refers to intentional structures, while involvement entails intentional actions. Considering the defining features identified in the systematic review of Coscioni, Teixeira,

Portugal, and Paixão (*under review*), these factors embody the intentional and meaningful nature, and the active nature, respectively.

After analyzing data from the interviews with the 26 Brazilians (Coscioni, Teixeira, Cassarino-Perez, & Paixão, *under review*), an additional factor was included. Entitled organization, it assesses means and resources arrangements and, thus, also associates with the LPs' active nature. It was proposed as an additional factor grounded on a thematic category derived from the interviews. This category described in detail some arrangements made by participants in order to facilitate the enactment of their LP (exploration of information, recruitment of people, funding of resources, etc.). The inclusion of organization was the subject of debate as to whether it should be considered an additional factor or an outcome describing contextual transformations. Additionally, questions were posited regarding whether its content could be consistent with the enormous range of LP possibilities. That is, since different LPs require distinct sorts of means and resources arrangements, how possible would it be to propose a factor with content validity for all potential participants' LPs? As a final conclusion was not reached, we decided to create the scale with the three potential factors and, subsequently, test both the two- and three-factor solutions.

The fourth and last task initiates with a question assessing whether participants answered the LPS conceiving the goals listed in the first task as an integrated set or having only some of these goals in mind. This allows for the assessment of goals' integration. Participants matching the second option are asked to select the life domains that they had in mind when answering the scale. The answer alternatives are the same as the second task. This allows for the assessment of secondary life domains by ascertaining which fields were not selected in comparison to the second task.

The LPQ contains different tasks assessing different LP indicators, i.e., content, extension, density, life domains, identification, involvement, integration, and secondary life domains. The four tasks do not always need to be performed together, though the order of selected tasks must be kept. Indeed, as we will subsequently discuss, the application of the LPS independent of the other tasks does not affect its factor structure, factor loadings, intercepts, and scores. The selection of the tasks to be included in an intervention or in research data collection should depend on the purpose of the intervention or the research.

Scopus of this research

This article particular focuses on the LPS, with the other LPQ tasks being examined in future publications. The article comprises eight studies with different goals and methods that, altogether, describe the creation of the LPS as well as provide its validity and reliability evidence. The three first studies mostly entail the initial steps in which the scale content was generated, and validity evidence based on the test content and response process was verified (American Educational Research Association [AERA] et al., 2014). Studies 4 to 8 include data collection with large samples, which allowed for the identification of validity evidence based on internal structure and relationships to other measures. Different sorts of reliability evidence were also assessed. Lastly, Studies 5, 6, and 8 tested different invariance measurement models across culture, gender, age groups, application methods, and levels of Covid-related concern. Each of these studies will be subsequently discussed in separate sections.

All studies were evaluated by Ethical Commissions (Appendices 2, 6, 7, and 8) and participants provided their consent (Appendices 9 to 19) before taking part in the research procedures. We did not collect data from adolescents aged 12 to 17 years old due to ethical and logistic issues. The participation of adolescents in research is dependent upon their parents' consent. As the data collection (from Study 4 onward) occurred during the Covid-19 pandemic, we were not able to collect data in schools, as was originally planned. Considering the difficulties in obtaining parental consent in this global health context, data collection with adolescents was postponed.

Study 1: Generating pool of items

Study 1 aimed to generate the LPS' initial content. It consisted of a theoretical study performed by the international research team involved in its creation. First, an initial pool of 24 items (eight per factor) and the scale introduction were phrased in English by the research teams from Brazil and Portugal. Subsequently, both the pool of items and the scale introduction were presented to the other teams. Each team filled in a protocol (Appendix 20) assessing the scale's clearness (semantic adequacy), congruency to the measured construct (theoretical adequacy), and pertinence to their cultural context (transcultural adequacy). For each item, these three aspects were assessed via yes-no questions. Suggestions of new items and additional comments were allowed. Following an extensive discussion among the teams, 23 items were rephrased. The modifications needed were minor and sought to produce shorter and clearer sentences. Additionally, four new items were included, two from organization, one from

identification, and one from involvement. At the end of Study 1, a first LPS version with 28 items was created.

Study 2: Experts' evaluation

Study 2 aimed to analyze the LPS' semantic and theoretical adequacy from the perspective of experts in the field. This allowed for the verification of validity evidence based on the test content (AERA et al., 2014). The consultation of experts on the content of the scale corroborates that the test does express indicators of the latent constructs supposedly being measured. Study 1 had, to some extent already, identified this sort of validity evidence, yet the teams evaluating the scale were committed to its creation. The participation of experts not directly involved with the creation of the scale allowed for the identification of validity evidence without potential conflicts of interests arising.

Method

Six experts participated in this study. Participants were senior researchers with an extensive knowledge in the field of study of the scale. The participation consisted of filling in a protocol (in English; Appendix 21) assessing each item's semantic and theoretical adequacy. First, for each item, experts answered yes-no questions assessing whether its content was clear enough and whether it was theoretically relevant for the assessment of LP. Subsequently, participants indicated to which dimension (identification, organization, or involvement) they thought each item belonged. Experts were allowed to comment further on their answers as well as to suggest new content. These procedures were repeated in a second turn with additional items created or rephrased in accordance with the first turn (Appendix 22).

Results and Discussion

In the first turn, 13 items were rephrased, eight items were eliminated, and four new items were created. In the second round, six items were rephrased and two items were deleted. The rephrasing of the items mostly aimed at clearer sentences or suggested slightly different phrasings to avoid wording that was too similar across items. Participants also considered the reversed items confusing and, thus, suggested a direct form. Items were eliminated when two or more experts indicated that the item belonged to another theoretical dimension rather than

the one originally expected. One item was eliminated due to similarity of wording. Lastly, new items were created by the original research team in order to avoid dimensions with fewer than seven items. Experts did not suggest additional items. At the end of Study 2, a new 22-item version was created, with organization having one additional item when compared to identification or involvement.

Study 3: Potential participants' evaluation

Study 3 aimed to analyze the LPS's semantic adequacy from the perspective of laypeople who would potentially be users of the measure. Focus groups with Brazilians and Portuguese participants were carried out in order to assess their perceptions regarding the scale content. This allowed for the examination of validity evidence based on the response process (AERA et al., 2014). That is, by assessing how participants perceive the scale content, we are able to identify whether there is correspondence between what was theoretically expected from the content and how it was understood by participants.

Method

Altogether, 12 Brazilians and 12 Portuguese participants were included in Study 3. Participants were recruited by online advertisement or by recommendations provided by acquaintances of the research team members. In each country, three focus groups sessions, with four members each, were carried out. The composition of groups considered participants' age (18-30, 31-45, or 46-60 years old) in order to assess whether people with different age groups would understand the LPS properly. In Portugal, focus groups were equally distributed in terms of gender, while in Brazil only one male (from the second age group) participated. All participants were either university students or had a college degree – except for a Portuguese participant from the oldest age group, who had never started a college degree.

Participants answered either the European or Brazilian Portuguese version of the LPS. The two versions were applied according to the country where the focus groups were carried out. The LPS's Portuguese versions were adapted from the English version in accordance with the guidelines of Borsa et al. (2012). Two independent translators from each country translated the scale from English into Portuguese. The four translations were compared and a final adapted version was created. The European and Brazilian Portuguese versions contain small differences, mostly related to syntactic peculiarities across dialects.

Participants answered the LPS and, immediately following, took part in focus groups aiming to discuss their perceptions of the scale content. Focus groups were carried out at the universities, and two research team members, a mediator and an observer were present. First, participants were asked whether they found it difficult to fill in the scale or understand specific words. After examining their perceptions on the scale's introduction, each item was checked separately. Participants took turns reading an item aloud and sharing with others how he/she understood it. Other participants joined in by either agreeing or disagreeing. Participant suggestions were discussed with the research teams and small modifications were implemented.

Results and Discussion

Participants generally shared perceptions in accordance to what was theoretically expected from the test content. Only one item (i.e., "Accomplishing my future goals depends on the actions I plan to take") seemed to be perceived differently and, thus, was eliminated. The item was originally from organization, yet participants mostly emphasized the idea of control. Participants also suggested small changes in the scale introduction. At the end of Study 3, a 21-item version with seven items per dimension was set (Appendix 23). With the identification of validity evidence based on the test content and response process, this version was ready for data collection with large samples. A potential limitation of this version refers to the fact that the focus groups were mostly conducted either with university students or with persons holding a college degree. Future studies should be carried out with participants without a university degree.

Study 4: Pilot Study

A pilot study was carried out in Brazil, which allowed for the extraction of the LPS's factor structure by means of Exploratory Factor Analyses (EFA). This enabled the examination of validity evidence based on the scale's internal structure (AERA et al., 2014). In addition, we assessed Cronbach's α as a reliability coefficient.

Participants and procedures

Two-hundred seventy-nine participants, aged from 18 to 76 years old, answered an anonymous online survey via the LimeSurvey platform from March to April 2020. Participants not from Brazil ($n=2$) were eliminated to avoid linguistic and cultural biases. Participants over 60 years old ($n=16$) were eliminated due to the LPS's age limits. Therefore, 261 answers of participants from 18 to 60 years old ($M=33.6$, $SD=9.79$) were analyzed. As seen in Table 7, participants were predominantly female, identified as Caucasian, and held a college degree. As for the sample size, there is not a consensus in the literature regarding the ideal number of participants for EFA performance (Damásio, 2012). Catell (1978) suggested a minimum of 250 and at least three participants per item. By contrast, Everitt (1975) considered a ratio of 10 participants per item more adequate. As the LPS version applied in this study contained 21 items, the sample size of 261 met both criteria.

Table 7
Participants' demographics (Studies 4, 5, and 6)

	Study 4		Study 5		Study 6	
	BR	BR	PT	BR	PT	
Age [M (SD)]	33.6 (9.79)	30.2 (10.29)	27.7 (9.20)	30.0 (10.14)	37.5 (11.37)	
18-24 y.o.	39 (14.9%)	365 (39.0%)	445 (48.3%)	180 (36.7%)	27 (14.5%)	
25-40 y.o.	165 (63.2%)	427 (45.6%)	362 (39.3%)	242 (49.4%)	77 (41.4%)	
41-60 y.o.	57 (21.8%)	145 (15.5%)	114 (12.4%)	68 (13.9%)	82 (44.1%)	
Gender						
Female	179 (68.6%)	666 (71.1%)	608 (66.0%)	365 (74.5%)	149 (79.7%)	
Male	78 (29.9%)	257 (27.4%)	293 (31.8%)	124 (25.3%)	38 (20.3%)	
TGNC ¹	3 (1.1%)	6 (0.6%)	10 (1.1%)	0 (0.0%)	0 (0.0%)	
No answer	1 (0.4%)	8 (0.9%)	10 (1.1%)	1 (0.2%)	0 (0.0%)	
Race²						
Asian	0 (0%)	12 (1.3%)	3 (0.3%)	7 (1.4%)		
Black	27 (10.3%)	151 (16.1%)	19 (2.1%)	48 (9.8%)		
Brown ³	8 (3.1%)	36 (3.8%)	---	139 (28.4%)		
Caucasian	189 (72.4%)	585 (62.4%)	813 (88.3%)	285 (58.2%)		
Indian	0 (0%)	1 (0.1%)	0 (0.0%)	---		
Latin/Hispanic	40 (15.3%)	195 (20.8%)	98 (10.6%)	---		
Native American	16 (6.1%)	27 (2.9%)	0 (0.0%)	1 (0.2%)		
Middle Eastern	2 (0.8%)	4 (0.4%)	6 (0.7%)	---		
Pacific Islander	0 (0%)	1 (0.1%)	2 (0.2%)	---		
Other	4 (1.5%)	15 (1.6%)	12 (1.3%)	---		
No answer	11 (4.2%)	24 (2.6%)	14 (1.5%)	10 (2.0%)		
College degree	184 (70.5%)	512 (54.6%)	530 (57.5%)	200 (59.2%)	148 (79.6%)	

¹Transgender and gender non-conforming people.

²In Studies 3 and 4, the question regarding race allowed for multiple answers. In Study 5, only Brazilian participants were asked about race. The question allowed only a single answer and the options were: Asian, Black, Brown, Caucasian, or Native American, which are the categories used in the Brazilian official census.

³Miscigination of white and black. The category 'Brown' was not originally included in Studies 3 and 4, but was commonly reported by participants in the 'other' field. This is an official race category in the Brazilian census.

Exploratory Factor Analyses

Before the extraction of factors, linearity was assessed in accordance with the assumptions of EFA (Hair et al., 2006). First, via the exam of scatterplots of the relationships between pairs of items. Next, by assessing the correlations between each item with the total score. As none item-total correlation was lower than 0.4, all items were maintained (Nunnally, 1967). The adequacy of the correlation matrix was examined by the Kaiser-Meyer-Olkin measure ($KMO=0.92604$) and Bartlett's test ($\chi^2=2903.2$, $df=210$, $p<0.001$), with both obtaining very good results.

For the extraction of factors, Minimum Rank Factor Analyses (MRFA) (Ten Berge & Kiers, 1991) were conducted in the software FACTOR (Lorenzo-Seva & Ferrando, 2006). For the retention of factors, two different methods were compared. First, the Kaiser criterion, which suggests the retention of factors with eigenvalue above 1.0. Even though this has been the most popular method for the extraction of factors, it has important limitations since the Kaiser criterion was conceptualized considering the population correlations matrix. As this study is conducted with a sample (rather than a population), the Kaiser criterion may overestimate the number of factors due to sample error (Damásio, 2012). Therefore, the Hull method for selecting the number of common factors (Lorenzo-Seva et al., 2011) was used. The Hull method is a complex mathematical criterion that compares different factor solutions' scree test (st) values – i.e., a formula that weights the relationship between each model's degrees of freedom and fit indices (in the case of this study, the Common part Accounted For [CAF]). The factor solution with the greatest st value is retained (for further details, see Lorenzo-Seva et al., 2011). According to a Monte Carlo simulation study, the Hull method outperforms the Kaiser criterion and other methods such as the Minimum Average Partial test and the Optimal Implementation of Parallel Analysis (Lorenzo-Seva et al., 2011).

Initial MRFA suggested, according to the Kaiser criterion, the retention of three factors, while the Hull method advised only a single factor. We tried different solutions using an oblique method (Direct Oblimin) for the rotation of factors. In the three-factor solution, one factor comprised six items, either with factor loadings below 0.3 or with double loadings above 0.3. Most of these items were from organization, except for one, which pertained to involvement. A two-factor solution, in turn, resulted in factors not fitting our theoretical model, with most organization items presenting either double factor loadings or none factor loading over 0.3. Therefore, new analyses were performed eliminating the seven organization items. The Kaiser criterion suggested two factors, while the Hull method indicated, again, a single factor solution. The two-factor solution discriminated involvement and identification,

respectively. However, item 15 (“I have had similar future goals for a long time”) did not have any factor loading above 0.3. After eliminating item 15, the Hull method suggested the retention of two factors.

Table 8 depicts the factor loadings, eigenvalues, proportion of common variance, Cronbach’s α , and descriptive statistics of factors’ direct scores (i.e., arithmetic mean of the answers on the factor items). Results were excellent, with the two factors explaining 61.2% of variance. The first factor contained the seven involvement items, while the second comprised six of the seven identification items. Reliability coefficients varied from good to excellent. Yet, the elimination of item 9 (“Lately, I have been talking to other people about my future plans”) increased the full scale and involvement subscale’s reliability (by 0.005 and 0.020, respectively). Correlation between factor scores were moderate ($r=0.68$).

Table 8
Factor loadings extracted of MRFA (Study 4)

n.	Items (in English)	Inv. ^{1 2}	Id. ^{1 2}
3	I’m completely committed to my future goals	.601	
6	I’m making efforts to achieve what I want for the future	.690	
9	Lately, I have been talking to other people about my future plans	.503	
12	I’m engaged in activities to achieve my future goals	.840	
15	I’m spending a great deal of time on actions related to my future goals	.735	
18	I’m working hard to reach my future goals	.863	
21	I have already begun to enact my plans for the future	.801	
1	I’m aware of what I want for my future life		.690
4	I have clear goals for what I would like to achieve in life		.764
7	My future goals provide a meaning to my life		.552
10	I have a clear idea about the person I wish to be in the future		.799
16	I have already decided what to do with my life in the future		.774
19	My goals provide a clear image of myself in the future		.719
Factors’ statistics		Inv.	Id.
Eigenvalues		6.7	1.3
Proportion of common variance		51.2%	10.0%
Means		3.6	3.7
SD		.73	.71
Cronbach’s α		.89	.87
Full scale’s statistics			
Cumulative proportion of variance		61.2%	
Cronbach’s α		.92	

¹All factor loadings significant at $\alpha=.001$

²factor loadings below 0.3 omitted

Discussion

The EFA did not support the three-factor solution. Thus, the two-factor solution was preferred, which discriminated only identification and involvement. The two-factor solution

presented good validity and reliability evidence obtained by EFA and Cronbach's α coefficients. The difficulty in achieving a factor solution discriminating organization might have to do with the fact that its items assess means and resources arrangement, an aspect of LPs that is considerably variant across life domains. For example, an LP featuring the goal of becoming an engineer might well demand greater resources than another of simply being a yoga practitioner. While pursuing the goal of becoming an engineer, one might need to gather resources to pay for the university fees and buy the study material. Even though practicing yoga may also imply expenses, they generally seem less costly when compared to university tuition costs. Therefore, rather than implying a general LPs' structure as an indicator across different life domains, organization might be contingent on the type of LP one has.

Based on the EFA results, we implemented changes in the LPS. First, we eliminated item 15, which in the two-factor solution did not have factor loadings above 0.3. Second, we modified the organization items as a new attempt to extract a three-factor solution in the future. Three items were removed due to having migrated to identification or involvement in the three-factor solution. Two items were adapted to better express means and resources arrangement. Two items were not modified and five additional items were created. The new version contained 22 items. In addition to the modifications based on the EFA results, we expanded the answer options from a 5-point to a 7-point scale. This change was grounded on a Monte Carlo simulation study suggesting that 7-point scales are more likely to achieve better performance on continuous estimation statistic methods (Rhemtulla et al., 2002).

Study 5: Psychometric properties assessment

We carried out a survey with the new LPS version. After data collection with a large sample of Brazilian and Portuguese participants, we identified its psychometric properties by means of: (1) EFA; (2) Confirmatory Factor Analyses (CFA); (3) invariance measurement models; (4) Cronbach's α ; and (5) relations to other measures.

Hypotheses

As for the relations to other measures, we considered five additional constructs assessed in two different questionnaires. First, 'presence of meaning' and 'search for meaning' are two constructs measured in the Meaning in Life Questionnaire (MLQ; Steger et al., 2006). Both are grounded upon the definition of meaning in life as "the sense made of, and significance felt

regarding, the nature of one's being and existence" (Steger et al., 2006, p. 81). Empirical findings suggested positive relationships between the presence of meaning and well-being variables, while the opposite was observed for search for meaning – though the magnitude of correlations were relatively weaker (Steger et al., 2006, p. 81). LP is directly related to meaningful goals, so it is expected that the presence of meaning positively associates with LP constructs – especially with identification, which designates an awareness of goals. As for search for meaning, negative associations are expected, though with a weaker magnitude.

Secondly, we considered three constructs of authenticity assessed in the Authenticity Scale (AS; Wood et al., 2008). 'Self-alienation' refers to the "mismatch between the conscious awareness and actual experience [the true self]" (Wood et al., 2008, p. 386). 'Authentic living' embodies "being true to oneself in most situations and living in accordance with one's values and beliefs" (Wood et al., 2008, p. 386). Lastly, 'accepting external influence' "involves the extent to which one accepts the influence of other people and the belief that one has to conform to the expectations of others" (Wood et al., 2008, p. 386). Empirical findings suggested positive relationship between authentic living and subjective well-being, while the opposite was observed for self-alienation and accepting external influence (Wood et al., 2008). Since LPs express personal values, associations between LP and authenticity constructs are expected, specifically positive relationships with authentic living and negative relationships with self-alienation and accepting external influence. Additionally, it is expected that these relationships would display a stronger magnitude with identification, as this is the LP indicator directly related to the degree to which one identifies with personal goals.

Participants and procedures

Altogether, 1,926 participants between the ages of 18 and 76 answered an anonymous online survey via the LimeSurvey platform from April to December 2020. After eliminating those participants neither from Brazil nor Portugal ($n=29$) and over 60 years old ($n=39$), the answers of 937 Brazilians and 921 Portuguese were analyzed. As seen in Table 7, in both samples most participants were female, identified as Caucasian, and held a college degree. The mean age was lower in Portugal.

Participants could choose to answer either the European or the Brazilian Portuguese forms (Appendices 24 and 25). In addition to the LPS, participants were randomly divided into subgroups that answered different sets of additional measures. For the context of this article,

we will consider the Meaning in Life Questionnaire and the Authenticity Scale, completed by 636 Brazilians and 455 Portuguese.

Additional measures

Meaning in Life Questionnaire (MLQ; Appendices 26 and 27). The MLQ was created in the United States (Steger et al., 2006) and has been adapted to the Brazilian and Portuguese contexts (Damásio & Koller, 2015; Portugal, 2017). It assesses presence of and search for meaning using a seven-point scale varying from 1 (absolutely untrue) to 7 (absolutely true). It contains 10 items with each factor comprising five. Cronbach's α for both factors were good to excellent in the scale creation study as well as in the adaptation studies in Brazil and Portugal ($.86 \leq \alpha \leq .92$).

Authenticity Scale (AS; Appendices 28 and 29). The AS was created in the UK (Wood et al., 2008) and has been adapted to the Brazilian and Portuguese contexts (Balbino et al., 2018; Coscioni, Teixeira, & Paixão, *under preparation*). It assesses self-alienation, authentic living, and accepting external influence using a 7-point scale varying from 1 (does not describe me at all) to 7 (describes me very well). It contains 12 items with each factor comprising four. Cronbach's α for the three factors were questionable to good in the scale creation study as well as in the adaptation studies in Brazil and Portugal ($.69 \leq \alpha \leq .84$).

Exploratory Factor Analyses

Both the Brazilian and Portuguese samples were randomly divided into two halves and EFA were conducted with the first halves ($n=469$ and $n=460$, respectively) of each sample separately. The subsamples' size is adequate according to the criteria previously described (i.e., Catell, 1978; Everitt, 1975). Similarly to the pilot study, linearity was assessed and, in both samples, all item-total correlations were above 0.4. Kaiser-Meyer-Olkin measure ($KMO=0.94649$ and $KMO=0.93684$, respectively) and Bartlett's test ($\chi^2= 5294.0$, $df=231$, $p<0.001$ and $\chi^2= 5190.4$, $df=231$, $p<0.001$, respectively) suggested very good adequacy of the correlation matrix.

Initial MRFA indicated, according to the Kaiser criterion, a four-factor solution, while the Hull method suggested only a single factor. Retained factors were rotated with an oblique method (Direct Oblimin). We tried different approaches to compose a three-factor solution discriminating identification, organization, and involvement. However, similarly to the pilot

study, the organization items often presented double factor loadings or migrated to other dimensions. New MRFA considering only the 13 identification and involvement items were performed. In both samples, the Kaiser criterion and the Hull method suggested a two-factor solution. In the Brazilian sample, Item 9 (“Lately, I have been talking to other people about my future plans”) did not present factor loadings over 0.3, while in the Portuguese sample it presented reduced factor loading compared to other items (0.322). Item 9 also worsened the reliability in the Portuguese sample and, therefore, was eliminated. Item 3 (“I’m completely committed to my future goals”) was additionally deleted in the Portuguese sample due to double factor loadings over 0.3.

Table 9
Factor loadings extracted of MRFA (Study 5)

n.	Items (in English)	BR		PT	
		Id. ^{1,2}	Inv. ^{1,2}	Id. ^{1,2}	Inv. ^{1,2}
1	I’m aware of what I want for my future life	.921		.846	
4	I have clear goals for what I would like to achieve in life	.723		.749	
7	My future goals provide a meaning to my life	.441		.526	
10	I have a clear idea about the person I wish to be in the future	.733		.766	
13	My goals provide a clear image of myself in the future	.748		.813	
16	I have already decided what to do with my life in the future	.759		.745	
3	I’m completely committed to my future goals		.643		---
6	I’m making efforts to achieve what I want for the future		.752		.715
12	I’m engaged in activities to achieve my future goals		.751		.707
15	I’m spending a great deal of time on actions related to my future goals		.853		.855
18	I’m working hard to reach my future goals		.892		.898
20	I have already begun to enact my plans for the future		.730		.695
Factors’ statistics		BR		PT	
	Eigenvalues	6.6	1.4	5.9	1.3
	Proportion of common variance	54.6%	11.4%	54.0%	11.9%
	Means	5.2	5.1	5.3	5.2
	SD	1.18	1.15	1.14	1.10
	Cronbach’s α	.88	.90	.89	.88
Full scale’s statistics		BR		PT	
	Cumulative proportion of variance	66.0%		65.9%	
	Cronbach’s α	.92		.92	

¹All factor loadings significant at $\alpha=.001$

²factor loadings below 0.3 omitted

Table 9 exhibits the factor loadings, eigenvalues, proportion of common variance, Cronbach’s α , and descriptive statistics of factors and full scale’s direct scores. In both samples, the first factor contained the six identification items, while the second was different across region. It comprised five involvement items, yet it contained an additional one (Item 3) in the Brazilian form. Results were excellent with the two factors explaining 66.0% and 65.9% of

variance in the Brazilian and Portuguese samples, respectively. Cronbach's α varied from good to excellent, though in the Brazilian sample the exclusion of item 7 ("My future goals provide a meaning to my life") increased identification factor reliability in 0.006. The correlation between the factors was moderate in both samples ($r=.65$, in both).

Confirmatory Factor Analyses

CFA were performed using the software MPlus 8 (Muthén & Muthén, 2009) and considering the second halves of both samples ($n=468$, in Brazil; and $n=461$, in Portugal). Modification indices were also allowed to refine the scale's factor structure. We computed the required sample size considering the number of variables of the model with the biggest degrees of freedom (11 observed variables and 2 latent variables), an anticipated effect size of at least 0.3 (the usual minimum cutoff for factor loadings), a probability level of .05, and a desired statistical power level of .80. A minimum of 138 participants was suggested (Soper, 2021), which indicates the adequacy of the samples size. Additionally, the sample has over 200 participants, which is the minimum of participants commonly suggested by CFA literature (Kline, 2011).

Since multivariate normality was violated in all samples (as assessed by the Mardia test), we used the Maximum Likelihood Robust (MLR) estimator (Satorra & Bentler, 2001). The following fit indices were computed: Comparative Fit Index (CFI), Tucker-Lewis Index (TLI); Root Mean Square Error Approximation (RMSEA) and Standardized Root Mean Residual (SRMR). The following cutoff values were used to indicate good fit: $CFI \geq 0.95$, $TLI \geq 0.95$, $RMSEA < 0.08$, $SRMR \leq 0.08$ (Schreiber et al., 2006). Alternatively, the following cutoff values were considered acceptable: $0.90 \leq CFI < 0.95$, $0.90 \leq TLI < 0.95$, $0.080 \geq RMSEA > 0.100$, and $0.080 > SRMR \geq 0.100$ (Brown, 2006). For the comparison of non-nested models, we computed the Akaike Information Criterion (AIC) and the Bayes Information Criterion (BIC), with both interpreted as the smaller the better (Schreiber et al., 2006).

Firstly, we performed CFA testing two models. The first model (M1) contained the six identification items and the five common involvement items, in accordance with the EFA' results. As an attempt to provide a factor structure with good fit indices across samples, we eliminated Item 3, which had double factor loadings in the Portuguese sample. The second model (M2) was similar to the first, except for the exclusion of Item 7, which worsened reliability in the Brazilian sample. Therefore, both models had two correlated factors discriminating identification and involvement. Involvement contained five items, while

identification presented different compositions across the models – six items in M1 and five items in M2. As seen in Table 10, M2 visibly fit the Brazilian sample better. As for the Portuguese sample, M1 showed better RMSEA, TLI, and SRMR values, while M2 showed better CFI results. In both models, TLI met only acceptable cutoff values.

We opted for M2, for different reasons. First, considering the CFA results, M2 visibly fit the Brazilian sample better. In the Portuguese sample, the differences between models were controversial, with fit indices supporting both solutions. Secondly, Item 7 (the additional item from M1) worsened the reliability in the Brazilian sample. Thirdly, the content of Item 7 might overlap with other constructs (such as meaning in life). For comparison, we estimated a third model (M3) with the 10 items of M2 loading on a single factor. As seen in Table 10, M3 fit the data poorly in both samples, with chi-square difference tests revealing that M2 fit the data significantly better. Additionally, comparisons between AIC and BIC values indicated the outperformance of M2.

Table 10
CFA and Multigroup CFA' fit indices of BR and PT samples (Studies 5 and 6)

	$\chi^2(df)^1$	RMSEA [95% CI]	CFI	TLI	SRMR	AIC	BIC	$\Delta\chi^2(\Delta df)^1$
STUDY 5: CFA								
BR (second half of sample)								
M1	118.8(43)	.061 [.048; .075]	.960	.949	.036	15,639.4	15,780.4	
M2	91.7(34)	.060 [.046; .075]	.967	.956	.032	14,092.2	14,220.8	
M3	391.3(35)	.147 [.135; .161]	.795	.737	.085	14,566.0	14,690.5	299.6(1)
M4	44.1(19)	.053 [.033; .074]	.980	.970	.031	11,404.8	11,508.5	
M5	296.1(20)	.172 [.155; .189]	.778	.689	.082	11,775.5	11,875.1	252.0(1)
PT (second half of sample)								
M1	120.7(43)	.063 [.050; .076]	.956	.944	.038	14,699.6	14,840.1	
M2	102.7(34)	.066 [.052; .081]	.957	.943	.039	13,434.9	13,563.0	
M3	282.0(35)	.124 [.111; .137]	.844	.800	.072	13,719.3	13,843.3	179.3(1)
M4	46.4(19)	.056 [.036; .077]	.974	.962	.037	10,968.5	11,071.9	
M5	173.0(20)	.129 [.112; .147]	.855	.797	.071	11,170.5	11,269.7	126.6(1)
Entire samples (M4)								
BR	75.0(19)	.056 [.043; .070]	.976	.965	.027	22,625.8	22,746.9	
PT	69.0(19)	.053 [.040; .067]	.977	.967	.030	22,049.1	22,169.8	
	$\chi^2(df)^1$	RMSEA [95% CI]	CFI	TLI	SRMR	$\Delta\chi^2(\Delta df)^1$	$\Delta RMSEA$	ΔCFI
STUDY 5: Invariance models across culture (BR and PT)								
C	144.1(38)	.055 [.045; .064]	.977	.966	.028			
M	149.6(44)	.051 [.042; .060]	.977	.971	.032	5.5(6)*	-.004	.000
S	193.1(50)	.056 [.047; .064]	.969	.965	.039	43.5(6)	.005	-.008
	$\chi^2(df)^1$	RMSEA [95% CI]	CFI	TLI	SRMR	AIC	BIC	
STUDY 6: CFA								
BR (entire sample – only Study 6)								
M2	108.6(34)	.067 [.053; .081]	.964	.953	.031	14,843.4	14,973.4	
M4	52.6(19)	.060 [.041; .080]	.979	.969	.026	11,993.7	12,098.5	
PT (entire sample – only Study 6)								
M2	57.6(34)	.061 [.032; .088]	.976	.968	.033	5,073.6	5,173.6	
M4	20.2(19)*	.018 [.000; .068]	.998	.997	.023	4,175.8	4,256.4	

¹All χ^2 and $\Delta\chi^2$ values significant at $\alpha=0.01$.

Modification indices suggested associations between an item pair in both samples (Item 10: “I have a clear idea about the person I wish to be in the future”; and item 13: “My goals provide a clear image of myself in the future”). Modification indices also recommended the association of one additional item pair in each sample, with a common item across both pairs (Item 18: “I’m working hard to reach my future goals”). In the Brazilian sample, this item associated with item 12 (“I’m engaged in activities to achieve my future goals”), while in the Portuguese sample it associated with Item 6 (“I’m making efforts to achieve what I want for the future”). In the three pairs, both items belonged to the same factor, which indicates common variance beyond the belonging factor. These associations might relate to wording and content similarity.

We tested a fourth model (M4) representing a briefer and more parsimonious version of the LPS. During the creation of psychometric instruments, it is a common practice to create several items and subsequently eliminate some aiming at a more parsimonious version (Pasquali, 2009). Hence, considering the modification indices and the content of the items, we decided to eliminate items 13 and 18, respectively, from identification and involvement factors. These items were semantically similar to others, so their inclusion did not contribute with additional content. As seen in Table 10, M4 met excellent cutoff values in the four fit indices, in both samples, with values considerably better when compared to the three previous models. We estimated a fifth model (M5) as an alternative single factor solution including the eight items of M4. As seen in Table 10, M5 fit the data poorly in both samples. Chi-square difference tests and comparisons of AIC and BIC values indicated that M4 fit the data significantly better.

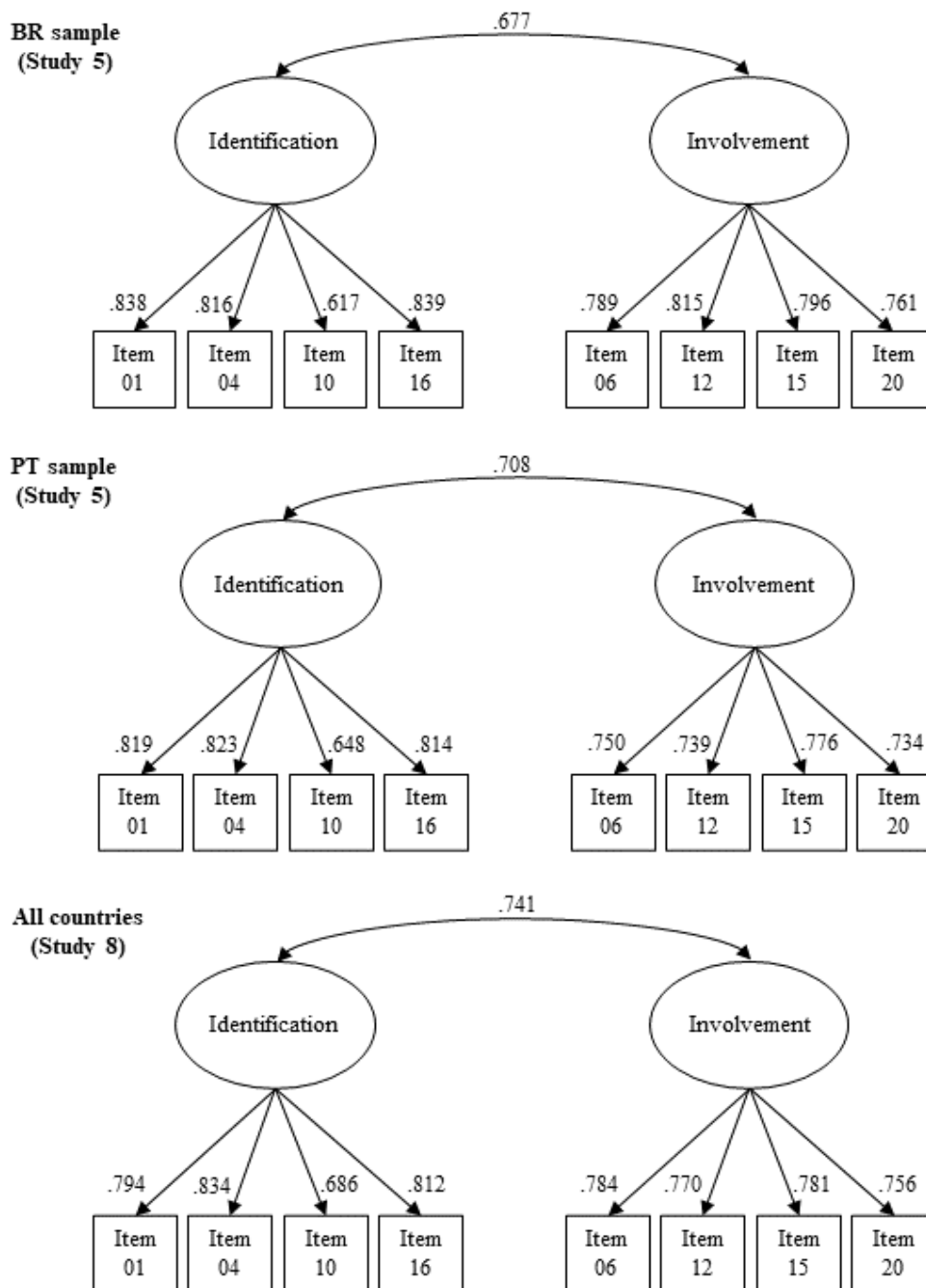
CFA testing M4 were conducted considering the entire Brazilian and Portuguese samples separately. As seen in Table 10, fit indices remained excellent. Figure 7 exhibits the factor loadings achieved in both samples, all significant at $\alpha=0.001$. The assessment of Cronbach’s α revealed good reliability coefficients (full scale: $\alpha=0.89$ and $\alpha=0.88$; identification: $\alpha=0.87$ and $\alpha=0.86$; involvement: $\alpha=0.87$ and $\alpha=0.84$). Identification direct scores’ means were 5.2 ($SD=1.26$) and 5.1 ($SD=1.20$) in the Brazilian and Portuguese samples, respectively. As for the involvement direct scores, the means were 5.3 ($SD=1.17$) and 5.2 ($SD=1.08$), respectively.

Invariance Measurement Models

Considering M4, Multigroup CFA (Cheung & Rensvold, 2002) were performed in MPlus 8 in order to assess LPS invariance across culture. Configural (C), metric (M), and scalar

(S) invariance models were computed. These models respectively assess whether the proposed factor structure, factor loadings, and intercepts are equivalent across the investigated groups (Cheung & Rensvold, 2002). In addition to the fit indices' cutoff values, invariance was assumed only if certain differences between the achieved fit indices across the models were observed (i.e., $\Delta RMSEA \leq 0.050$ and $\Delta CFI \geq -0.01$) (Cheung & Rensvold, 2002). As seen in Table 10, fit indices met all criteria for configural, metric, and scalar invariance.

Figure 7
CFA final model (Studies 5 and 8)



Relations to other measures

Before identifying associations with related constructs, the additional measures' psychometric properties were examined. Firstly, CFA were conducted to test the adjustment of the original factor structures in our samples. As multivariate normality violations were observed (as assessed by the Mardia test), the MLR estimator was preferred. For the MLQ, we tested presence of meaning (MLQ-P) and search for meaning (MLQ-S) as two separate scales, according to the MLQ's adaptation study to Brazil (Damásio & Koller, 2015). As seen in Table 11, MLQ-P and AS met excellent fit indices in both samples – except for TLI in the test of the AS in Portugal, which met only an acceptable value. MLQ-S met excellent fit indices in the Brazilian sample, yet in the Portuguese sample it achieved acceptable TLI results and an unacceptable RMSEA value. Therefore, we concluded for the good adjustment of the scales in our sample, except for the European Portuguese version of the MLQ-S. As for the scales' reliability, the assessment of Cronbach's α indicated acceptable to good values ($.74 \leq \alpha \leq .90$).

Configural, metric, and invariance models across culture were tested. As seen in Table 11, MLQ-P and AS met the criteria for the three invariance models – except for the slightly higher Δ RMSEA in the MLQ-P metric model. MLQ-S achieved only acceptable RMSEA and TLI cutoff values in the configural invariance model, which is in accordance with the fit indices achieved in the previous CFA. In the scalar invariance model, MLQ-S met only acceptable RMSEA cutoffs and Δ CFI was considerably below the expected cutoff. Therefore, we concluded for configural, metric, and scalar invariance of all measures, except for the MLQ-S, which did not meet the criteria for scalar invariance.

LPS and additional measures' factor scores were computed in MPlus 8 using Maximum A-Posteriori (MAP) method (Bock & Aitkin, 1981) and considering both samples. Subsequently, correlations between the scores and their 95% confidence intervals were computed. As the normality assumption (assessed by Kolmogorov-Smirnov and Shapiro-Wilk tests) was violated, Spearman correlations were preferred. As seen in Table 11, hypotheses were partially corroborated. Both identification and involvement positively associated with presence of meaning and authentic living, as well as negatively associated with self-alienation and accepting external influence. Nevertheless, search for meaning presented significant associations only in the Portuguese sample and with a low effect size. Results regarding the MLQ-S with the Portuguese sample must be interpreted with some caution due to the violation of factor validity and scalar invariance. The correlations' magnitude was higher for identification, though the comparison between confidence intervals implies statistical difference only for presence of meaning and solely in the Brazilian sample.

Table 11
Relationships to other measures (Study 5): CFA and Multigroup CFA' fit indices, and Spearman correlations

	$\chi^2(df)^1$	RMSEA [95% CI]	CFI	TLI	SRMR	AIC	BIC		
Confirmatory Factor Analyses									
MLQ-P									
BR	14.3(5)**	.054 [.022; .088]	.991	.981	.015	10,853.3	10,920.1		
PT	11.3(5)**	.053 [.007; .094]	.990	.980	.018	6,808.7	6,870.5		
MLQ-S									
BR	22.7(5)	.075 [.045; .107]	.981	.963	.020	11,124.4	11,191.2		
PT	28.1(5)	.101 [.067; .139]	.963	.925	.024	7,499.6	7,561.4		
AS									
BR	111.1(51)	.043 [.032; .054]	.974	.966	.037	25,700.8	25,874.5		
PT	107.9(51)	.050 [.036; .063]	.956	.943	.047	17,752.2	17,912.9		
	$\chi^2(df)^1$	RMSEA [95% CI]	CFI	TLI	SRMR	$\Delta\chi^2(\Delta df)^1$	$\Delta RMSEA$	ΔCFI	
Invariance Measurement Models across culture (BR and PT)									
MLQ-P									
C	25.6(10)	.054 [.028; .080]	.990	.981	.016				
M	41.4(14)	.060 [.039; .081]	.983	.976	.059	15.8(4)	.006	-.007	
S	52.4(18)	.059 [.041; .078]	.979	.976	.067	11.0(4)**	-.001	-.004	
MLQ-S									
C	50.3(10)	.086 [.063; .110]	.974	.948	.022				
M	57.8(14)	.076 [.056; .097]	.972	.960	.024	7.5(4)**	-.010	-.002	
S	86.1(18)	.083 [.066; .101]	.956	.951	.041	28.3(4)	.007	-.016	
AS									
C	218.8(102)	.046 [.037; .054]	.967	.957	.041				
M	233.0(111)	.045 [.037; .053]	.965	.958	.045	14.2(9)**	-.001	-.002	
S	252.1(120)	.045 [.037; .053]	.962	.958	.045	19.1(9)**	.000	-.003	
Spearman Correlations	Identification			Involvement					
	BR	PT		BR	PT				
Presence of meaning	.55* [.48; .60]	.45* [.36; .53]		.38* [.31; .45]	.37* [.29; .45]				
Search for meaning	-.04 [-.11; .05]	-.17* [-.25; -.07]		.02 [-.05; .11]	-.09* [-.20; .00]				
Self-alienation	-.36* [-.43; -.29]	-.42* [-.49; -.34]		-.29* [-.37; -.22]	-.36* [-.44; -.27]				
Authentic living	.36* [.28; .43]	.37* [.29; .46]		.30* [.23; .37]	.31* [.22; .39]				
A. external influence	-.30* [-.37; -.22]	-.25* [-.34; -.16]		-.19* [-.27; -.11]	-.20* [-.29; -.11]				

¹All χ^2 and $\Delta\chi^2$ values significant at $\alpha=0.01$, except for those with **.

*significant at $\alpha=0.05$.

Discussion

Study 5 assessed different kinds of psychometric properties of the LPS. By means of EFA, two-factor solutions discriminating identification and involvement were extracted. Similarly to the pilot study, three-factor solutions discriminating organization were not supported. The two-factor solutions were tested and refined through CFA. Several models were performed and a final version with eight items was elected. The elected version contains two correlated factors comprising four items each. The two factors met good reliability coefficients assessed by Cronbach's α . Multigroup CFA verified measurement invariance at configural, metric, and scalar level across culture (Brazil and Portugal). Correlations with MLQ-P and AS supported validity evidence based on relation to other measures (AERA et al., 2014). The

greater magnitude of the associations with identification supports our theoretical model since meaning in life and authenticity are theoretically closer to identification.

Even though Study 5 identified considerable validity and reliability evidence concerning the LPS, its final factor structure was grounded on the modification indices of a previous model. As both models were tested in the same sample, the outperformance of the final version may reflect overfitting. Thus, for the LPS's final version validation, its factor structure still needed to be tested in additional samples.

Study 6: Validation study

Study 6 aimed to validate the LPS's final factor structure extracted in Study 5. We used the data from a research conducted in Brazil and Portugal that included the same LPS version applied in Study 5. The study originally sought to adapt a Covid-related scale to the Brazilian and Portuguese contexts. The other LPQ's tasks rather than the LPS were not included in the data collection since the study only aimed at participants' LPs' degree of identification and involvement. Therefore, we conducted multigroup CFA to test invariance models across different application methods (that is, the complete LPQ and the LPS only). Additional multigroup CFA tested measurement invariance models across culture, gender, and age groups.

Participants and procedures

Altogether, 708 participants between the ages of 18 and 72 completed the LPS in an anonymous online survey via the LimeSurvey platform from August to November 2020. After eliminating participants over 60 years old ($n=32$), the answers of 490 Brazilians and 186 Portuguese were analyzed. As seen in Table 7, most participants were female and held a college degree, in both samples. The mean age was lower in Brazil. Race was assessed only in Brazil and participants mostly identified as Caucasian. In Portugal, data collection concerning ethnic, religious, and race variables is generally quite restricted (if not prohibited) by the primary ethical procedures adopted. In the previous study, the race variable was assessed due to its relevance in a transcultural study.

Participants could choose to answer either the European or Brazilian Portuguese LPS forms. Before answering the LPS, participants answered the Covid-related scale that was being adapted. For the context of this article, data derived from this scale was not considered, so the

scale is not described (for further details, Coscioni, Silva et al., *under review*; Coscioni, Duro et al., *under review*).

Confirmatory Factor Analyses

CFA were performed testing M2 and M4 and considering the Brazilian and Portuguese samples separately. As seen in Table 10, M4 visibly fit better both samples, with all fit indices meeting excellent cutoff values. Cronbach's α were good to excellent (full scale: $\alpha=0.91$ and $\alpha=0.93$; identification: $\alpha=0.87$ and $\alpha=0.91$; involvement: $\alpha=0.90$ and $\alpha=0.89$). Identification and involvement direct scores were, respectively, 5.1 ($SD=1.27$) and 5.0 ($SD=1.33$), in the Brazilian sample; and 5.4 ($SD=1.25$) and 5.3 ($SD=1.22$), in the Portuguese sample.

Invariance Measurement Models

We conducted Multigroup CFA, testing configural, metric, and scalar invariance models across application methods, culture, gender, and age groups. We considered the samples of Studies 5 and 6. Differences across application methods consisted in the presence or absence of LPQ's initial tasks (Study 5 and Study 6, respectively). Transgender and gender non-conforming people were not considered for gender invariance models due to the reduced number of participants. Three age groups were formed according to the categories considered in a previous lifespan study on possible selves (Cross & Markus, 1991), i.e., 18-24 years old (young adulthood), 25-40 years old (maturity), and 41-60 years old (middle age). As the distributions of participants across groups were considerably different, we adopted measures to attenuate bias in favor of groups who contributed with more participants. Random selections of participants from the largest groups were made in each sample separately, which allowed for the creation of subsamples with groups equally distributed. We tested invariance models using the entire sample and solely the random selections.

As seen in Table 12, configural, metric, and scalar invariance was observed in all conditions, except for a slight increasing of $\Delta RMSEA$ in scalar invariance model across gender in Portugal and solely considering the entire sample. When the random selection was assessed, $\Delta RMSEA$ met good value. Additionally, there were some conditions in which fit indices met only acceptable values. Considering the random selection of Brazilian participants in terms of age, TLI was slightly reduced in the configural model. Lastly, SRMR was slightly increased in the scalar invariance model across gender in Portugal, in the random selection of participants.

Table 12
Multigroup CFA' fit indices across BR and PT samples (Studies 6)

	$\chi^2(df)^1$	RMSEA [95% CI]	CFI	TLI	SRMR	$\Delta\chi^2(\Delta df)^1$	$\Delta RMSEA$	ΔCFI
Application method (BR sample)								
C	129.2(38)	.058 [.047; .069]	.977	.966	.026			
M	134.0(44)	.054 [.043; .064]	.978	.971	.029	4.8(6)*	-.004	.001
S	143.7(50)	.051 [.042; .061]	.977	.974	.029	9.7(6)*	-.003	-.001
Application method (BR sample; random selection)								
C	101.2(38)	.058 [.045; .072]	.977	.967	.030			
M	103.9(44)	.053 [.040; .066]	.979	.973	.033	2.7(6)*	-.005	.002
S	112.0(50)	.050 [.038; .063]	.978	.975	.034	8.1(6)*	-.003	-.001
Application method (PT sample)								
C	88.6(38)	.049 [.036; .062]	.982	.974	.029			
M	93.3(44)	.045 [.032; .058]	.983	.978	.035	4.7(6)*	-.004	.001
S	108.6(50)	.046 [.034; .058]	.979	.977	.040	15.3(6)*	.001	-.004
Application method (PT sample; random selection)								
C	48.7(38)*	.039 [.000; .068]	.991	.987	.032			
M	50.9(44)*	.029 [.000; .059]	.994	.992	.044	2.2(6)*	-.010	.003
S	56.3(50)*	.026 [.000; .056]	.995	.994	.048	5.4(6)*	-.003	.001
Culture (BR and PT sample)								
C	183.8(38)	.055 [.047; .063]	.979	.968	.025			
M	193.4(44)	.052 [.044; .059]	.978	.972	.030	9.6(6)*	-.003	-.001
S	250.5(50)	.056 [.049; .063]	.970	.967	.037	57.1(6)	.004	-.008
Culture (BR and PT samples; random selection)								
C	157.2(38)	.053 [.045; .062]	.980	.970	.025			
M	165.1(44)	.050 [.042; .058]	.979	.974	.029	7.9(6)*	-.003	-.001
S	217.0(50)	.055 [.048; .063]	.971	.968	.035	51.9(6)	.005	-.008
Gender (BR sample)								
C	132.3(38)	.059 [.048; .070]	.976	.965	.025			
M	136.5(44)	.055 [.044; .065]	.977	.970	.030	4.2(6)*	-.004	.001
S	151.2(50)	.054 [.044; .063]	.974	.971	.032	14.7(6)*	-.001	-.003
Gender (BR sample; random selection)								
C	95.2(38)	.063 [.047; .079]	.974	.961	.029			
M	98.4(44)	.057 [.042; .072]	.975	.968	.037	3.2(6)*	-.006	.001
S	111.1(50)	.057 [.042; .071]	.972	.969	.038	12.7(6)*	.000	-.003
Gender (PT sample)								
C	105.1(38)	.057 [.044; .070]	.976	.965	.030			
M	116.9(44)	.055 [.043; .067]	.974	.967	.046	11.8(6)*	-.002	-.002
S	152.2(50)	.061 [.050; .073]	.964	.959	.056	35.3(6)	.006	-.010
Gender (PT sample; random selection)								
C	82.8(38)	.060 [.042; .077]	.974	.962	.037			
M	98.5(44)	.061 [.045; .077]	.969	.960	.070	15.7(6)*	.001	-.005
S	121.9(50)	.066 [.051; .081]	.959	.954	.085	23.4(6)	.005	-.010
Age (BR sample)								
C	162.2(57)	.062 [.051; .074]	.973	.961	.029			
M	182.8(69)	.059 [.049; .069]	.971	.965	.047	20.6(12)*	-.003	-.002
S	207.7(81)	.057 [.048; .067]	.968	.967	.050	24.9(12)*	-.002	-.003
Age (BR sample; random selection)								
C	127.3(57)	.076 [.058; .094]	.961	.943	.037			
M	141.8(69)	.070 [.054; .087]	.960	.951	.060	14.5(12)*	-.006	-.001
S	160.2(81)	.068 [.052; .083]	.956	.955	.065	18.4(12)*	-.002	-.004
Age (PT sample)								
C	128.2(57)	.058 [.045; .072]	.975	.963	.031			
M	153.1(69)	.057 [.045; .070]	.971	.964	.067	24.9(12)*	-.001	-.004
S	184.2(81)	.059 [.048; .070]	.964	.963	.079	31.1(12)	.002	-.007
Age (PT sample; random selection)								
C	101.0(57)	.063 [.042; .083]	.972	.959	.038			
M	111.2(69)	.056 [.036; .074]	.974	.968	.066	10.2(12)*	-.007	.002
S	138.7(81)	.060 [.043; .077]	.964	.963	.079	27.5(12)	.004	-.010

¹All χ^2 and $\Delta\chi^2$ values significant at $\alpha=0.01$, except for those with *.

Means Comparisons

LPS scores were compared across samples in order to identify whether not filling in the other LPQ tasks impacted participants' answers. Identification and involvement factor scores were computed in MPlus 8 using MAP method and considering the four samples together. Means were compared and, since the normality assumption was violated (as assessed by Kolmogorov-Smirnov and Shapiro-Wilk tests), the Mann-Whitney test was preferred. Across the Portuguese samples, results indicated that identification scores were significantly higher in the sample of Study 6, $Z=5.25$, $df=1$, $p<.05$, though with a reduced size effect ($d=.14$) and power ($1-\beta=.54$). The other scores were not significantly different across samples.

Discussion

Study 6 validated the factor structure extracted in Study 5 by testing it with additional samples. CFA met excellent fit indices, which presents additional validity evidence based on the internal structure. Invariance measurement models indicated that completing the LPS solely (i.e., without the other LPQ's inductive and deductive tasks), does not affect its factor structure, neither its factor loading, nor its intercepts. Mann-Whitney tests indicated significant differences concerning the scale scores, yet only across the Portuguese samples, particularly for identification, and with a low effect size and power. Thus, it seems that differences across the application methods do not affect the obtained scores. Multigroup CFA also identified measurement invariance at configural, metric, and scalar level across culture, gender, and age groups, which indicates that the instrument works similarly across groups with different features.

Study 7: Test-retest reliability assessment

Study 7 assessed the LPS test-retest correlations considering an interval of two weeks. This allowed for the verification of additional reliability evidence. As the LPS is conceived as a state measure, large fluctuations in an interval of a week are not expected. Therefore, we anticipated test-retest correlations of a high magnitude.

Participants and procedures

Altogether, 45 undergraduate psychology students at the University of Coimbra participated in this study. Most participants were female ($n=43$, 95.3%) and the ages varied from 18 to 43 years ($M=21.4$, $SD=6.36$). Students were invited to participate in this study and were contacted again two weeks later. Participation was conducted online in an anonymous survey via the LimeSurvey platform from April to May 2021. In order to ensure the anonymity of data collection, an identification code was generated that would enable comparisons across the two data collections.

Results and Discussion

Total, identification, and involvement direct scores were computed and Spearman correlations between data collections were analyzed. The Spearman correlation was preferred since some of the scores violated normality (as assessed by Kolmogorov-Smirnov and Shapiro-Wilk tests). Additionally, Wilcoxon tests were performed in order to identify whether there were significant differences across scores considering the two times of data collection. As seen in Table 13, all correlations had high magnitude, and Wilcoxon tests revealed no significant differences across the two times of data collection, which indicates test-retest reliability.

Table 13
Test-retest reliability

	Time 1		Time 2		Wilcoxon test		Spearman correlation ¹
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>Z</i>	<i>p</i>	
Identification	5.4	1.18	5.3	1.08	-.158	.874	.87
Involvement	5.3	0.88	5.4	0.94	-.698	.485	.77
Total	5.3	0.94	5.4	0.94	-.357	.721	.87

¹All correlations significant at $\alpha=.01$

Study 8: Transcultural measurement invariance assessment

Study 8 aimed to test the LPS factor structure with samples from other countries. Multigroup CFA were performed to test additional invariance measurement models across cultures. Considering the Covid-pandemic may influence how people project their future lives, we also tested invariance models across different levels of Covid-related concern and impact. Lastly, additional reliability coefficients rather than Cronbach's α were computed.

Participants and procedures

In addition to the Brazilian and Portuguese samples from Study 5 ($n=937$ and $n=921$, respectively), samples from three additional countries (USA, Slovenia, and China) were analyzed. All additional samples are derived from anonymous online surveys via the LimeSurvey platform. In Slovenia, 472 answers from May 2020 to March 2021 were considered. In China, data collection occurred from November 2020 to December 2020 and 647 respondents were analyzed, from which 418 were originally from Main China, 211 from Macau, 12 from Hong Kong, and six from Taiwan. In the USA, 642 respondents participated from October 2020 to December 2020 and two recruitment strategies were used. First, 575 participants were recruited by Mechanical Turk (MTurk), an online platform in which users answer surveys in exchange for monetary compensation (one dollar per participant). Second, 67 undergraduate students from the University of Oregon answered the survey in exchange for university credits.

Table 14
Participants' demographics (Study 8)

	US	SL	CH
Age [M (SD)]	37.4 (11.28)	31.2 (10.56)	27.0 (10.72)
18-24 y.o.	75 (11.7%)	125 (26.5%)	400 (61.8%)
25-40 y.o.	342 (53.3%)	251 (53.2%)	147 (22.7%)
41-60 y.o.	225 (35.0%)	96 (20.3%)	100 (15.5%)
Gender			
Female	333 (51.9%)	310 (65.7%)	273 (42.2%)
Male	300 (46.7%)	158 (33.5%)	352 (54.4%)
TGNC ¹	8 (1.2%)	4 (0.8%)	14 (2.2%)
No answer	1 (0.2%)	0 (0.0%)	8 (1.2%)
Race²			
Asian	45 (7.0%)	2 (0.4%)	641 (99.1%)
Black	73 (11.4%)	1 (0.2%)	1 (0.2%)
Caucasian	496 (77.3%)	441 (93.4%)	1 (0.2%)
Indian	1 (0.2%)	2 (0.4%)	0 (0.0%)
Latin/Hispanic	34 (5.3%)	7 (1.5%)	0 (0.0%)
Native American	31 (4.8%)	0 (0.0%)	0 (0.0%)
Middle Eastern	3 (0.5%)	9 (1.9%)	0 (0.0%)
Pacific Islander	2 (0.3%)	3 (0.6%)	0 (0.0%)
Other	2 (0.3%)	10	5 (0.8%)
No answer	1 (0.2%)	5 (1.1%)	4 (0.6%)
College degree	406 (63.2%)	306 (64.8%)	233 (36.0%)

¹Transgender and gender non-conforming people.

²The question regarding race allowed for multiple answers

Altogether, 3,619 answers were analyzed and participants' demographics are exhibited in Tables 7 and 14. The number of participants across samples already considers the elimination of foreigners (participants from none of the countries that have been sampled) and people over 60 years of age. As seen in Tables 7 and 14, most participants were female, identified as

Caucasian, and held a college degree, except for Chinese participants, who were mostly Asian male university students. Age means varied from 27.0 ($SD=10.72$) (China) to 37.4 ($SD=11.28$) years of age (USA).

Participants answered the survey in their native language (Brazilian Portuguese, Chinese, English, European Portuguese, or Slovenian). The Chinese (Appendix 30) and Slovenian (Appendix 31) forms were generated following the guidelines of Borsa et al. (2012). First, two independent translators of each language provided translations from English into Chinese or Slovenian. The translations were evaluated by the local teams and new versions gathering the contributions of both were proposed. The translated versions were back-translated into English by two additional independent translators. The local teams suggested a final back-translated version considering the contributions of both translators. The back-translations were, then, analyzed by the Brazilian and Portuguese teams and small changes were suggested. Next, the scales had their semantic adequacy examined by focus groups and interviews. The semantic validation procedures were also conducted in the USA (Appendix 32). Small changes were implemented after the consent of the Brazilian and Portuguese teams. More details about the LPS adaptation process and participants' recruitment will be provided in articles discussing the adaptation procedures specific for each country.

In addition to the LPS, participants answered two questions related to the Covid-pandemic. The questions assessed: (1) their level of concern; and (2) how much they believed that the pandemic situation had impacted their answers in the survey. Both questions were answered on a five-point scale varying from 1 (not at all) to 5 (extremely). Altogether, 3,435 participants answered both questions.

Confirmatory Factor Analyses

CFA testing the five models assessed in Study 5 were performed and, due to the violation of multivariate normality (as assessed by the Mardia test), the MLR estimator was preferred. As seen in Table 15, M4 visibly fit data from Slovenia better (in addition to Brazil and Portugal, as previously examined), with all fit indices meeting excellent cutoff values – except for TLI, which was slightly lower .950. In the USA and China, both M2 and M4 met excellent cutoff values. In China, CFI and SRMR met better fit indices for M4, while RMSEA and TLI achieved better results for M2. The US sample was the only one in which M2 visibly fit the data better than M4. Lastly, a CFA testing M4 with all data was performed and excellent

fit indices were met, $\chi^2=193.6$, $df=19$, $p<.01$, $RMSEA=.050$ [.044; .057], $CFI=.980$, $TLI=.970$, $SRMR=.023$. Factor loading is exhibited in Figure 7, all significant at $\alpha=.001$.

Table 15
CFA' fit indices across samples from six countries (Study 8)

	$\chi^2(df)^1$	RMSEA [95% CI]	CFI	TLI	SRMR	AIC	BIC	$\Delta\chi^2(\Delta df)^1$
BR (entire sample from Study 5)								
M1	204.2(43)	.063 [.055; .072]	.956	.943	.034	31,094.8	31,259.4	
M2	162.4(34)	.063 [.054; .073]	.961	.949	.030	27,983.3	28,133.5	
M3	755.5(35)	.148 [.139; .158]	.782	.720	.083	28,918.3	29,063.6	593.1(1)
M4	75.0(19)	.056 [.043; .070]	.976	.965	.027	22,625.8	22,746.9	
M5	558.6(20)	.170 [.158; .182]	.772	.681	.081	23,325.7	23,441.9	483.6(1)
PT (entire sample from Study 5)								
M1	237.9(43)	.070 [.062; .079]	.947	.933	.037	29,587.0	29,751.1	
M2	200.2(34)	.073 [.063; .083]	.950	.933	.036	27,013.5	27,163.1	
M3	663.1(35)	.140 [.130; .149]	.809	.755	.076	27,710.3	27,855.1	462.9(1)
M4	69.0(19)	.053 [.040; .067]	.977	.967	.030	22,049.1	22,169.8	
M5	373.5(20)	.139 [.126; .151]	.840	.776	.073	22,508.1	22,623.9	304.5(1)
US								
M1	115.2(43)	.051 [.040; .063]	.972	.964	.027	17,816.7	17,968.5	
M2	89.9(34)	.051 [.038; .063]	.976	.969	.025	16,204.5	16,342.9	
M3	277.4(35)	.104 [.093; .115]	.898	.868	.051	16,489.4	16,623.3	187.5(1)
M4	63.6(19)	.060 [.044; .077]	.973	.961	.028	13,223.0	13,334.6	
M5	191.9(20)	.116 [.101; .131]	.897	.856	.051	13,418.7	13,525.9	128.3(1)
SL								
M1	174.1(43)	.080 [.068; .093]	.927	.906	.049	14,753.7	14,895.0	
M2	122.9(34)	.074 [.061; .089]	.944	.926	.041	13,246.2	13,375.1	
M3	269.8(35)	.119 [.106; .133]	.852	.810	.071	13,465.8	13,590.6	146.9(1)
M4	58.3(19)	.066 [.047; .086]	.964	.947	.038	10,741.8	10,845.7	
M5	165.5(20)	.124 [.107; .142]	.866	.812	.069	10,908.4	11,008.1	107.2(1)
CH								
M1	155.1(43)	.063 [.053; .074]	.949	.934	.041	19,061.7	19,213.7	
M2	82.3(34)	.047 [.034; .060]	.975	.967	.029	17,388.3	17,526.9	
M3	212.2(35)	.088 [.077; .100]	.908	.882	.050	17,656.1	17,790.3	129.9(1)
M4	54.9(19)	.054 [.038; .071]	.976	.964	.028	14,456.6	14,568.4	
M5	154.3(20)	.102 [.087; .117]	.908	.872	.050	14,635.5	14,742.8	99.4(1)

¹All χ^2 and $\Delta\chi^2$ values significant at $\alpha=0.01$.

Invariance Measurement Models

We proceeded with the invariance measurement models across culture considering M4. As the distributions of participants were significantly different across samples, subsamples with random selections of participants were set in order to attenuate bias in favor of largest groups. As seen in Table 16, results indicate invariance across culture only at the configural and metric levels. Scalar invariance models in both conditions (entire sample and random selection) considerably violated the expected ΔCFI . Additionally, CFI, TLI, and SRMR only met acceptable cutoff values.

Invariance measurement models were performed considering different levels of Covid-related concern and impact. Participants were divided into five groups according to their answers on the Covid-related questions. Multigroup CFA were conducted for the answers in each of the questions separately. Frequencies associated with the groups were very different (considering the entire sample) – i.e., for the first question (concern), 203 (5.9%), 824 (24.0%), 1,098 (32.0%), 1,000 (29.1%), and 310 (9.0%), respectively; for the second question (impact), 1,333 (38.8%), 980 (28.5%), 683 (19.9%), 343 (10.0%), and 96 (2.8%), respectively. Thus, we randomly selected participants in order to reduce potential bias in favor of largest groups. For the first question, 203 participants per each group were randomly selected. For the second questions, participants from the two last categories were integrated in order to encompass a larger group with 439 participants. Next, 439 participants from the three first groups were randomly selected. As seen in Table 16, configural, metric, and scalar invariance was observed in all conditions, with all fit indices meeting excellent cutoff indices. The only exception was the configural model testing the random selection of participants concerning the first Covid-related question, which met only acceptable TLI result.

Table 16
Multigroup CFA' fit indices across samples from five countries (Study 8)

	$\chi^2(df)^1$	RMSEA [95% CI]	CFI	TLI	SRMR	$\Delta\chi^2(\Delta df)^1$	$\Delta RMSEA$	ΔCFI
Nationality								
C	320.1(95)	.057 [.050; .064]	.974	.962	.030			
M	406.3(119)	.058 [.052; .064]	.967	.962	.067	86.2(24)	.001	-.007
S	635.8(143)	.069 [.064; .075]	.944	.945	.086	229.5(24)	.011	-.023
Nationality (random selection)								
C	246.3(95)	.058 [.049; .067]	.974	.962	.033			
M	316.7(119)	.059 [.051; .067]	.966	.960	.073	70.4(24)	.001	-.008
S	494.2(143)	.072 [.065; .079]	.940	.941	.093	177.5(24)	.013	-.026
Covid: Question 1								
C	262.3(95)	.051 [.043; .058]	.979	.969	.027			
M	304.9(119)	.048 [.041; .054]	.977	.973	.048	42.6(24)*	-.003	-.002
S	354.1(143)	.046 [.040; .052]	.974	.974	.053	49.2(24)	-.002	-.003
Covid: Question 1 (random selection)								
C	208.1(95)	.077 [.062; .091]	.959	.939	.043			
M	234.1(119)	.069 [.056; .082]	.958	.951	.069	26.6(24)*	-.008	-.001
S	264.3(143)	.065 [.052; .077]	.956	.957	.073	30.2(24)*	-.004	-.002
Covid: Question 2								
C	266.6(95)	.051 [.044; .059]	.980	.970	.027			
M	305.8(119)	.048 [.041; .054]	.978	.974	.045	39.2(24)*	-.003	-.002
S	361.3(143)	.047 [.041; .053]	.974	.975	.049	55.5(24)*	-.001	-.004
Covid: Question 2 (random selection)								
C	160.4(76)	.050 [.039; .061]	.980	.971	.030			
M	186.6(94)	.047 [.037; .057]	.978	.974	.052	26.2(0)*	-.003	-.002
S	210.9(112)	.045 [.035; .054]	.977	.977	.053	24.3(18)*	-.002	-.001

¹All χ^2 and $\Delta\chi^2$ values significant at $\alpha=0.01$, except for those with *.

Additional reliability coefficients

Other reliability coefficients were computed rather than Cronbach's α . Even though Cronbach's α is the most popular reliability coefficient, it has important limitations since it is grounded on the assumption that the inter-item covariances are the same for all item pairs (Damásio, 2012) – which in most of the cases is not true. Therefore, we also computed McDonald's omega (Ω) and Spearman-Brown coefficients. In contrast to Cronbach's α , McDonald's omega takes into account the strength of the association between items (McDonald, 1999). The Spearman-Brown coefficient, in turn, splits the items into two halves and subsequently assesses the correlations between them. The procedure is repeated until all possible item subsets are considered and a coefficient is generated based on all correlations assessed (Kuder & Richardson, 1937). The interpretation of McDonald's omega and Spearman-Brown coefficients are equivalent to Cronbach's α . Table 17 exhibits coefficients considering the entire sample and the minimum and maximum values across cultural samples. Full scale and factors' reliability met good to excellent values for the three different coefficients, in all samples.

Descriptive Statistics

Table 17 also exhibits descriptive statistics considering direct scores and factor scores computed in MPlus 8 with MAP Method (Bock & Aitkin, 1981). Even though Kolmogorov-Smirnov and Shapiro-Wilk tests indicate violation of normality, less restrict methods (skewness and kurtosis between -1.0 and 1.0) suggest that both types of scores had normal distribution across samples. The only exception was the American sample, which presented kurtosis values from 1.41 to 1.90. Results are satisfactory considering that parametric statistics are more robust to violations of kurtosis.

Discussion

Study 8 tested whether the LPS factor structure fit samples from other countries rather than Brazil and Portugal. CFA indicated good fit for samples from China, Slovenia, and the USA. In addition to Cronbach's α , McDonald's omega and Spearman-Brown coefficients were computed with results indicating good to excellent reliability. Multigroup CFA indicated invariance across culture at the configural and metric level only. Scalar invariance was not observed, which is a common finding among transcultural studies. Vandenberg and Lance

(2000) argued that “intercept differences may not reflect biases (undesirable) but response threshold differences that might be predicted based on known group differences (desirable)” (p. 38). Since LP is a psychological construct highly sensitive to context, scalar invariance does not seem a reasonable expectation. Indeed, a systematic review of the literature synthesized the existing literature that has tested measurement invariance of personality measures and did not find any study achieving scalar invariance across cultural groups (Dong & Dumas, 2020). Lastly, additional invariance models across Covid-related concern and impact were performed with results indicating configural, metric, and scalar invariance.

Table 17
Reliability and descriptive statistics of LP factors across countries (Study 8)

	α (min.; max.)	Ω (min.; max.)	Spearman-Brown (min.; max.)	Corr. Id-Inv (min.; max.)
Identification	.86 (.85; .87)	.86 (.85; .87)	.87 (.85; .87)	.74 (.68; .82)
Involvement	.85 (.81; .87)	.86 (.81; .87)	.86 (.81; .87)	
Full scale	.89 (.88; .90)	.92 (.91; .93)	.90 (.88; .91)	
	<i>M</i> (min.; max.)	<i>SD</i> (min.; max.)	Skewness (min.; max.)	Kurtosis (min.; max.)
Direct scores				
Identification	5.2 (5.0; 5.6)	1.16 (0.94; 1.26)	-0.88 (-1.01; -0.50)	0.73 (0.23; 1.90)
Involvement	5.3 (5.0; 5.6)	1.08 (1.00; 1.17)	-0.87 (-1.01; -0.60)	0.91 (0.17; 1.60)
Factor scores (MAP method)				
Identification	.00 (-0.20; 0.37)	0.98 (0.81; 1.05)	-0.83 (-0.93; -0.47)	0.64 (0.10; 1.57)
Involvement	.00 (-0.20; 0.26)	0.85 (0.74; 0.91)	-0.82 (-0.95; -0.53)	0.84 (-0.02; 1.41)

General Discussion and Conclusions

The LPS is a psychometric measure grounded on the comprehensive theory of LPs. This article described its creation and refinement by performing eight studies with different goals and methods. In its final version, the LPS comprises two factors and eight items. The first factor, identification, measures awareness of one’s intended future. It is composed of four items assessing: (1) awareness of desired future life (“I’m aware of what I want for my future life”); (2) clearness of goals (“I have clear goals for what I would like to achieve in life”); (3) clearness of the self in the future (“I have a clear idea about the person I wish to be in the future”); and (4) decisiveness regarding the future life (“I have already decided what to do with my life in the future”). In turn, the second factor, involvement, measures enactment of plans and endeavors in favor of one’s intended future. It is composed of four items assessing: (1) effort (“I’m making efforts to achieve what I want for the future”); (2) activities engagement (“I’m engaged in activities to achieve my future goals”); (3) time dedication (“I’m spending a great deal of time on actions related to my future goals”); and (4) initiation (“I have already begun

to enact my plans for the future”). Identification and involvement assess intentional structures and actions, respectively. Thus, they are congruent to the comprehensive theory of LP, according to which an LP is, first and foremost, a process comprising the formation, enactment, and maintenance of intentional structures and actions.

Previous versions of the LPS comprised an additional theoretical dimension named organization, which referred to means and resources arrangement in favor of one’s intended future. This dimension was the subject of debate in the research team since its initial conception. Some research team members considered it an outcome entailing contextual transformations rather than an LP dimension. Questions regarding its content validity across different life domains were also raised. That is, as required means and resources considerably vary across LPs’ domains, an athenatic measure on organization would not be possibly valid. The research team decided to generate items for the three dimensions and subsequently test both the two and three-factor solutions. The three-factor solution was tested in EFA considering two LPS versions and three samples from two cultures (Brazil and Portugal). Organization items presented either double or none factor loadings over 0.3; some items even migrated to identification or involvement factors. Therefore, the two-factor solution was preferred.

The LPS’s final version proposed in this article has excellent validity and reliability evidence identified in eight studies involving research teams from nine countries, six experts in the field, six focus groups with 24 participants, and nine samples accounting for 4,601 participants from five countries. Prior to data collections with large samples, validity evidence based on the test content and response process was examined by carrying out consultations with experts and focus groups with laypeople. Validity evidence based on the internal structure was assessed by EFA and CFA with three and seven samples, respectively. Associations with meaning in life and authenticity allowed for the verification of validity evidence based on the relations to other measures. Reliability was assessed by three types of coefficients, with results supporting good to excellent values across all samples. Lastly, test-retest correlations allowed for the identification of time reliability.

Invariance measurement models across different kinds of groups were conducted. Beginning with comparisons across cultures, multigroup CFA with a Brazilian and a Portuguese sample identified invariance at the configural, metric, and scalar levels. A subsequent study including samples from Slovenia, China, and the United States identified invariance at the configural and metric levels only. This is an expected result since scalar invariance is hardly ever achieved in transcultural studies (Dong & Dumas, 2020). Invariance models across gender and age groups identified equivalence at the three levels in all conditions.

Invariance models across different application methods revealed that filling in the LPQ's first tasks does not seem to impact the LPS factor structure, factor loadings, intercepts, and scores. Lastly, measurement invariance models across different levels of Covid-related concern and impact indicate that the pandemic does not seem to influence the LPS factor structure, factor loadings, and intercepts. Future studies may investigate the extent to which the pandemic situation may impact its scores.

Overall, we concluded that that LPS is a valid and reliable measure for the assessment of people's intended future. Thus, it is ready for further testing and development in other cultures and contexts. The scale presents advantages over other measures due to different reasons. First, it embodies an attempt to provide a transculturally valid measure since its initial versions. This is particularly evident when considering the fact that international research teams have been involved with its creation from the outset. Second, results presented during the course of this article demonstrate several sources of validity and reliability evidence identified across different community samples. Thus, the scale may be applied to a universe of users broader than previous measures that were tested only with adolescents or undergraduate students. Last but not least, the scale operationalizes a definition of LP grounded on a comprehensive theory that integrates the contributions of several theoretical perspectives. Therefore, the results reported here also provide empirical evidence for this theory.

Part 4.

Practical relevance

Chapter 7

Teoria Compreensiva dos Projetos de Vida: Contributos para a Educação Básica

Comprehensive theory of life projects: Contributions for Basic Education

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Coscioni, V. (*in press*). Teoria Compreensiva dos Projetos de Vida: Contributos para a Educação Básica [Comprehensive theory of life projects: Contributions for basic education]. *Revista Brasileira de Orientação Profissional*, 22(1).

Resumo

O objetivo deste trabalho é introduzir a teoria compreensiva dos projetos de vida como um possível conjunto de pressupostos orientadores para as práticas profissionais no âmbito da educação básica. Antes de introduzir os principais pressupostos da teoria, proceder-se-á uma análise crítica do uso do termo projeto de vida em outros contextos: no sistema socioeducativo, nas políticas públicas da educação básica e na literatura científica brasileira. Ainda que o emprego do termo nestes contextos traga contribuições, os sentidos atribuídos ao conceito o têm abordado de forma restrita, considerando apenas uma pequena parte das suas dimensões. A teoria compreensiva dos projetos de vida é então introduzida enquanto o produto da integração de diferentes perspectivas teóricas, valorizando o saber oriundo de diferentes áreas.

Palavras-chave: projeto de vida, educação básica, políticas públicas.

Abstract

This study introduces the comprehensive theory of life projects as a possible set of guiding assumptions for professional practices in basic education. Before introducing its main theoretical assumptions, a critical analysis of the use of the term life project in other contexts will be made, particularly in the Brazilian assistance service for juvenile offenders, in the Brazilian public policies of basic education, and in the Brazilian scientific literature. Although the use of the term in these contexts brings contributions, the meanings ascribed to the concept have approached it in restricted ways, considering only a small part of its dimensions. The comprehensive theory of life projects is, then, introduced as the product of the integration of different theoretical perspectives, valuing knowledge from different areas.

Keywords: life project, basic education, public policies.

Introdução

O termo projeto de vida tem se tornado cada vez mais popular na literatura científica. Parte da sua popularidade deve se relacionar com preferências pessoais na comunidade científica. Todavia, há parte da sua popularidade que certamente pode ser explicada devido a aspectos históricos. Segundo Leccardi (2005), o mundo sedia atualmente um período histórico caracterizado pela instabilidade e incerteza em relação a diferentes aspectos da vida, dentre eles o futuro. Autores como Giddens (1991) sugerem que, diante deste cenário de constante transformação, o planejamento da vida futura pode favorecer o desenvolvimento de um senso de unidade e propósito. Não é de se espantar que a comunidade científica volte a sua atenção ao futuro como reflexo de uma preocupação compartilhada também por leigos.

A preocupação generalizada em relação ao futuro parece se relacionar também com a popularização do termo em outros contextos. A expressão projeto de vida é mencionada no âmbito da orientação profissional e de carreira, muito embora frequentemente sem uma definição clara e sem menção a alguma teoria. O termo é também utilizado pelo senso comum para denotar uma espécie de desejo em relação ao futuro. De certa forma, há congruência entre o significado atribuído pelo senso comum e aquilo que se aborda neste trabalho. Mas há também diferenças, sobretudo derivadas do fato de que a ciência e o senso comum possuem finalidades distintas. Veremos adiante as concepções científicas do termo.

No Brasil, o termo projeto de vida vem ocupando um papel importante no âmbito das políticas públicas. Em 2006, o Conselho Nacional dos Direitos da Criança e do Adolescente (CONANDA) produziu um documento intitulado Sistema Nacional de Atendimento Socioeducativo (SINASE, Brasil, 2006), cujo objetivo principal é apresentar parâmetros e diretrizes para a execução das medidas socioeducativas no Brasil. Isto é, trata-se de um documento que busca orientar as intervenções junto a adolescentes responsabilizados pela prática de atos infracionais. Neste documento, a reconstrução dos projetos de vida é mencionada enquanto um dos objetivos a serem atingidos com o cumprimento da medida socioeducativa. Mais recentemente, em 2017, a Reforma do Ensino Médio (Lei nº 13.415/2017, Brasil, 2017a) e a Base Nacional Comum Curricular (BNCC, Brasil, 2017b) reconheceram que os currículos escolares deveriam considerar a construção de projetos de vida como norteadores de uma educação integral. Em razão disto, alguns estados passaram a ofertar disciplinas escolares obrigatórias cujo objetivo é auxiliar os alunos na construção de projetos de vida.

A popularidade do termo projeto de vida no meio científico, nas práticas profissionais, no senso comum e nas políticas públicas, infelizmente, não é acompanhada de maior precisão em relação ao seu uso. O termo é ainda frequentemente utilizado sem uma definição explícita.

Em outras situações, é utilizado de modo vago, sendo comumente empregado como sinônimo de aspirações, expectativas, perspectivas de futuro, metas, propósito, entre outros (Coscioni, Teixeira, Portugal, & Paixão, *under review*; Coscioni, Teixeira, Damásio et al., 2020). O termo parece assumir, em diversos contextos, uma espécie de psitacismo – isto é, o emprego de palavras sem levar em conta o seu significado. Muito embora psitacismos possam ser esperados em práticas do senso comum, eles podem gerar limitações em contextos científicos e profissionais.

Toda prática traz subjacentemente um conjunto de pressupostos orientadores (Slife & Williams, 1995). Por exemplo, psicanalistas partem do pressuposto de que o ser humano é regido por pulsões inconscientes. Portanto, dão menos importância ao discurso racional dos pacientes e valorizam sobretudo técnicas como a associação livre e a interpretação dos sonhos. Comportamentalistas, por sua vez, partem do pressuposto de que o comportamento é o resultado do condicionamento clássico e operante. Logo, dão prioridade a métodos tais como a análise de contingências. Mesmo no caso de psicólogos que não se declaram pertencentes a nenhuma escola teórica, pressupostos embasam a sua prática profissional, estejam eles claros ou não. O que se depreende a partir desses exemplos é que é impossível pensar uma prática profissional sem uma teoria. Consequentemente, a clareza a respeito dos pressupostos das práticas permite uma postura mais crítica frente à atuação enquanto cientistas e profissionais.

O objetivo deste trabalho é introduzir a teoria compreensiva dos projetos de vida como um possível conjunto de pressupostos orientadores para as práticas profissionais no âmbito da educação básica. A teoria compreensiva dos projetos de vida é o resultado de estudos de diferentes perspectivas metodológicas desenvolvidas ao longo do Doutorado em Psicologia do autor do presente artigo na Universidade do Rio Grande do Sul (UFRGS) e na Universidade de Coimbra (UC), em Portugal. Tratando-se de um programa de cotutela entre as universidades, o autor foi orientado por professores de ambas as instituições, o Professor Doutor Marco Antônio Teixeira, da UFRGS, e a Professora Doutora Maria Paula Paixão, da UC. O nome da teoria é derivado do seu objetivo de integrar diferentes perspectivas teóricas. Uma teoria compreensiva é uma teoria abrangente que integra conteúdos de diferentes áreas.

Antes de introduzir a teoria compreensiva dos projetos de vida, será discutido em maior profundidade parte do conteúdo brevemente apresentado até então. Inicialmente, será analisado criticamente o uso do termo projeto de vida no sistema socioeducativo brasileiro e nas políticas públicas da educação básica. A partir da sinalização das limitações derivadas da imprecisão do termo no contexto socioeducativo, pretende-se indicar caminhos para prevenir que o mesmo ocorra no âmbito da educação básica. Em seguida, será analisado criticamente o uso do termo

projeto de vida em algumas perspectivas teóricas que acabam por o igualar aos conceitos de meta, aspiração, sonho ou propósito. Como será visto a seguir, estas definições restringem a ideia de projeto de vida a apenas uma de suas dimensões, o que pode trazer consequências práticas indesejadas. Ao final, pretende-se introduzir brevemente os principais pressupostos da teoria compreensiva dos projetos de vida, de modo a apontar possíveis direções para a construção de projetos de vida na educação básica.

O uso do termo projetos de vida no sistema socioeducativo

Como já mencionado, o termo projeto de vida está presente no SINASE (Brasil, 2006), documento escrito pelo CONANDA com o objetivo de subsidiar a execução das medidas socioeducativas no Brasil. Muito embora evocado três vezes, em nenhuma delas o termo é devidamente definido. De modo geral, ele é empregado para indicar um resultado que se espera atingir com a medida socioeducativa. Isto fica particularmente claro quando discutido o desenvolvimento pessoal e social do adolescente enquanto dimensão básica do atendimento socioeducativo (Seção 6.2.2):

As ações socioeducativas devem exercer uma influência sobre a vida do adolescente, contribuindo para a construção de sua identidade, de modo a favorecer a elaboração de um *projeto de vida*, o seu pertencimento social e o respeito às diversidades (cultural, étnico-racial, de gênero e orientação sexual), possibilitando que assumam um papel inclusivo na dinâmica social e comunitária. (Brasil, 2006, p. 52, *itálico nosso*)

Esse extrato antecede o trecho do SINASE em que o Plano Individual de Atendimento (PIA) é apresentado como uma ferramenta para a evolução pessoal e social dos adolescentes durante a medida socioeducativa. Muito embora o PIA já tivesse sido mencionado no SINASE em páginas anteriores, é nessa seção em que ele é descrito com maior detalhe. O PIA é definido enquanto diagnóstico polidimensional, elaborado com base em intervenções técnicas junto aos adolescentes e suas famílias. Cinco grandes áreas para a sua elaboração são apresentadas: jurídica, saúde, psicológica, social e pedagógica. Isto é, ao contrário do termo projeto de vida, o PIA recebe uma definição explícita e bastante clara.

Em 2012, a lei que instituiu o SINASE (Lei Federal nº 12.594/2012, Brasil, 2012) não mencionou o termo projeto de vida, embora tenha evocado o termo PIA em diferentes capítulos. Os termos projetos de vida e PIA passaram, então, a ser recorrentemente utilizados como sinônimos (Moreira et al., 2015). A ideia de igualar os termos projeto de vida e PIA parece inadequada sob diferentes perspectivas. Por um lado, projeto de vida refere-se a uma

construção pessoal a partir do qual alguém edifica uma narrativa sobre o seu futuro. Por outro lado, PIA diz respeito a um documento produzido com base em intervenções de uma equipe. Muito embora elaborado em conjunto com os adolescentes, o PIA é um documento e não uma narrativa pessoal. Enquanto o PIA é uma exigência institucional, o projeto de vida é uma construção pessoal voluntária.

A imprecisão em relação ao termo projeto de vida trouxe implicações de ordem prática. Isto torna-se evidente a partir dos resultados de uma pesquisa conduzida em quatro unidades socioeducativas de dois estados brasileiros (Coscioni, Marques et al., 2018, Coscioni, Nascimento et al., 2018). A partir de grupos focais, entrevistas e diários de campo, o estudo buscou compreender de que maneira as relações interpessoais estabelecidas por adolescentes em medida socioeducativa de internação contribuíam para a elaboração de seus projetos de vida. Quando questionados sobre a influência da equipe técnica na construção dos seus projetos de vida, os adolescentes de ambos os estados fizeram menção a um *plano* (palavra usada pelos próprios participantes) que deveria ser enviado ao Poder Judiciário como meio de avaliação da medida socioeducativa. O plano referido parece coincidir com o PIA, muito embora o termo não tenha sido referido por nenhum participante. Um trecho extraído de um dos grupos focais realizados pode ilustrar o que os participantes pensavam sobre este plano:

Eles [a equipe técnica] planejam, fazem nosso plano de vida para o juiz saber o que nós quer fazer. Então muitas das vezes a gente não pode ser sincero: “eu quero fazer uma faculdade, eu quero fazer isso”. Eu tenho que falar isso pra mim ter um ponto positivo, entendeu? (Questionador [nome fictício], 18 anos)

O trecho apresentado traz ao menos três aspectos importantes para o âmbito deste trabalho. Primeiro, o sujeito que constrói o plano em questão não é o próprio adolescente, mas a equipe técnica. Segundo, a finalidade deste plano é informar o Poder Judiciário a respeito do que os adolescentes desejam fazer no futuro. Terceiro, os adolescentes simulam discursos a fim de atender ao que o juiz e a equipe técnica esperam ouvir. Nesse sentido, o suposto projeto de vida construído durante a medida socioeducativa é uma narrativa fictícia. Narrativa esta que é construída pela equipe técnica com base em discursos simulados que os adolescentes emitem na tentativa de antecipar o fim do período de internação. Esta narrativa é justificada por uma racionalidade jurídica que visa a responder a uma demanda institucional.

A interpretação dos projetos de vida a partir de uma racionalidade jurídica é corroborada também por discursos proferidos pela própria equipe técnica. Nos registros dos diários de campo da pesquisa em questão, há várias menções sobre o PIA enquanto tema de debate entre os técnicos que trabalhavam nas unidades socioeducativas participantes (Coscioni, Farias et

al., 2018). Há um acontecimento em particular que merece atenção neste trabalho. Trata-se de um dia em que o pesquisador falava a respeito da sua pesquisa com uma assistente social. Em determinado momento, ela o interrompeu e perguntou o que exatamente ele queria dizer com projeto de vida. Ela, então, opinou sobre a existência de dois sentidos distintos atribuídos ao termo. O primeiro referia-se a um conceito da psicologia relacionado ao que as pessoas desejavam fazer no futuro. O segundo, por sua vez, descrevia um documento que deveria ser escrito pela equipe técnica e enviado ao Poder Judiciário. O projeto de vida enquanto demanda judicial parece se inserir no contexto socioeducativo como uma espécie de exame, no sentido atribuído por Foucault (2014) ao descrever o sistema panóptico. Isto é, o projeto de vida configura-se como uma tarefa necessária para a garantia da disciplina.

E qual a razão para discutir, num trabalho sobre educação básica, os sentidos atribuídos ao termo no sistema socioeducativo? Inicialmente, o relato até então traz um exemplo de como a imprecisão do uso do termo projeto de vida pode trazer implicações práticas. Isto é, considerando as unidades socioeducativas participantes da pesquisa relatada, parece que a imprecisão do termo contribuiu para o predomínio de uma racionalidade jurídica. Não se questiona aqui a competência técnica dos funcionários que trabalham neste contexto. O que se coloca em questão é que diretrizes com definições claras poderiam ter mobilizado outros caminhos. Voltando, pois, ao tema central deste trabalho, conhecer as possíveis implicações de terminologias vagas em práticas profissionais pode evitar erros semelhantes no âmbito da educação básica. Nesse sentido, ao almejar a construção de projetos de vida, as escolas devem promover o desenvolvimento de narrativas voluntárias, o que difere substancialmente da criação de ficções para o agrado de professores ou funcionários.

O uso do termo projeto de vida nas políticas públicas da educação básica

Há atualmente ao menos três documentos produzidos pelo Ministério da Educação que fazem menção ao termo projeto de vida. A Reforma do Ensino Médio (Brasil, 2017a) faz uma única menção ao termo como uma espécie de norteador para a educação integral, muito embora nenhuma definição explícita seja introduzida. Na BNCC (Brasil, 2017b), o termo é empregado 28 vezes, na maior parte delas como meio de afirmar o compromisso da escola com a construção dos projetos de vida dos alunos. Estas menções são frequentemente acompanhadas de referências ao conceito de educação integral, o que corrobora o sentido atribuído ao termo na Reforma do Ensino Médio. O termo é também mencionado quando descritas as 10

competências gerais da Educação Básica, particularmente a sexta, que tem sido intitulada como ‘Projeto de Vida e Trabalho’. Esta competência define-se como:

Valorizar a diversidade de saberes e vivências culturais e apropriar-se de conhecimentos e experiências que lhe possibilitem entender as relações próprias do mundo do trabalho e fazer escolhas alinhadas ao exercício da cidadania e ao seu projeto de vida, com liberdade, autonomia, consciência crítica e responsabilidade. (p. 9)

As disciplinas emergentes em alguns estados (e recorrentemente intituladas ‘Projeto de Vida’) são meios de operacionalizar esta competência em uma disciplina inserida no currículo obrigatório. Ao se embasar na ideia de educação integral, a BNCC endossou um entendimento de educação para além da formação técnica e acadêmica. Como instituição social, compreende-se a escola como responsável pela educação em cidadania e pelo desenvolvimento pessoal e social. A forma como a BNCC faz menção ao termo projeto de vida de alguma forma se assemelha ao modo como o SINASE (Brasil, 2006) empregou o termo. Todavia, a BNCC foi mais clara no sentido de apresentar uma definição explícita:

o projeto de vida é o que os estudantes almejam, projetam e redefinem para si ao longo de sua trajetória, uma construção que acompanha o desenvolvimento da(s) identidade(s), em contextos atravessados por uma cultura e por demandas sociais que se articulam, ora para promover, ora para constranger seus desejos. (pp. 472-473)

Muito embora vaga, a definição claramente parte do entendimento de que o projeto de vida é uma construção pessoal, intimamente ligada ao desenvolvimento da identidade e à cultura. Esta definição contrasta com a forma como o termo é empregado nas Diretrizes Curriculares Nacionais para o Ensino Médio (DCNEM; Resolução nº 3/2018, Brasil, 2018). Neste documento, o termo aparece cinco vezes, das quais em três ele é associado à ideia de educação integral. Nas outras duas menções, o termo assume definições explícitas. A primeira delas, no Art. 5, refere-se ao “projeto de vida como estratégia de reflexão sobre trajetória escolar na construção das dimensões pessoal, cidadã e profissional do estudante” (Brasil, 2018 Art. 5º, II). Adiante, no Art. 27, outra definição é apresentada:

o projeto de vida e carreira do estudante como uma estratégia pedagógica cujo objetivo é promover o autoconhecimento do estudante e sua dimensão cidadã, de modo a orientar o planejamento da carreira profissional almejada, a partir de seus interesses, talentos, desejos e potencialidades. (Brasil, 2018, Art 27, XXIII)

Ou seja, enquanto na BNCC o projeto de vida é compreendido como uma construção pessoal, na DCNEM ele é definido como uma estratégia pedagógica. Esta dicotomia parece semelhante à polissemia do termo no discurso da assistente social previamente reportado.

Parece também semelhante à imprecisão do emprego dos termos projeto de vida e PIA no sistema socioeducativo. Compreender projetos de vida como uma estratégia pedagógica pode o inserir numa racionalidade técnica semelhante à racionalidade jurídica que lhe atribui sentido nas unidades socioeducativas. Isto é, enquanto instrumento, o projeto de vida perde o sentido de construção pessoal e transforma-se num procedimento. Assim, é preciso evitar que, nas escolas, os projetos de vida assumam uma função de exame ou de mera obrigação.

Ainda é cedo para dizer que o que ocorreu no sistema socioeducativo ocorre hoje na educação básica. Certamente, o reconhecimento dos projetos de vida como orientadores da educação integral constitui um avanço para as políticas públicas de educação. Este reconhecimento abre a possibilidade de diálogos entre escolas, secretarias, psicólogos, orientadores de carreira, teóricos e pesquisadores. Levando-se em conta a discussão realizada até então, sugere-se que os projetos de vida, enquanto orientadores da educação integral, devem se manter enquanto tais, isto é, enquanto orientadores. Isto significa dizer que, enquanto construções pessoais, os projetos de vida geram sentidos e valores que podem orientar as estratégias pedagógicas. Ou seja, eles não são as estratégias pedagógicas propriamente ditas, mas os alicerces éticos para a sua execução e orientação. Esta questão aparentemente semântica tem implicações práticas. O entendimento de projeto de vida enquanto construção pessoal insere o aluno enquanto protagonista. Ao contrário, se definido enquanto estratégia pedagógica, o protagonista é a técnica.

O uso do termo projeto de vida na literatura científica brasileira

A imprecisão em relação ao uso do termo projeto de vida não se encontra presente somente no âmbito das políticas públicas, mas também entre os membros da comunidade científica. Isto pode ser verificado, por exemplo, a partir dos resultados de uma revisão sistemática da literatura realizada, cujo objetivo foi levantar as contribuições das pesquisas brasileiras para a caracterização de projetos de vida de adolescentes em medida socioeducativa (Coscioni, Rosa et al., *under review*). Para tanto, foram feitas buscas em quatro bases de dados (SciELO, PePSIC, LILACS e Index Psi), bem como no Portal de Teses e Dissertações da CAPES. As buscas foram realizadas considerando diferentes derivações do termo projeto de vida associados a termos que remetiam à condição de conflito com a lei. Ao final, foram analisadas 24 pesquisas que caracterizaram os projetos de vida de adolescentes em medida socioeducativa a partir da coleta e análise de dados empíricos.

A análise sistemática dos resultados das pesquisas selecionadas permitiu a identificação de contradições. Parte dos trabalhos consideravam que os adolescentes possuíam projetos de vida relacionados à educação, trabalho e família, muito embora esses então chamados projetos de vida fossem acompanhados de uma dúvida a respeito da sua real efetivação. Algumas dessas pesquisas eram claras no sentido de identificar que os projetos de vida dos participantes eram desacompanhados de um plano de ação que ilustrasse o meio a partir do qual ensejavam atingir as suas metas. Ou seja, ter projetos de vida era sinônimo de ter sonhos, de ter desejos em relação ao futuro, independentemente se esses desejos fossem orientados por um plano. Outros trabalhos possuíam conclusões distintas. Isto é, compreendiam que os adolescentes possuíam sonhos relacionados ao futuro, mas que não atingiam a categoria de projeto de vida por não estarem acompanhados de um plano de ação. Este segundo grupo de artigos diferenciavam, portanto, a ideia de aspirações (ou sonhos) da ideia de projeto de vida.

Igualar o conceito de projeto de vida a aspiração ou sonho parece assumir uma definição mais restrita do conceito. Analisemos brevemente o uso do termo projeto em outros contextos, tais como na expressão ‘projeto de pesquisa’. Ora, um projeto de pesquisa não é composto somente por objetivos, mas também por um método que descreve um plano de ações futuras. O projeto de pesquisa tampouco se resume a um documento, uma vez que se refere também às próprias ações em andamento durante a execução de uma pesquisa. Quando um/a orientador/a de tese pergunta “Como anda o seu projeto?”, frequentemente ele/a se refere às ações que se tem tomado para atingir os objetivos com os quais o/a doutorando/a se comprometeu. Isto é, o projeto de pesquisa envolve uma série de ações desde a revisão da literatura, o pensar dos objetivos e método, a redação de um plano de ação, a coleta de dados, a análise e interpretação dos dados e a redação final de um artigo, dissertação ou tese. Trata-se, portanto, de uma atividade bastante complexa que de modo algum pode ser reduzido somente a seus objetivos.

Etimologicamente, a palavra projeto deriva do latim *proiacere*. Trata-se da reunião do prefixo *pro-* (à frente) ao verbo *iacere* (lançar). Portanto, considerando a sua raiz etimológica, a palavra remete a algo que é lançado à frente (Partridge, 1966). Algumas palavras de mesma origem ainda guardam este sentido mais material, como é o caso de ‘projétil.’ Uma flecha, por exemplo, é considerada um projétil, pois é um objeto lançado à frente. Mas uma flecha só se torna um projétil quando lançada. Uma flecha parada é somente uma flecha. É preciso uma ação, um movimento, para que a flecha se torne um projétil. Da mesma forma, uma aspiração ou sonho só ascende à categoria de projeto de vida quando uma ação lança o seu projetor à frente, isto é, em direção ao futuro. Um projeto de vida não é apenas um sonho, mas um sonho

que mobiliza um conjunto de ações na vida cotidiana. Um sonho que se mantém somente no nível do desejo ainda não é um projeto de vida, muito embora um dia possa vir a ser.

O emprego do termo projeto de vida para se referir a desejos em relação ao futuro possivelmente relaciona-se com um equívoco de tradução que merece atenção. William Damon (2009) é um teórico e pesquisador estadunidense que desenvolveu uma perspectiva teórica sobre o propósito (*purpose*) dos jovens frente ao contexto de incerteza e instabilidade da pós-modernidade. A teoria de Damon é bastante influente no contexto internacional enquanto uma possível abordagem ao conceito de propósito (ou propósito de vida), o qual ele define como “uma intenção estável e generalizada de alcançar alguma coisa que é ao mesmo tempo significativa para o eu e gera consequências no mundo além do eu” (p. 53). Na tradução do seu livro para o português brasileiro, o termo foi concebido como ‘projeto vital.’ Parafrazeando o editor da versão brasileira do livro, a justificativa para tal decisão iniciou-se a partir do reconhecimento de que a tradução direta do termo para o português é, de fato, propósito. Dois significados distintos deste termo são então apresentados: (a) desígnio, intento, intenção; e (b) sentido, objetivo, finalidade. O editor então conclui: “a melhor definição para um trabalho sobre a moralidade humana é ‘sentido, objetivo, finalidade’” (Araújo, 2009, em Damon, 2009, p. 13). A afirmação parece contradizer o próprio Damon, que, na sua definição de *purpose*, utiliza o termo intenção (*intention*) como elemento central.

O editor prossegue: “Em português, talvez o significado mais próximo de *purpose* seja ‘projeto’” (Araújo, 2009, em Damon, 2009, p. 13). Para tanto, cita o educador brasileiro Nilson Machado, que desenvolveu uma abordagem educacional a respeito da noção geral de projeto. Machado (2006) defendeu que “a palavra [projeto] designa igualmente tanto aquilo que é proposto realizar-se quanto o que será feito para atingir tal meta” (p. 4). Em seguida, definiu o termo como “a antecipação de uma ação em busca de uma meta, em um futuro não determinado, cuja realização depende efetivamente dos agentes” (p. 7). Isto é, a definição de Machado claramente inclui um componente ativo (o lançar-se à frente), que é ausente na definição de propósito de Damon (2009). Ainda que Damon tenha se referido a ações relacionadas a propósitos, estas ações foram compreendidas não como elementos constituintes, mas como uma possível consequência de ter um propósito. Isto de maneira alguma reflete limitações da teoria de Damon, que, como mencionado, é um grande teórico do conceito de propósito. As diferenças entre as definições de Machado e Damon somente trazem evidências de que projeto e propósito são conceitos distintos, embora intimamente relacionados. Cabe ainda destacar que, nas traduções de William Damon para o português europeu (isto é, o português falado em Portugal), *purpose* foi concebido como ‘propósito.’

As diferenças entre projeto e propósito podem ser percebidas a partir das suas raízes etimológicas. Propósito é derivado do latim *proponere*, que possui o mesmo prefixo da palavra que originou projeto – *pro-* (à frente). A diferença refere-se ao verbo que funda cada um dos termos. Enquanto projeto origina-se do verbo *iacere* (lançar), propósito advém do verbo *ponere* (por, colocar). Dessa forma, enquanto projeto remete a algo ‘lançado à frente’, propósito refere-se a algo ‘posto à frente’ (Partridge, 1966). Uma palavra passa o sentido de movimento, ação; a outra transmite a ideia de prioridade. Metaforicamente dizendo, se evocada a cena de um tiro ao alvo, o projeto seria a flecha em movimento (o projétil lançado à frente), enquanto o propósito seria o alvo (um artefato posto à frente, o qual se pretende atingir).

Portanto, os conceitos de projeto de vida e propósito são intimamente relacionados, mas não são sinônimos. O elemento que assemelha os conceitos é a referência a objetivos e metas. Na ideia de propósito, a meta ilustra o objeto da intenção, objeto este que é significativo para o eu e que gera impacto no mundo além do eu. Na ideia de projeto de vida, por sua vez, a meta ilustra uma intenção já em execução e inserida numa narrativa prospectiva que orienta a história de vida e a identidade do projetor. O propósito pode se configurar como conteúdo motivacional na construção e execução de projetos de vida, ainda que nem todos os projetos de vida sejam orientados por propósitos. Considere o caso de um estudante que tenha estabelecido a meta de ser médico. Para tanto, o estudante construiu uma narrativa a respeito do futuro, incluindo os meios de atingir tal meta. Este estudante tem clareza a respeito de um projeto de vida. Não necessariamente este projeto de vida é motivado por um propósito, pois o tornar-se médico pode derivar de uma pressão, tal como uma tradição familiar. O propósito não é uma intenção estável qualquer, mas uma intenção que visa ao cumprimento de algo que é significativo para o eu e que traga consequências ao mundo para além do eu.

Assim como nem todo projeto de vida é motivado por um propósito, nem todo propósito transforma-se num projeto de vida. Por exemplo, um adolescente pode ter o propósito de ajudar as pessoas carentes da sua cidade, sem que isto de fato se traduza em ações. A Teoria do Controle da Ação (Kuhl, 1984) ilustra efetivamente o hiato existente entre intenção e ação. De fato, não é difícil pensar em exemplos de intenções que não se transformam em ações. Um homem pode intencional emagrecer, mas não deixar de comer doce. Uma mãe pode intencional passar mais tempo com os filhos, mas trabalhar todos os dias até às 23h00.

A polissemia associada ao termo projeto de vida na literatura científica traduz-se em resultados contraditórios, como é o caso da revisão sistemática da literatura mencionada anteriormente (Coscioni, Rosa et al., *under review*). Há ainda outros exemplos de contradições que esta polissemia gerou. Uma revisão sistemática da literatura estabeleceu o objetivo de

investigar as definições de projetos de vida em pesquisas com coleta de dados com adolescentes (Dellazzana-Zanon & Freitas, 2015). As autoras buscaram pelos termos “projeto de vida” e “projeto vital”, em português; e “*life purpose*” e “*purpose in life*”, em inglês. Considerando a diferença entre projeto de vida e propósito, as estratégias de busca utilizadas em cada idioma referem-se a termos distintos, de modo a se questionar a comparação dos artigos em diferentes idiomas. Projeto de vida, em inglês, é devidamente traduzido como *life project*, termo utilizado por diferentes autores na área, tais como Willy Lens (Lens et al., 2012), Mark Savickas (2012), Dan McAdams (2008a) e Carmen Leccardi (2014). Muitos desses autores inclusive contrastam os termos *life project* e *purpose* como ideias distintas.

A Escala de Projetos de Vida para Adolescentes (EPVA) é baseada na teoria de Damon e se propõe a mensurar especificamente “objetivos de longo alcance, ou seja, objetivos que vão além da realização de tarefas diárias” (Dellazzana-Zanon et al., 2019, p. 430). Nesse sentido, muito embora declarado como um instrumento sobre projetos de vida, a escala parece mensurar sobretudo nível de aspirações (i.e., grau de importância atribuído a metas). De modo geral, ele contém itens que indicam o desejo ou a intenção de que determinadas metas ocorram no futuro. Ora, isto assemelha-se consideravelmente ao conteúdo do *Aspiration Index* (Grouzet et al., 2005), um instrumento reconhecido internacionalmente para a mensuração da aspiração. No *Aspiration Index*, várias metas são listadas, sobre as quais os participantes respondem três questões, dentre as quais o quão importante a meta é. Da mesma forma que se assemelha a instrumentos que avaliam aspiração, o conteúdo da EPVA difere substancialmente de outros instrumentos que avaliam *purpose*, tal como o *Purpose in Life Test* (Crumbaugh, 1968).

Não se questiona aqui a relevância e a qualidade do trabalho dos teóricos e pesquisadores brasileiros que se embasaram em Damon para se referir ao conceito de projeto de vida. Toda a sua produção científica é de grande valor para a compreensão dos propósitos, aspirações e mesmo os projeto de vida de adolescentes brasileiros. A intenção do trabalho é tão somente trazer evidências teóricas de que os conceitos projeto de vida e propósito são distintos e que compreendê-los como sinônimos pode trazer contradições para as práticas de intervenção educacionais e psicológicas.

Ainda que estes teóricos e pesquisadores brasileiros tenham partido da teoria de Damon, eles parecem ter ido além e desenvolveram uma nova perspectiva sobre projetos de vida e propósitos. Todavia, a herança da teoria de Damon parece ter gerado um particular enfoque sobre as metas dos projetos de vida, de modo que o seu componente ativo é menos considerado. Isto fica particularmente evidente se analisado o conteúdo da EPVA. Enfocar nas metas dos projetos de vida em detrimento dos seus demais componentes pode, contudo, trazer

implicações práticas. Isto é, intervenções embasadas num conceito de projeto de vida enquanto desejo ou propósito em relação ao futuro possivelmente diferirão de intervenções que conceituem projeto de vida enquanto uma narrativa que interrelaciona metas, planos e ações. Os resultados das intervenções, por consequência, poderão também ser diferentes.

Os resultados de um levantamento longitudinal realizado nos Estados Unidos podem ilustrar a ideia aqui defendida. A pesquisa em questão acompanhou 1.117 adolescentes que cometeram atos infracionais (Mahler et al., 2017), tendo avaliado o nível de aspiração (grau de importância atribuído a uma meta) e expectativa (confiança subjetiva na realização de uma meta) dos participantes em relação a diferentes domínios da vida (um instrumento bastante semelhante à EPVA, inclusive). A bateria de testes incluiu também a avaliação do controle de impulsos e o cometimento de novas infrações (a partir de autorrelato). O estudo revelou que adolescentes que possuíam elevados índices de expectativa tendiam a se envolver menos em novas infrações. Elevados índices de aspiração pareciam prevenir o cometimento de novas infrações somente nos casos de adolescentes com elevado controle de impulsos. Por fim, talvez o resultado mais importante para o âmbito deste trabalho, adolescentes com elevados índices de aspiração, mas baixos índices de expectativa, tendiam a cometer mais infrações. Isto é, somente ter metas não era o suficiente para prevenir a reincidência infracional. Era preciso ter a confiança de que a realização das metas seria possível. Ter metas sem ter a confiança subjetiva de poder realizá-las parecia funcionar como um fator de risco ao envolvimento com infrações.

Tendo em consideração o tema que informa este trabalho, conclui-se que uma conceituação mais abrangente do termo projeto de vida pode favorecer o desenvolvimento de intervenções no campo que visem não somente o desenvolvimento de metas, mas também a construção de narrativas e planos de ação. A construção de narrativas e planos, em conjunto com as metas, poderão auxiliar os adolescentes na execução dos seus projetos de vida. É preciso que a intenção se transforme em ação e que, a partir da ação, o futuro se torne possível.

A Teoria Compreensiva dos Projetos de Vida

Os primeiros passos para a construção da teoria compreensiva dos projetos de vida incluíram uma revisão sistemática da literatura (Coscioni, Teixeira, Portugal, & Paixão, *under review*). A revisão iniciou-se com buscas em quatro bases de dados internacionais (PsycNET, PubMed, Sociological Abstract e ERIC). Optou-se por uma estratégia de busca ampla, qual seja: o termo “*life project*”, no singular e plural, restringindo-se a busca a títulos, resumos e

palavras-chave. Como a maior parte dos trabalhos encontrados eram escritos por brasileiros/as, ampliou-se a busca para bases que tradicionalmente indexam trabalhos latino-americanos (SciELO, LILACS e PePsic). Nestas bases, as buscas foram feitas em português, incluindo os termos “projeto de vida” e “projeto vital”, no plural e singular. Foram selecionados todos os artigos que continham trechos que definiam ou descreviam características e propriedades do conceito de projeto de vida. No total, 93 artigos foram analisados.

Uma análise temática (Braun & Clarke, 2006) foi realizada considerando todos os trechos dos artigos que traziam contribuições teóricas para o conceito. A análise gerou seis categorias, que foram intituladas como dimensões volitivo-estratégica, dialético-contextual, biográfico-identitária, teleológico-existencial, histórica e desenvolvimental. A dimensão volitivo-estratégica refere-se a um conjunto de processos psicológicos relacionados com a construção e implementação dos projetos de vida, incluindo a identificação de metas, o planejamento e a execução. A dimensão dialético-contextual enfatiza a influência da cultura e dos recursos ambientais na construção e implementação dos projetos de vida; reconhece também o papel ativo das pessoas na interação com o contexto. A dimensão biográfico-identitária estabelece que o projeto de vida é um componente da identidade, especificamente um elemento narrativo acerca do futuro. A dimensão teleológico-existencial aborda o caráter significativo dos projetos de vida, estando eles relacionados a conceitos, valores e crenças que possuem uma importância especial. A dimensão histórica compreende a influência da época histórica na construção e implementação dos projetos de vida. Por fim, a dimensão desenvolvimental destaca a associação dos projetos de vida a processos maturacionais. Para além dessas seis dimensões teóricas, a revisão também identificou os principais expoentes do conceito de projeto de vida, totalizando 15 abordagens teóricas.

A teoria compreensiva dos projetos de vida representa um esforço para integrar essas diferentes perspectivas. Como mencionado, esta é a razão do seu nome, tendo em vista que uma teoria compreensiva é uma teoria que visa a integração de conteúdo distintos. Dentre os expoentes identificados na revisão sistemática, os mais influentes na construção da teoria foram Jean-Paul Sartre (1957/1963), Jean-Pierre Boutinet (1990) e Ovidio D’Angelo (1986). Somada às teorias identificadas na revisão sistemática, a teoria compreensiva dos projetos de vida também se embasou na teoria da identidade narrativa, de Dan McAdams (2008a), na teoria relacional das dinâmicas do comportamento, de Joseph Nuttin (1984/1980), e na teoria do controle da ação, de Julius Kuhl e Jürgen Beckmann (1985).

A teoria criada traz diferentes contribuições que estão detalhadas em artigos a serem publicados. Neste trabalho, será sobretudo discutida a definição construída, qual seja: “o

projeto de vida é um processo em contínua evolução, constituído pela formação, execução e manutenção de estruturas e ações intencionais, que, em conjunto, formam uma narrativa significativa e prospectiva de longo prazo, capaz de incitar decisões e esforços na vida cotidiana”. Os elementos desta definição serão decodificados a seguir.

1. *Um processo em contínua evolução*: o projeto de vida está em contínua ação e transformação. Trata-se de uma resposta às demandas, limitações e recursos existentes na situação de vida da pessoa, o que inclui elementos da sua história de vida e do contexto. Quando a situação de vida muda, o projeto de vida também tende a mudar. Este aspecto evoca a reflexão em torno do fato de que, muito embora uma construção pessoal, o projeto de vida não é uma construção individual. Uma vez que traz elementos fortemente influenciados pelo contexto, o projeto de vida é também uma construção social.

2. *Constituído pela formação, execução e manutenção de estruturas e ações intencionais*: o projeto de vida é formado por processos, estados e representações cognitivas, motivacionais, volitivas, afetivas e comportamentais. Esses componentes interagem de modo a formar, executar e manter estruturas e ações intencionais. As estruturas intencionais são as metas, planos, propósitos e outras representações mentais. No projeto de vida, essas estruturas não apenas organizam metas e planos, mas também impulsionam ações em direção àquilo que é intencionado para o futuro. Portanto, projeto de vida não é sinônimo de sonho, aspiração ou propósito, uma vez que estes termos não necessariamente implicam ações.

3. *Formam uma narrativa significativa e prospectiva de longo prazo*: trata-se da relação inerente entre projeto de vida e identidade narrativa. Isto é, o projeto de vida relaciona-se intrinsecamente ao modo como a pessoa narra a sua vida no futuro. Certamente todas as pessoas têm desejos ou pensamentos em relação ao futuro. Ademais, muitas pessoas estão engajadas em projetos que visam recompensas no futuro. Entretanto, ter desejos e estar engajado em projetos não significa necessariamente a reflexão sobre eles ao ponto de construir uma narrativa. Um projeto de vida implica um grau de reflexão que leva ao discernimento de objetivos significativos que, então, orientam o modo como se intenciona viver no futuro.

4. *Capaz de incitar decisões e esforços na vida cotidiana*: devido ao seu caráter significativo, o projeto de vida afeta diretamente o cotidiano, seja nas decisões ou nas ações desenvolvidas. Nesse sentido, o projeto de vida influencia não somente como a pessoa viverá no futuro, mas como ela já vive no presente.

Os quatro tópicos apresentados não são dimensões distintas do projeto de vida que podem ser avaliadas separadamente. Tratam-se de propriedades do projeto de vida que se entrelaçam de modo a lhe atribuir um sentido abrangente (ou compreensivo). A definição

permite, pois, a articulação dos diferentes enfoques dados ao termo pelas variadas perspectivas teóricas que o abordaram (abarcando, inclusive, o modo como o conceito de *purpose* assumiu sentido no contexto científico brasileiro).

A definição de projeto de vida apresentada embasou, até o presente momento, dois estudos empíricos. O primeiro deles, de perspectiva qualitativa, foi o resultado da análise de entrevistas com 26 brasileiros de 15 a 59 anos (Coscioni, Teixeira, Cassarino-Perez, & Paixão, *under review*). O objetivo do estudo foi construir um modelo teórico associando os antecedentes pessoais e contextuais dos projetos de vida. A partir da análise temática do conteúdo trazido pelos participantes, foi possível criar um modelo que articula as seis dimensões teóricas identificadas na revisão sistemática. Neste modelo, o campo de possibilidades (o que inclui elementos da história de vida e do contexto), os processos maturacionais e autorregulatórios e as tendências motivacionais interagem de modo complexo e influenciam a construção e implementação dos projetos de vida. Este estudo permitiu também a validação de um roteiro de entrevista que já se encontra disponível para uso.

Por fim, o segundo estudo empírico refere-se à construção de um instrumento que avalia diferentes indicadores dos projetos de vida, o Questionário de Projeto de Vida (QPV). Numa etapa inicial, os participantes são convidados a listar as suas principais metas em relação ao futuro, bem como indicar a idade que acreditam que terão quando estas metas forem realizadas. Trata-se, portanto, de uma tarefa indutiva, no sentido de que os participantes trazem livremente o conteúdo das suas metas, sem que domínios da vida a priori sejam estabelecidos (como é o caso da EPVA). A vantagem desta abordagem é que ela não restringe os domínios da vida considerados. A desvantagem é que ela dificulta a padronização e a quantificação. Esta tarefa permite ainda identificar outros dois indicadores: a extensão (o quão distante no futuro os participantes se projetam) e a densidade (a quantidade de metas listadas).

A segunda tarefa do instrumento consiste na indicação dos domínios da vida aos quais as metas dos participantes se enquadram. Esta é, portanto, uma tarefa dedutiva e restringe as possibilidades de domínios da vida a 14 campos (educação e conhecimento, trabalho e carreira, bens materiais e finanças, amor e relações íntimas, paternidade/maternidade, família, amigos, comunidade, religião e espiritualidade, saúde e qualidade de vida, personalidade, aparência física, fama e status social, e lazer), extraídos de uma revisão sistemática da literatura que avaliou diferentes instrumentos de aspiração e expectativa (Oliveira, 2020). Os pesquisadores e profissionais que utilizarem o instrumento poderão optar por apenas uma das tarefas, a depender dos objetivos da pesquisa ou intervenção. Se o objetivo for avaliar a importância atribuída às metas, a EPVA é preferível (considerando apenas amostras de adolescentes).

A terceira tarefa consiste numa escala psicométrica, que se intitula Escala de Projeto de Vida (EPV). A EPV avalia dois fatores a partir de uma abordagem atemática, isto é, sem se referir a nenhum domínio da vida em específico. A vantagem desta abordagem é que ela é abrangente a todo tipo de projeto de vida, independentemente dos domínios da vida aos quais estão associados. O primeiro fator, identificação, contém quatro itens (e.g., “Sei o que quero para a minha vida no futuro”) que mensuram a clareza a respeito do futuro intencionado. O segundo fator, envolvimento, também possui quatro itens (e.g., “Estou me esforçando para alcançar o que quero para o futuro”) que mensuram a mobilização de planos e ações relacionadas ao futuro intencionado. Os dois fatores avaliam, respectivamente, as estruturas e ações intencionais relacionadas aos projetos de vida dos participantes. Portanto, são indicadores do grau de estruturação dos projetos de vida.

A EPV possui evidências de validade e fidedignidade identificadas a partir da consulta a especialistas, grupos focais, análises fatoriais exploratórias e confirmatórias, relações com outras medidas, coeficientes de confiabilidade (alfa, ômega e Spearman-Brown) e correlações teste-reteste. Análises fatoriais confirmatórias multigrupo identificaram a invariância da medida, em nível configural, métrico e escalar, considerando diferentes grupos de gênero, idade, níveis de preocupação com o Covid, métodos de aplicação (com ou sem as duas primeiras tarefas do instrumento) e cultura (brasileiros e portugueses). Isto significa dizer que o instrumento funciona de forma semelhante, independentemente do pertencimento a estes diferentes grupos. O instrumento foi criado também em outros idiomas e submetidos a amostras de outros países além de Brasil e Portugal. Até o presente momento, tem excelentes evidências de validade e fidedignidade extraídas de estudos que totalizam mais de quatro mil participantes. As amostras são oriundas do Brasil, Portugal, Estados Unidos, Eslovênia e China, todas contendo participantes dos 18 aos 60 anos de idade. Se todas as amostras são consideradas, não se verifica invariância em nível escalar, o que é um achado comum em estudos transculturais (e.g., Dong & Dumas, 2020). O instrumento está ainda em fase de validação na Espanha, Israel (especificamente com palestinos), Itália e Holanda. Nos demais idiomas (português, inglês, esloveno e chinês), encontra-se já disponível para ser utilizada em sua versão final.

Considerações finais

O objetivo deste trabalho foi introduzir a teoria compreensiva dos projetos de vida como um possível conjunto de pressupostos orientadores para as práticas profissionais no âmbito da educação básica. Antes de introduzir a teoria, analisou-se criticamente o emprego do termo

projeto de vida em outros contextos, de modo a destacar limitações. Inicialmente, discutiu-se o caso do sistema socioeducativo, onde o termo tem sido utilizado para se referir a um conjunto de intervenções da equipe técnica como meio de atender a demandas judiciais. O termo recebe sentido a partir de uma racionalidade jurídica que desfavorece a real construção de projetos de vida durante a medida socioeducativa. Com este relato, pretendeu-se trazer contributos para que a polissemia do termo não impacte negativamente as práticas profissionais que tem se instaurado na educação básica visando a construção dos projetos de vida dos estudantes.

Ao analisar o uso do termo em três políticas públicas da educação básica, foi possível verificar uma dicotomia. Na BNCC, o termo é referido como uma construção pessoal, enquanto na DCNEM ele assume o sentido de estratégia pedagógica. Compreender o projeto de vida como uma estratégia pedagógica pode o inserir numa racionalidade técnica semelhante à racionalidade jurídica que predominantemente lhe atribui sentido no âmbito das medidas socioeducativas. Uma possível forma de evitar a prevalência do sentido técnico é que o termo receba definições mais claras nas próximas legislações, caracterizando o termo sobretudo enquanto uma construção pessoal. Como procurou-se defender com diferentes argumentos, a imprecisão de conceitos teóricos pode levar a implicações de ordem prática indesejadas.

O passo seguinte foi analisar criticamente o uso do termo na literatura científica brasileira. O enfoque foi em algumas perspectivas teóricas que acabam por voltar a sua atenção nas metas dos projetos de vida. Com isto, o seu componente ativo (relativo a planos e ações já em execução) acaba por ocupar uma prioridade secundária. Advogou-se que este enfoque possivelmente se relaciona com uma imprecisão a respeito das diferenças entre os conceitos de projeto de vida e propósito, que, embora relacionados, não são sinônimos. Estas diferentes abordagens do conceito podem se traduzir em implicações práticas. Isto é, reconhecer o componente ativo de modo secundário pode fazer com que intervenções em projetos de vida voltem a atenção sobretudo na identificação de metas. Estratégias que visem ao engajamento ativo, à prevenção de comportamentos de risco e ao florescimento do bem-estar devem, em conjunto com a identificação de metas, mediar a construção de narrativas e planos de ação. A construção de narrativas e planos possibilita que as intenções se transformem em ações e que o futuro intencionado se transforme em futuro possível.

A teoria compreensiva dos projetos de vida parece então adequada para subsidiar práticas profissionais no âmbito da educação básica. Trata-se de uma teoria compreensiva no sentido de que busca integrar e articular diferentes perspectivas teóricas. Uma teoria que não se compromete com nenhum sistema teórico prévio, mas que sobretudo visa construir um conhecimento multifacetado a respeito dos projetos de vida. A finalidade desta teoria, desde o

seu princípio, é ser integradora, no sentido de valorizar o conhecimento de diferentes áreas. Nesse sentido, espera-se que, aliada ao conhecimento prático de professores e orientadores de carreira, ela possa vir a orientar as práticas em ascensão que visem auxiliar a construção dos projetos de vida. Fica também sublinhada a ideia de que os instrumentos apresentados possam ser um ponto de partida, seja enquanto diagnóstico situacional, seja como motor inicial para as demais ações que visem a construção de narrativas relacionando metas, planos e ações.

General discussion and conclusions

General discussion and conclusions

This thesis is a compendium of articles that introduced a comprehensive theory of life projects (LPs). The compendium contains seven articles that may be didactically divided into four parts. The first part comprises three theoretical chapters in which an extensive review of the literature was carried out. In addition to charting the theoretical contributions in the field, these articles discussed similarities and controversies across several theoretical approaches. The second part is composed of a single theoretical study in which the main assumptions of the comprehensive theory of LPs were introduced. The third part entails the thesis' empirical component, which is composed of two chapters reporting a qualitative study and the creation of a psychometric scale for the assessment of LPs. Their results provide empirical evidence that the theory may effectively ground the assessment, analysis, and interpretation of LPs. Lastly, the fourth part, composed of one theoretical study, discussed the practical relevance of the theory, particularly in the context of basic education. Altogether, the seven articles represent the initial steps of an arising comprehensive theory of LPs.

The first three chapters cover two non-systematic and one systematic reviews of the literature. The non-systematic reviews introduced the main theoretical approaches to future time perspective (FTP) and LP, respectively. The inclusion of a review on FTP mostly aimed to fill in a gap of the Brazilian literature, in which terms such as LP, FTP, future expectations, and aspirations have been used as synonyms. The review contrasted these different terms and provided theoretical evidence that they refer to distinct aspects of people's psychological future. It also identified that FTP has been investigated through different theoretical approaches conceiving it either as a personal characteristic or an anticipation of the psychological future. In this regard, LP is introduced as an FTP variable referring to a specific type of anticipation. The term LP is presented in the review as a concept holding a similar meaning to the idea of personal project (Little, 1983), since both terms pertain to a sort of interrelation between goals, plans, and action. Yet, the terms are contrasted by considering the fact that LPs are also interwoven with identity processes. This difference is resumed in details in the fourth article. The review was also an important means to introduce influential authors subsequently introduced in order to ground the creation of the comprehensive theory of LPs, such as Joseph Nuttin (1980/1984) and Bryan Little (1983).

The second and third chapters reported results of the same theoretical study. The second chapter focused on the exam of 15 theoretical approaches on LP. These approaches were indicated in the systematic review reported in the third chapter, which identified the theoretical contributions on LP across 93 articles of psychology and related fields. Altogether, both studies

provided an extensive review on the existing literature on the theme. Their results suggested that the term LP has been used in different disciplines, such as psychology, sociology, anthropology, philosophy, and education. Despite the differences between the disciplines and theoretical approaches, the systematic review identified six general theoretical dimensions (volitional-strategic, dialectic-contextual, biographic-identity, teleological-existential, historical, and developmental) and four defining features (intentional, active, meaningful, and dialectic nature) ascribing different meanings to the notion of LP.

In addition to charting different theoretical features across the included articles, the systematic review also investigated the associations between them. Three groups of nodes were identified in the networking analyses that were performed. The first group entailed the associations between intentions and actions. This group did not relate to any specific theoretical approach and, thus, action theories were introduced to underline the motivational and volitional nature of LPs. These theories subsequently grounded the LP framework provided in the fourth article. The second group of nodes emphasized the LP's meaningful nature, which was associated with the influence of existentialism. Lastly, the third group acknowledged the impact of context and life story on LPs' construction and implementation, which was connected with the influence of constructivism and social constructionism. Regardless of the theoretical diversity, the systematic review identified several controversies as well as a large number of articles not referring to any theoretical approach, nor any explicit definition. In some cases, the term LP was mostly used as a sort of jargon or as an imprecise scientific concept.

Moving to the thesis' second part, the fourth chapter represents an effort to integrate the different theoretical approaches, dimensions, and defining features identified in the previous part. Therefore, this integrative theoretical work signals the initial proposal of the comprehensive theory of LPs introduced in this thesis. The chapter first discussed the general notion of project as a process integrating decisions and actions. This conception was grounded on Sartrean notion of project as simultaneously a verb and a noun. As a verb, a project embodies actions in the light of future ends, which, in turn, represent the project's choices (the project as a noun). A theoretical model grounded on action theories (Kuhl, 1984; Nuttin 1984/1980) was, then, proposed in order to associate different motivational, volitional, cognitive, affective, and behavioral representations, states, and processes. Hence, project was defined as "a process comprising the formation, enactment, and maintenance of intentional structures and actions". This definition integrates the contributions of two conflicting traditions that considered project either as a process prior to action or a set of actions toward the same goal.

Next, LP was defined as “an ongoing evolving project that encompasses a long-term, meaningful, and prospective narrative capable of driving decisions and efforts in daily life”. This definition entails LP as, first and foremost, a project. The other components of the definition underline its particular features compared to other types of projects. Three additional properties may be extracted from the definition: (1) LPs are continuously in action and continuously changing accordingly to personal and contextual demands, resources, and limitations; (2) LPs are narrative components of the future life story; and (3) LPs influence the way one already lives in the present. The definition is directly and indirectly associated with the theoretical dimensions and defining features identified in the systematic review (third article), which denotes its comprehensive nature. More than simply defining the idea of LP, the chapter introduced a framework associating LP with consciousness, action, and narratives. It also entailed statements regarding the relationships with antecedents and other concepts in the field, such as purpose, personal project, life theme, possible self, career, and FTP.

Moving to the thesis' third part, the fifth chapter reported a qualitative study grounded on the comprehensive theory of LPs. The study was carried out via interviews with 26 Brazilian citizens, aged between 15 and 59 years, who were aware of future plans. By means of a thematic analysis (Braun & Clarke, 2006), a theoretical model was outlined associating different LP's personal and contextual antecedents. The model refers to the field of possibilities as a sociocultural dimension comprising one's autobiographical past, access to resources and opportunities, historical-cultural context, and interpersonal relationships. The model also assumes that the field of possibilities impacts LPs directly or indirectly, with the mediation of developmental, volitional, and motivational features. The antecedents evoked by participants associated with the theoretical dimensions previously created (third article). Thus, the study provides empirical evidence that the theory embraces representative dimensions for the comprehension of LPs. Regardless of the model's theoretical relevance, it was mostly grounded on participants' speeches and still needs to be tested in future confirmatory studies. Lastly, in addition to provide a new theoretical model, the study contributed with the creation of a semi-structured interview script that may be used in future research contexts.

The second empirical chapter (the thesis' sixth chapter) reported the creation of a new psychometric scale for the assessment of LPs – the Life Project Scale (LPS). The chapter comprises eight studies with samples from five countries that, altogether, identify different sources of validity and reliability evidence. At the moment, the scale is ready to be used in Portuguese (European and Brazilian), English, Chinese, and Slovenian. In its final version, the LPS contains eight items assessing two factors with four items each. The first factor,

identification, measures awareness of one's intended future; while the second, involvement, assesses the enactment of plans and actions in favor of one's intended future. The two factors measure intentional structures and actions, respectively. Thus, the scale is conceptually in line with the definition of LP as a project (i.e., a process comprising the formation, enactment, and maintenance of intentional structures and actions). Since a psychometric scale is the test of a theory (Pasquali, 2009), the LPS' validity and reliability evidence also provide empirical evidence for the theory here introduced. Lastly, the transcultural nature of the study supports the theory's validity for other cultural contexts besides the ones in which it was firstly created.

Moving to the thesis' fourth part, the seventh and last chapter discusses the practical relevance of the comprehensive theory of LPs. It started by critically analyzing the use of the term LP in other contexts so as to argue that unclear LP definitions may lead into practical limitations. The main statements of the comprehensive theory of LPs were, then, introduced as a possible set of guiding assumptions for professional practices in basic education. Thus, the theoretical study started a discussion on how the theory and instruments introduced in previous parts may serve as basis for future professional practices in the field.

This compendium of articles may be conceived as the introduction of a new theory. Despite the differences across philosophical views, "generally, academics point to a theory as being made up of four components, (1) definitions of terms or variables, (2) a domain where the theory applies, (3) a set of relationships of variables, and (4) specific predictions" (Wacker, 1998, p. 363). Beginning with the first, the thesis contributes with a new definition of LP grounded on an extensive review of the literature. The new definition seeks to encompass different LP's features, acknowledged by distinct theoretical approaches. The thesis also provides a new definition for the general notion of projects as well as refers to definitions of other constructs in the field, such as purpose, career, personal project, etc. When adopting the definition of other concepts, differences with the notion of LP were stated, which corroborated the uniqueness of LP as a particular object of analysis.

A domain of a theory "is the exact setting or circumstances where the theory can be applied" (Wacker, 1998, p. 363). The acknowledgement of LP as a component of narrative identity positions the theory as referring to a large spectrum of settings and circumstances. Considering the well-accepted assumption that human beings are natural storytellers (McAdams, 2008b), what is defined as LP appears as a personal construct of human beings from different ages, cultures, and historical times. Particularly in terms of age, the theory stated that the genesis of LPs is conditioned to the development of psychosocial identity and the acquisition of hypothetical-deductive thinking. Thus, children and adolescents in early ages

apparently do not construct LPs, at least not accordingly to the features embraced by this theory's definition. In addition, the thesis' empirical studies included only participants aged between 15 and 60 years. Therefore, future empirical studies still need to identify the theory's applicability for people belonging to other age groups. In terms of culture, the transcultural nature of the sixth chapter indicates that the theory can be applied in different cultural contexts. Nevertheless, the unsolved question of whether LPs are products of modernity may limit the theory to the analysis of modern cultures only. Thus, it may not be valid for the analysis of isolated civilizations (such as indigenous tribes in Amazonia) or pre-modern societies.

The third component of a theory, a set of relationships of variables, is better described by Reynolds (2007/2016) as an interrelated set of statements (rather than solely variables). The difference between such terms consists in the fact that a statement may refer to non-measured phenomena and, thus, does not narrow the definition of theory to a quantitative approach. The theory introduced in this thesis posited different statements that are interrelated and, therefore, describe an extensive set of phenomena associated with LPs. Even the definitions of projects and LPs already assume complex relationships among diverse types of psychological phenomena (cognition, motivation, volition, emotion, and behavior) and objects from distinct ontological levels (states, representations, processes, dispositions, etc.). These relationships are evident when the theoretical model of projects is graphically represented in the fourth article. When LP is defined as a long-term project, the features differing it from other types of long-term projects may also be conceived as statements associating LPs with other concepts (narrative identity, consciousness, action, etc.). In the fifth chapter, the outlined model clearly associated LPs with several antecedents. Lastly, the LPS' factor structure represents an interrelation of identification and involvement's indicators, which allowed for the measurement of LPs.

These interrelated set of statements provide a theory that allows for specific predictions. For instance, the sixth chapter contained hypotheses predicting associations of LP with authenticity and meaning in life. The practical relevance of the theory, introduced in the seventh chapter, also entails potential predictions. While using the theory to ground professional practices, one may optimize actions by focusing on elements emphasized by the theory. When doing so, one is predicting the construction of LPs by the practices' participants. That is, one is generating theoretically grounded tools that might enhance the construction and implementation of people's LPs. As voiced by Lewin (1951), "there is nothing more practical than a good theory" (p. 169).

Wacker (1998) referred to eight virtues of a good theory: uniqueness, conservatism, fecundity, generalizability, abstraction, internal consistency, parsimony, and empirical riskiness. *Uniqueness* means that the theory is different from another. The created theory is grounded on several previous ones, yet it consists of more than the simple sum of assumptions. Its construction involved a creative integration of knowledge from different fields in order to generate new definitions and statements. It is precisely its integrative nature that qualifies it as a comprehensive theory. This feature associates with the second virtue, *conservatism*: “when a new theory is proposed, there is a good reason to believe all other theories are lacking in some virtue” (Wacker, 1998, p. 395). The created theory introduced a broader conception of LP able to comprehend the different features emphasized by previous theories. Thus, compared to each of the previous theories on LP separately, it covers a larger conceptual area. This states its greater *fecundity* over the others. It also consists in a theory with great *generalizability* potential since it has been created by research teams from different regions of the globe. Additionally, it is not restricted to adolescence, as a great deal of theories in the field. Its comprehensive nature and larger domain also posit its high-level of *abstraction*. This is particularly evident if we consider the fact that the theory entails a definition of project as a unit of analysis of consciousness and action, and as a heuristic system for the interpretation of narratives. Therefore, it constitutes a theory applied to different types of setting and circumstances.

The other three remaining virtues still require further theoretical and empirical work. When one says a theory has *internal consistency*, one states that “the theory has identified all relationships and gives adequate explanation” (Wacker, 1998, p. 365). The created theory was grounded on an extensive review of the literature that acknowledged different features and phenomena associated with LPs. Six theoretical dimensions were identified, which subsequently grounded the qualitative study reported in the fifth chapter. The outlined theoretical model of the fifth chapter represents, then, a more consistent set of relationships between statements. Currently, the theory integrates several logically and parsimoniously interrelated statements, which indeed reinforces its internal consistency and *parsimony*. However, future studies still need to better capture relationships between such phenomena, especially with those that received less attention in this thesis – such as LP’s consequents, affects, and unconscious processes.

Empirical riskiness virtue asserts that “refutation must be very possible if theory is to be considered a ‘good’ theory” (Wacker, 1998, p. 365). The creation of the theory included the development of two instruments (an interview script and a psychometric scale) that assess LPs accordingly to the theory’s assumptions. Thus, these instruments allow for the test of

statements theoretically proposed. For instance, by means of the interview script, the qualitative study identified correspondence between theoretical categories and participants' speeches. Nevertheless, the theoretical model's statements still need to be tested in confirmatory studies – using, for instance, the LPS. In fact, the LPS is a valuable instrument able to test hypotheses already presented as well as others that might be generated as new research studies are performed. In addition to the LPS, standardized codes may be created in order to quantify elements of participants' narratives when the LP interview script is used. This methodological approach is used by McAdams (2008b) to analyze data from the life story interview.

Finally, we may conclude that the comprehensive theory of LPs is a good theory able to ground future research studies and practices in the field. The seven articles that encompass this compendium represent its initial steps. As an arising systematic body of knowledge, the comprehensive theory of LPs associates with other theories in the field, such as the action theories (Kuhl, 1984; Nuttin, 1980/1984) and the narrative identity theory (McAdams, 2008a) that initially grounded its construction. Due to its integrative nature, complexity, and multiple determination, the theory integrates the postmodern paradigm, in which theoretical lenses such as social constructivism and life-design are also encompassed. Since the start, the comprehensive theory of LPs seeks an integrative perspective valuing knowledge from different fields. It does not commit to any specific previous theoretical approach but, rather, aims to provide a broader comprehension on the phenomena under investigation. Additional statements that may help future theoretical and empirical constructions are more than welcome. Indeed, even though there is still much to be theoretically and empirically researched, these initial steps constitute a sound start for a more comprehensive view on how people narrate and project their future lives.

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Appendices

Appendix 1: data extracted from the systematic review

Table 18

Language, location, theoretical background, and LP definition of the systematic review's included articles

Article*	Place(lang.)	Theory	LP definition
(Abreu & Alencar, 2012)	Brazil (Portuguese)	Damon	“a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self” ⁴ (Damon, 2008, p. 33)
(Almeida & Magalhães, 2011)	Brazil (Portuguese)	Boutinet Giddens Machado Velho	-
(Alves & Dayrell, 2015)	Brazil (Portuguese)	Boutinet Machado Velho	-
(Angelin et al., 2017)	Brazil (Portuguese)	Savickas	-
(Barboza-Palomino et al., 2017)	Peru (Spanish)	D'Angelo	-
(Barros, 2006)	Brazil (Portuguese)	-	-
(Bertelsen, 1996)	Denmark (English)	Kohut	“the volitional, reflective connectedness between a human being and his/her surroundings” ⁵ (p. 169)
(Brown & Dennis, 2017)	Australia (English)	Rapport	“a self-theorizing and self-intensity that affords an individual life a directionality and a force” ⁴ (Rapport, 2004, p. 29)
(Camozzi, 2014)	Italy (Italian)	Leccardi	“a medium-long term plan of action that aims to achieve well-defined goals, and is capable to influence day after day the organization of lifetime” ³ (Leccardi, 2009, p. 89)**
(Coscioni, Marques et al., 2018)	Brazil (English; Portuguese)	Catão	“the intention to transform reality, guided by a representation of the sense of this transformation, in which the future perspective is guided by the actual conditions governing the relationship between the past and present” ¹ (Marcelino et al., 2009, p. 547)
(Coutinho et al., 2011)	Brazil (Portuguese)	Catão	-
(D'Avila et al., 2011)	Brazil (Portuguese)	Ciampa Giddens Sartre Velho	“one's movement in the world toward what one intends” ³ (p. 351)**
(Dantas & Ciampa, 2014)	Brazil (Portuguese)	Ciampa	-
(Dantas, 2017)	Brazil (Portuguese)	Ciampa	-
(Di Fabio & Maree, 2016)	Italy, South Africa (English)	Savickas	-
(Di Fabio et al., 2018)	Italy, USA, South Africa (English)	Savickas	-
(Dib & Castro, 2010)	Brazil (Portuguese)	Velho	-
(Durán et al., 2007)	Colombia (Spanish)	-	-
(Eid, Weber, & Pizzinato, 2014)	Brazil (Portuguese)	Damon	“a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self” ⁴ (Damon, 2008, p. 33)
(Faber et al., 1978)	USA (English)	Sartre	“a 'larger choice' within which any subsequent choice 'would be integrated as a secondary structure’” ⁴ (p. 148)

(Continued)

Table 18 (Continued)

Language(s) of publication, authors' location, theoretical background, and LP definition of included articles

Article*	Place(lang.)	Theory	LP definition
(Fernández, 2009)	Venezuela (Spanish)	-	-
(Ferreira et al., 2010)	Brazil (Portuguese)	Catão	“an intention to transform one’s daily life, composed of a representation toward such transformation, in which past and present conditions are considered in order to prosper the future; the change in the life path” ¹ (p. 167)**
(Ferreira et al., 2017)	Brazil (Portuguese)	Schutz	“a plan of action one proposes to accomplish toward some sphere of one’s life (professional, school, affective, etc.) in a middling long-term perspective” ¹ (Leão et al., 2011, pp. 1071-1072)** “a rational perspective of pursuing specific ends, related to the way one operates with the performance and options grounded on assessments of reality within a given socio-cultural context” ³ (Souza Júnior, 2013, p. 228)**
(Flórez & Sánchez, 2016)	Colombia (Spanish)	D'Angelo	“one’s fundamental directions and modes of action in the broad context of one’s determination by the relations between society and individual” ⁵ (D'Angelo, 1999a, p. 4)**
(França & Soares, 2009)	Brazil (Portuguese)	Boutinet	-
(Furlani & Bomfim, 2010)	Brazil (Portuguese)	Velho	-
(Gobbo, Nakano, & Dellazzana-Zanon, 2019)	Brazil (Portuguese)	Damon Piaget Schutz	“a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self” ⁴ (Damon, 2008, p. 33) “the set of goals one sets for oneself and the development of such goals throughout life, which: (a) is built grounded on the cultural context in which one is inserted, (b) gives meaning to one’s life, and (c) may or may not include other people” ⁵ (p. 9)**
(Gonçalves et al., 2008)	Brazil (Portuguese)	Piaget Velho	-
(Gonçalves et al., 2012)	Brazil (Portuguese)	-	-
(Gore-Felton et al., 2005)	USA (English)	-	“overarching goal related to personal striving” ⁴ (p. 21)
(Guizzardi, 2008)	Italy (Italian)	-	-
(Hamilton & Hamilton, 2015)	USA (English)	-	“the life path or career path, the sequence of activities and roles youth engage in” ³ ; “a series of activities designed to help young people think through their aspirations and then plan what they need to do to achieve them” ³ (p. 98)
(Heckler & Mosmann, 2014)	Brazil (Portuguese)	-	“the plans young adults make for their future” ¹ (p. 141)**
(Heinz, 2016)	Germany (English)	-	-
(Jørgensen, 2017)	UK (English)	-	“the children and young people’s plans, hopes, expectations and aspirations for the future, and it includes both educational pathways and broader issues of family, jobs and lifestyle” ¹ (p. 2)
(Klein & Arantes, 2016)	Brazil (English; Portuguese)	Damon Machado Velho	“a supreme concern that can be defined as the creation of a stable and organized frame that reveals the intention of accomplishing something whose meaning transcends the limits of the self and is also related to the world” ⁴ (p. 136) “the realization of a vocation, of a calling born out of individual and social aspects, that is, it is the result of the conjunction of individual aspirations and collective interests” ⁴ (p. 137)

(Continued)

Table 18 (Continued)

Language(s) of publication, authors' location, theoretical background, and LP definition of included articles

Article*	Place(lang.)	Theory	LP definition
(Kudlowicz & Kafrouni, 2014)	Brazil (Portuguese)	Catão Ciampa D'Angelo	-
(Leão, Dayrell, & Reis, 2011)	Brazil (Portuguese)	Leccardi Schutz	“one’s action to choose one among the possible futures in order to transform substantial desires and fantasies to pursuable goals; thus representing an orientation, a life course” ¹ (p. 1071)** “a plan of action one proposes to accomplish toward some sphere of one’s life (professional, school, affective, etc.) in a middling long-term perspective” ¹ (pp. 1071-1072)**
(Lemp et al., 2014)	Chile, Spain, France (Spanish)	D'Angelo	“one’s fundamental directions and modes of action in the broad context of one’s determination by the relations between society and individual” ⁵ (D'Angelo, 1999a, p. 4)**
(Lopes & Carvalho, 2015)	Brazil (Portuguese)	Velho	“organizing axes that guide one toward future in order to anticipate it from here-and-now” ⁴ (p. 581)**
(Macedo & Conceição, 2015)	Brazil (Portuguese)	Piaget	-
(Maia & Mancebo, 2010)	Brazil (Portuguese)	Velho	“the possibility of projecting a desired future and elaborating means to accomplish it” ³ (p. 387)**
(Mandelli et al., 2011)	Brazil (Portuguese)	Ciampa D'Angelo Leccardi Velho	“the anticipation of a trajectory or biography into the future, since it seeks, through the setting of goals and ends, the organization of means by which they are likely accomplished” ³ (Velho, 1994/1999, p. 101)**
(Marcelino, Catão, & Lima, 2009)	Brazil (Portuguese)	Catão	“the intention to transform reality, guided by a representation of the sense of this transformation, in which the future perspective is guided by the actual conditions governing the relationship between the past and present” ¹ (p. 547)**
(Medan, 2012)	Argentina (Spanish)	-	-
(Méndez, 1995)	Venezuela (Spanish)	-	“an indicator of orientation toward the desired social trajectory” ¹ (Bertaux-Wiame, 1987, p. 64, cited in Méndez, 1995, p. 94)**
(Meyer & Félix, 2014)	Brazil (Portuguese)	Velho	“the desires and plans one undertakes toward one’s own lives” ¹ ; “individual choices made in the present toward the future” ¹ ; “what one intends to accomplish (or is socially expected of one to accomplish), in a near or distant future, concerning work, education, affections, family, consumption, ideology, amongst others” ¹ (p. 184) ** “one’s action to choose one among the possible futures in order to transform substantial desires and fantasies to pursuable goals” ¹ (Leão et al., 2011, p. 1071)** “a path to be pursued between being and wanting to be in life” ¹ (Costa, 2005, p. 39, cited in Meyer & Félix, 2014, p. 192)**
(Mick & Buhl, 1992)	Danmark, USA (English)	-	“each person’s development, refinement, and disposal of specific concepts (e.g., manliness, Americanism) from a range of culturally established alternatives” ² (p. 318)
(Muntean et al., 2010)	Romania (English)	-	-
(Nascimento, 2002)	Brazil (Portuguese)	-	-
(Nascimento, 2006)	Brazil (Portuguese)	-	“aspirations and desires for achievements that are projected into the future as an anticipatory vision of events, the basis of which lies in a reality construed at the intersection of the relations one establishes with the world” ¹ (p. 4)**

(Continued)

Table 18 (Continued)

Language(s) of publication, authors' location, theoretical background, and LP definition of included articles

Article*	Place(lang.)	Theory	LP definition
(Neri, 2015)	Italy (French)	Kohut	“a trajectory that leads to partial achievements and the identification of alternatively different goals” ¹ (p. 21)**
(Nguyen et al., 2014)	France (French)	Boutinet	“the action one intends to accomplish, present to consciousness, which includes in a same aim the past, present, and future, and that considers the means likely to ensure the accomplishment of the end” ¹ (p. 212)** “a commitment between the subject and the context: it is both a representation of time and an identification of ends and means to accomplish such ends, as well as a conflict overcoming and a critical situation clearance” ³ (p. 213)**
(Oliveira et al., 2012)	Brazil (Portuguese)	Boutinet	-
(Palomino et al., 1991)	Colombia (Spanish)	D'Angelo	“general plans and projects that encompass one's goals and the possible means to accomplish them” ³ (D'Angelo, 1982, cited in Palomino et al., 1991, p. 75)**
(Parent & Carrière, 2004)	Canada (French)	Giddens	-
(Pereira & Stengel, 2015)	Brazil (Portuguese)	Boutinet Machado Schutz	“one's movement favoring one's future, one's constant transformation by means of setting goals and ends” ³ (p. 586)** “one's choice among the possibilities (occupation, work, education) one has within the socioeconomic and cultural context, in order to transform desires and fantasies into goals to be accomplished” ¹ (p. 586)** “The anticipation of an action toward a goal, in an undetermined future, whose effectiveness depends effectively on the agents” ¹ (Machado, 1999/2006, p. 7)**
(Petrini et al., 2012)	Brazil (Portuguese)	-	“aspirations and desires for achievements that are projected into the future as an anticipatory vision of events, the basis of which lies in a reality construed at the intersection of the relations one establishes with the world” ¹ (Nascimento, 2006, p. 4)**
(Pike et al., 2018)	Kenia, USA (English)	-	“the socially attuned and culturally inflected aims and aspirations they have for their life course” ¹ (Smith & Mbakwem, 2010, p. 345)
(Piragauta, 2009)	Colombia (Spanish)	-	-
(Pires & Schneider, 2013)	Brazil (Portuguese)	Sartre Velho	-
(Pizzinato et al., 2016)	Brazil, Spain (Portuguese)	Velho	“a set of personal conceptions that encompasses idealizations about what one expects to be or accomplish, in order to establish relations with the environment through internal and external possibilities to accomplish certain aspirations” ⁴ (p. 474)**
(Pizzinato et al., 2015)	Brazil, Spain (Portuguese)	D'Angelo Damon	“a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self” ⁴ (Damon, 2008, p. 33) “goals featured by a certain situational stability, as a determined goal that guides, though subjected to relate to an intent not necessarily concretely accomplishable, but as something that defines a sense of direction toward life” ¹ (p. 248)**
(Rapport, 2005)	Canada (English)	Rapport	-
(Rayo et al., 2017)	Chile (Spanish)	-	“the direction one determines for one's own existence” ¹ ; “a set of coordinated activities aimed at the accomplishment of a goal: a directionality” ³ (p. 124)**

(Continued)

Table 18 (Continued)

Language(s) of publication, authors' location, theoretical background, and LP definition of included articles

Article*	Place(lang.)	Theory	LP definition
(Riard, 1994)	France (French)	Boutinet	“one’s anticipated type of existence and four parameters specify it: a) the long term; b) the anticipated lifestyle, related to a certain conception of life that comprises a set of values, norms, and expressed intentions; c) the implementation of strategies; d) the existence of a projected dynamic toward the anticipated future life” ⁵ (p. 31)**
(Ribeiro, 2005)	Brazil (Portuguese)	Catão	“a social-cognitive-affective system, positioned in a space-time relation between past and future [...] at the level of transformation of present in the process of construction of the self and the life story” ⁴ (Catão, 2001, 153)**
(Ribeiro, 2010)	Brazil (Portuguese)	Catão	“the organization of means and resources through which individual aspirations and goals are accomplished in a concrete field of possibilities and limitations” ³ (Catão, 2001, p. 24)**
(Riter, Dellazzana-Zanon, & Freitas, 2019)	Brazil (Portuguese)	Damon Piaget	“a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self” ⁴ (Damon, 2008, p. 33)
(Ruth et al., 1996)	Finland, USA (English)	-	“major areas of investment of time and energy where personal values and beliefs, attachments and commitments become realized” ⁵ (p. 693)
(Salles & Alencar, 2018)	Brazil (Portuguese)	Damon Piaget	“a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self” ⁴ (Damon, 2008, p. 33) “a scale of values which puts some ideals above others and subordinates the middle-range values to goals thought of as permanent” ⁴ (Inhelder & Piaget, 1955/1958, p. 350)
(Santana et al., 2016)	Brazil (Portuguese)	Catão	“the desire to transform daily life, which considers important elements of past and present, and aims for something better for the future” ¹ (p. 172)**
(Santos, 2018)	Brazil (Portuguese)	Schutz Velho	“a conduct organized in order to achieve specific ends” ³ (Velho, 1994/1999, p. 40)** “the anticipation of a trajectory or biography into the future, since it seeks, through the setting of goals and ends, the organization of means by which they are likely accomplished” ³ (Velho, 1994/1999, p. 101)** “a plan of action one proposes to accomplish in a certain period of time, which may be in short, medium or long-term” ¹ (p. 87)** “daydreams, dreams, and prospects that social subjects have, regardless of their age and social class, toward their future, which relates to education, profession, insertion in the world of work, family composition, and their political and social insertion in the world” ¹ (p. 87)**
(Serafim et al., 2019)	Brazil (Portuguese)	Damon Leccardi Machado Schutz	“a stable and generalized intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self” ⁴ (Damon, 2008, p. 33) “the anticipation of an action, which involves a reference toward the future” ¹ (p. 291)**
(Silva & Bonfim, 2019)	Brazil (Portuguese)	Velho	“Guiding axes that provide a meaning to future visions, from the here-and-now, regarding perspectives, plans, yearnings about work, occupation, family life, and relevant desires that provide a meaning to one’s life” ⁴ (Furlani, 2007, p. 18)**
(Silva & Salazar, 2009)	Colombia (Spanish)	-	“a short or medium-term purpose, whose resolution one is focusing on one’s activities and dedicating one’s total or partial efforts” ⁵ (p. 419)**

(Continued)

Table 18 (Continued)

Language(s) of publication, authors' location, theoretical background, and LP definition of included articles

Article*	Place(lang.)	Theory	LP definition
(Smith & Mbakwem, 2007)	Nigeria, USA (English)	-	“the socially attuned and culturally inflected aims and aspirations they have for their life course” ¹ (p. 345)
(Smith & Mbakwem, 2010)	Nigeria, USA (English)	-	-
(Subuhana, 2007)	Brazil (Portuguese)	Schutz Velho	-
(Subuhana, 2009)	Brazil (Portuguese)	Schutz Velho	-
(Susaeta et al., 2013)	Brazil, Colombia, Chile, Peru, Spain (English)	-	“an outline of individuals’ goals with the steps they must take to achieve them” ¹ (p. 8)
(Tichauer, 2017)	Bolivia (Spanish)	-	-
(Troncoso, 2008)	Chile (Spanish)	-	-
(Urrutia & Urrizola, 2015)	Chile (Spanish)	Giddens	“a construction of the reflective function of the self, which aims to organize the future experience grounded on the imaginaries, value options, and past and present conditions” ⁴ (p. 92)**
(Valore & Viaro, 2007)	Brazil (Portuguese)	-	-
(Velázquez, 2016)	Mexico (English; Spanish)	-	“an evaluative perspective of the personal experience that articulates and orients the decisions, actions and plans for achieving objectives and fulfilling meaningful life purposes” ⁵ (p. 284)
(Venturini & Piccinini, 2014)	Brazil (Portuguese)	-	“the elaboration of plans and the setting of future goals, as well as the strategies adopted to implement them” ³ ; “desires, aspirations, and achievements, as well as the belief or plan that something will be accomplished in the future” ¹ (p. 173)**
(Villegas, 2015)	Bolivia (Spanish)	-	“a process in which there is a set of goals, ends, means, and strategies of personal life and family influence, also the desire for a possibility in the future and an articulation of aspirations, personal skills, and responsibilities towards society” ³ (p. 28)**
(Wichmann, Dellazzana-Zanon et al., 2019)	Brazil (English; Portuguese)	Catão Damon	“a set of aspirations one intends to achieve by means of steps to be overcome toward an ideal, which permits organization and orientation towards its accomplishment in the future” ³ (Silveira et al., 2015, p. 53)
(Williams et al., 2019)	USA (English)	Catão Damon	“the culturally variable and socially-structured nature of what people want, and what others expect them to achieve, from their lives” ¹ (Garcia et al., 2015, p. 245)
(Zonta, 2007)	Brazil (Portuguese)	-	-
(Zordan & Wagner, 2009)	Brazil (Portuguese)	-	“goals adolescents set for their lives and intend to accomplish as an adult” ¹ (p. 91)** “the set of goals one sets for life” ¹ (p. 92)**
(Окольская & Колмогорцев a, 2010)	Russia (Russian)	Schutz	“a cognitive image of a future action, directed to accomplish a goal in a situation that has not yet happened, but is thought of as completed” ¹ (pp. 68-69)**

Captions: ¹intentional definitions; ²meaningful definitions; ³intentional-active definitions; ⁴intentional-meaningful definitions; ⁵intentional-active-meaningful definitions; *we presented only the first author's last name in the case of articles with three or more authors, though, in the case of non-first authors with several works on the field, their last names were also presented; **our translation

Additional references of Appendix 1

- Furlani, D. D. (2007). Juventude e afetividade: Tecendo projetos de vida pela construção dos mapas afetivos [Youth and affection: Weaving project life] [Unpublished doctoral dissertation]. Universidade Federal do Ceará. <http://repositorio.ufc.br/handle/riufc/6784>
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Appendix 2: Statement from the Ethics Committee of Instituto de Psicologia, UFRGS

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PARECER CONSUBSTANCIADO DO CEP

DADOS DO PROJETO DE PESQUISA

Título da Pesquisa: Projetos de vida: Uma abordagem teórica e empírica do construto sob uma perspectiva psicológica

Pesquisador: Marco Antônio Pereira Teixeira

Área Temática:

Versão: 1

CAAE: 03411918.8.0000.5334

Instituição Proponente: Instituto de Psicologia - UFRGS

Patrocinador Principal: Financiamento Próprio

DADOS DO PARECER

Número do Parecer: 3.079.723

Apresentação do Projeto:

Trata-se de uma pesquisa composta por quatro estudos (um teórico e três empíricos) com diferentes perspectivas metodológicas e objetivos específicos. O primeiro estudo será uma revisão sistemática da literatura. O segundo, um estudo qualitativo conduzido por meio de entrevistas. O terceiro, um estudo de construção de instrumento embasado nos achados dos estudos anteriores. O último estudo será um levantamento de corte transversal, que utilizará o instrumento criado no terceiro estudo e outras medidas de variáveis pessoais e contextuais. Participarão da pesquisa 863 pessoas, com idades de 15 a 60 anos incompletos.

Objetivo da Pesquisa:

Primário: O objetivo desta pesquisa é desenvolver uma abordagem teórica e empírica sobre projetos de vida enquanto construto psicológico.

Secundário: 1) Identificar as propriedades centrais e métodos de avaliação associados ao termo, projetos de vida na literatura científica nacional e internacional em Psicologia e áreas afins. 2) Identificar elementos motivacionais, cognitivos e comportamentais que constituem os projetos de vida de pessoas em diferentes etapas do ciclo vital. 3) Construir e levantar evidências de validade e fidedignidade de um instrumento psicométrico que avalie projetos de vida em diferentes etapas do ciclo vital. 4) Identificar as relações entre projetos de vida e variáveis pessoais e contextuais.

Endereço: Rua Ramiro Barcelos, 2600

Bairro: Santa Cecília

CEP: 90.035-003

UF: RS

Município: PORTO ALEGRE

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E-mail: cep-psico@ufrgs.br

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Continuação do Parecer: 3.079.723

Avaliação dos Riscos e Benefícios:

Riscos: A pesquisa apresenta riscos mínimos. Não são previstos gastos ou danos físicos ou psicológico durante a participação na pesquisa. O único incômodo previsto é disponibilizar algum tempo para participar da pesquisa. No caso de eventuais dados não previstos, disponibilizar-se-a a assistência, sendo realizados encaminhamento para acompanhamento profissional.

Benefícios: Os benefícios possíveis da pesquisa envolvem a produção de conhecimento que possa auxiliar ações educativas, em em carreiras, bem como fomentar novas pesquisas na área. A investigação, todavia, não acarretará em benefícios diretos aos participantes, ainda que algum nível de reflexão sobre a própria vida possa ocorrer durante a participação.

Comentários e Considerações sobre a Pesquisa:

Esta pesquisa esta interessada em desenvolver um conhecimento científico sobre os "projetos de vida" das pessoas - que podem ser compreendidos como um conjunto integrado de metas de futuro orientado por estratégias a partir das quais as metas podem se tornar reais.

Considerações sobre os Termos de apresentação obrigatória:

O Termo de Consentimento Livre e Esclarecido, assim como os de Assentimento e Termos de Anuência (p/Diretor de Escola, Secretário do Município) estão claros e completos, pois fazem referências ao sigilo das informações, preservação da identidade, informa o local onde serão armazenados os dados coletados e procedimentos que serão realizados.

Recomendações:

Não há recomendações.

Conclusões ou Pendências e Lista de Inadequações:

O projeto está aprovado por este CEP, de acordo com a Resolução CNS 510/2016.

Considerações Finais a critério do CEP:

Este parecer foi elaborado baseado nos documentos abaixo relacionados:

Tipo Documento	Arquivo	Postagem	Autor	Situação
Informações Básicas do Projeto	PB_INFORMAÇÕES_BÁSICAS_DO_P ROJETO_1255265.pdf	14/11/2018 17:31:11		Aceito
Folha de Rosto	viniciusfolhaderosto.pdf	14/11/2018 17:29:24	Vinicius Coscioni	Aceito
Outros	Termos_Anuencias.pdf	12/11/2018 17:08:39	Vinicius Coscioni	Aceito
Projeto Detalhado	Projeto.pdf	12/11/2018	Vinicius Coscioni	Aceito

Endereço: Rua Ramiro Barcelos, 2600
Bairro: Santa Cecília **CEP:** 90.035-003
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Telefone: (51)3308-5698 **Fax:** (51)3308-5698 **E-mail:** cep-psico@ufrgs.br

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Continuação do Parecer: 3.079.723

/ Brochura Investigador	Projeto.pdf	16:56:51	Vinicius Coscioni	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TCLEs.pdf	12/11/2018 16:56:10	Vinicius Coscioni	Aceito
Cronograma	Cronograma.pdf	12/11/2018 11:09:38	Marco Antônio Pereira Teixeira	Aceito

Situação do Parecer:

Aprovado

Necessita Apreciação da CONEP:

Não

PORTO ALEGRE, 13 de Dezembro de 2018

Assinado por:
Milena da Rosa Silva
(Coordenador(a))

Endereço: Rua Ramiro Barcelos, 2600
Bairro: Santa Cecília **CEP:** 90.035-003
UF: RS **Município:** PORTO ALEGRE
Telefone: (51)3308-5698 **Fax:** (51)3308-5698 **E-mail:** cep-psico@ufrgs.br

Appendix 3: Informed consent form – Interviews (Adults)

**UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL
INSTITUTO DE PSICOLOGIA
PROGRAMA DE PÓS-GRADUAÇÃO EM PSICOLOGIA**

Termo de Consentimento Livre e Esclarecido

Estamos realizando uma pesquisa chamada “Projetos de Vida: Uma Abordagem Teórica e Empírica do Construto sob uma Perspectiva Psicológica”, desenvolvida pelo Núcleo de Pesquisas e Intervenções em Carreira (NEIC), do Instituto de Psicologia da Universidade Federal do Rio Grande do Sul (UFRGS). A pesquisa tem por objetivo desenvolver uma abordagem teórica e empírica sobre projetos de vida enquanto construto psicológico. Ou seja, estamos interessados em desenvolver um conhecimento científico sobre os “projetos de vida” das pessoas – que podem ser compreendidos como um conjunto integrado de metas de futuro orientado por estratégias a partir das quais as metas podem se tornar reais. Ao ampliarmos nosso conhecimento sobre esse tema, poderemos auxiliar pesquisas e intervenções futuras em diferentes áreas, tais como orientação de carreira, educação, saúde, etc.

Caso aceite participar da pesquisa, você fará parte de uma entrevista, na qual vamos buscar conhecer um pouco mais sobre seus projetos de vida. Não são previstos gastos ou danos físicos ou psicológicos durante sua participação na pesquisa. O único incômodo previsto é o de disponibilizar algum tempo para responder à entrevista. No caso de eventuais danos não previstos, nós disponibilizaremos assistência imediata e integral, sendo realizados encaminhamentos para acompanhamento profissional. Garantimos ressarcimentos e/ou indenização em caso de gastos ou danos não previstos por sua participação na pesquisa. Não são previstos benefícios diretos por sua participação na pesquisa.

Garantimos o sigilo das informações geradas nas entrevistas, de modo a preservar sua identidade e a de pessoas que você vier a mencionar. A sua participação é voluntária e você poderá desistir a qualquer momento, sem prejuízo ou punição. As informações levantadas a partir das entrevistas serão guardadas no NEIC e destruídas após cinco anos.

O pesquisador responsável por esta pesquisa é Vinicius Coscioni, discente do Doutorado em Psicologia da UFRGS. Este pesquisador recebe a orientação do Prof. Dr. Marco Antônio Pereira Teixeira, do Instituto de Psicologia da UFRGS. Estamos à disposição para esclarecimentos no endereço: Instituto de Psicologia, Rua Ramiro Barcelos 2600, sala 117, Porto Alegre – RS, 90035-003, telefone: (51) 3308-5454, e-mail: viniciuscoscioni@gmail.com.

Este documento foi revisado e aprovado pelo Comitê de Ética em Pesquisa em Psicologia do Instituto de Psicologia da UFRGS, localizado no Instituto de Psicologia, térreo, não há sala, Rua Ramiro Barcelos 2600, Porto Alegre – RS, 90035-003, telefone: (51) 3308-5698, e-mail: cep-psico@ufrgs.br. Uma segunda via deste documento será entregue a você.

Eu _____ declaro ter sido suficientemente informado a respeito do estudo “Projetos de Vida: Uma Abordagem Teórica e Empírica do Construto sob uma Perspectiva Psicológica”. Concordo voluntariamente com minha participação e poderei retirar meu consentimento a qualquer momento, antes ou durante o estudo, sem penalidades ou prejuízos.

Assinatura do(a) participante. Data __/__/__

Assinatura do pesquisador. Data __/__/__

Appendix 4: Informed consent form – Interviews (Adolescents)

**UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL
INSTITUTO DE PSICOLOGIA
PROGRAMA DE PÓS-GRADUAÇÃO EM PSICOLOGIA**

Termo de Assentimento Livre e Esclarecido

Estamos realizando uma pesquisa chamada “Projetos de Vida: Uma Abordagem Teórica e Empírica do Construto sob uma Perspectiva Psicológica”, desenvolvida pelo Núcleo de Pesquisas e Intervenções em Carreira (NEIC), do Instituto de Psicologia da Universidade Federal do Rio Grande do Sul (UFRGS). A pesquisa tem por objetivo desenvolver uma abordagem teórica e empírica sobre projetos de vida enquanto construto psicológico. Ou seja, estamos interessados em desenvolver um conhecimento científico sobre os “projetos de vida” das pessoas – que podem ser compreendidos como um conjunto integrado de metas de futuro orientado por estratégias a partir das quais as metas podem se tornar reais. Ao ampliarmos nosso conhecimento sobre esse tema, poderemos auxiliar pesquisas e intervenções futuras em diferentes áreas, tais como orientação de carreira, educação, saúde, etc.

Caso aceite participar da pesquisa, você fará parte de uma entrevista, na qual vamos buscar conhecer um pouco mais sobre seus projetos de vida. Não são previstos gastos ou danos físicos ou psicológicos durante sua participação na pesquisa. O único incômodo previsto é o de disponibilizar algum tempo para responder à entrevista. No caso de eventuais danos não previstos, nós disponibilizaremos assistência imediata e integral, sendo realizados encaminhamentos para acompanhamento profissional. Garantimos ressarcimentos e/ou indenização em caso de gastos ou danos não previstos por sua participação na pesquisa. Não são previstos benefícios diretos por sua participação na pesquisa.

Garantimos o sigilo das informações geradas nas entrevistas, de modo a preservar sua identidade e a de pessoas que você vier a mencionar. A sua participação é voluntária e você poderá desistir a qualquer momento, sem prejuízo ou punição. As informações levantadas a partir das entrevistas serão guardadas no NEIC e destruídas após cinco anos.

O pesquisador responsável por esta pesquisa é Vinicius Coscioni, discente do Doutorado em Psicologia da UFRGS. Este pesquisador recebe a orientação do Prof. Dr. Marco Antônio Pereira Teixeira, do Instituto de Psicologia da UFRGS. Estamos à disposição para esclarecimentos no endereço: Instituto de Psicologia, Rua Ramiro Barcelos 2600, sala 117, Porto Alegre – RS, 90035-003, telefone: (51) 3308-5454, e-mail: viniciuscoscioni@gmail.com.

Este documento foi revisado e aprovado pelo Comitê de Ética em Pesquisa em Psicologia do Instituto de Psicologia da UFRGS, localizado no Instituto de Psicologia, térreo, não há sala, Rua Ramiro Barcelos 2600, Porto Alegre – RS, 90035-003, telefone: (51) 3308-5698, e-mail: cep-psico@ufrgs.br. Uma segunda via deste documento será entregue a você.

Eu _____ declaro ter sido suficientemente informado a respeito do estudo “Projetos de Vida: Uma Abordagem Teórica e Empírica do Construto sob uma Perspectiva Psicológica”. Concordo voluntariamente com minha participação e poderei retirar meu assentimento a qualquer momento, antes ou durante o estudo, sem penalidades ou prejuízos.

Assinatura do(a) participante. Data __/__/__

Assinatura do pesquisador. Data __/__/__

Appendix 5: Parental informed consent form – Interviews (Parents)

**UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL
INSTITUTO DE PSICOLOGIA
PROGRAMA DE PÓS-GRADUAÇÃO EM PSICOLOGIA**

Termo de Consentimento Livre e Esclarecido

Estamos realizando uma pesquisa chamada “Projetos de Vida: Uma Abordagem Teórica e Empírica do Construto sob uma Perspectiva Psicológica”, desenvolvida pelo Núcleo de Pesquisas e Intervenções em Carreira (NEIC), do Instituto de Psicologia da Universidade Federal do Rio Grande do Sul (UFRGS). A pesquisa tem por objetivo desenvolver uma abordagem teórica e empírica sobre projetos de vida enquanto construto psicológico. Ou seja, estamos interessados em desenvolver um conhecimento científico sobre os “projetos de vida” das pessoas – que podem ser compreendidos como um conjunto integrado de metas de futuro orientado por estratégias a partir das quais as metas podem se tornar reais. Ao ampliarmos nosso conhecimento sobre esse tema, poderemos auxiliar pesquisas e intervenções futuras em diferentes áreas, tais como orientação de carreira, educação, saúde, etc.

Seu/sua filho(a)/tutelado(a) está sendo convidado(a) a participar desta pesquisa e, caso você e ele(a) aceitem em participar, ele(a) será entrevistado, respondendo a questões sobre seus projetos vida. Não são previstos gastos ou danos físicos ou psicológicos durante a participação na pesquisa. O único incômodo previsto é o de disponibilizar algum tempo para responder à entrevista. No caso de eventuais danos não previstos, nós disponibilizaremos assistência imediata e integral, sendo realizados encaminhamentos para acompanhamento profissional. Garantimos ressarcimentos e/ou indenização em caso de gastos ou danos não previstos pela participação na pesquisa. Não são previstos benefícios diretos pela participação na pesquisa.

Garantimos o sigilo das informações geradas nas entrevistas, de modo a preservar a identidade de seu/sua filho(a)/tutelado(a) e a de pessoas que ele(a) vier a mencionar. A participação é voluntária e vocês poderão desistir a qualquer momento, sem prejuízo ou punição. As informações levantadas serão guardadas no NEIC e destruídas após cinco anos.

O pesquisador responsável por esta pesquisa é Vinicius Coscioni, discente do Doutorado em Psicologia da UFRGS. Este pesquisador recebe a orientação do Prof. Dr. Marco Antônio Pereira Teixeira, do Instituto de Psicologia da UFRGS. Estamos à disposição para esclarecimentos no endereço: Instituto de Psicologia, Rua Ramiro Barcelos 2600, sala 117, Porto Alegre – RS, 90035-003, telefone: (51) 3308-5454, e-mail: viniciuscoscioni@gmail.com.

Este documento foi revisado e aprovado pelo Comitê de Ética em Pesquisa em Psicologia do Instituto de Psicologia da UFRGS, localizado no Instituto de Psicologia, térreo, não há sala, Rua Ramiro Barcelos 2600, Porto Alegre – RS, 90035-003, telefone: (51) 3308-5698, e-mail: cep-psico@ufrgs.br. Uma segunda via deste documento será entregue a você.

Eu _____
declaro ter sido suficientemente informado a respeito do estudo “Projetos de Vida: Uma Abordagem Teórica e Empírica do Construto sob uma Perspectiva Psicológica”. Concordo voluntariamente que meu/minha (grau de parentesco), _____,
participe da pesquisa. Ademais, tenho ciência de que poderei retirar meu consentimento a qualquer momento, antes ou durante o estudo, sem penalidades ou prejuízos.

Assinatura do(a) responsável. Data __/__/__

Assinatura do pesquisador. Data __/__/__

Appendix 6: Statement from the Ethics Committee of FPCE/UC



Extrato das Deliberações da Comissão de Ética e Deontologia da Investigação

Reunião de 1 de abril de 2020

Ao primeiro dia do mês de abril de 2020, pelas 14 horas, reuniu, por videoconferência, a Comissão de Ética e Deontologia da Investigação da Faculdade de Psicologia e de Ciências da Educação da Universidade de Coimbra. Relativamente à reapreciação do projeto intitulado “Orientação Temporal Futura e Projetos de Vida: Uma abordagem teórica e empírica sob uma perspetiva psicológica”, apresentado por Vinicius Coscioni, a CEDI deu **“Parecer favorável por unanimidade”**.

Coimbra, 1 de abril de 2020

A Presidente da CEDI/FPCEUC

A handwritten signature in black ink that reads 'Carvalho' with a stylized flourish at the end.

Prof. Doutora Carla Carvalho

Appendix 7: Statement from the Ethics Committee of University of Macau



RESEARCH COMMITTEE – PANEL ON RESEARCH ETHICS
Sub-Panel on Social Science & Humanities Research (Human Participants)
Research Ethics Application Form

Instructions to applicants

1. Please complete the Application Form, and do not modify its format.
2. The Research Protocol Form, Informed Consent document in appropriate language, and any written information to research participants must be uniquely identified, and submitted along with the application form.
3. For information on research ethics and methodology, please refer to <https://www.um.edu.mo/research/ethic.html>.

Application Dossier	Requirement
Completed Application Form	Mandatory
Research Protocol	
Signature from Supervisor / Course Director	Mandatory for student projects
Participant Informed Consent document(s)	Mandatory for studies collecting new data from human participants
Principal Investigator and/or Co-Investigator's biography	Subject to the research design
Written information for participant, such as recruitment advertisement/flyer, information sheet, permission letter from other parties for accessing data/information, etc.	
Questionnaires/Interview Protocols	Subject to the research design

These documents must be in languages appropriate for the target population(s).

For Research Ethics Sub-Panel Use Only

Application Log			
Application Reference Number:		SSHRE20-APP020-FSS	
Application received:		28 / 05 / 2020 (dd / mm / yyyy)	
Sub-panel decision date:		03 / 06 / 2020 (dd / mm / yyyy)	
Notify applicant of Sub-panel decision:		03 / 06 / 2020 (dd / mm / yyyy)	
If Sub-panel disapproves, reason is:			
Chair/ delegate:	<i>Prof. Todd Lyle Sandel, Chair</i>	Decision:	APPROVED
Signature:		Date:	05/06/2020

Appendix 8: Statement from the Ethics Committee of University of Oregon



DATE: June 01, 2020

IRB Protocol Number: 05222020.022

TO: Madeleine Smith, Principal Investigator
Department of Mathematics

RE: Protocol entitled, "International Development of FTO and LP Scales: Future Time Orientation and Life Project Scale Evaluation (Focus Groups)"

Notice of Review and Exempt Determination

The above protocol has been reviewed and determined to qualify for exemption. The research is approved to be conducted as described in the attached materials. Any change to this research will need to be assessed to ensure the study continues to qualify for exemption, therefore an amendment will need to be submitted for verification prior to initiating proposed changes.

For this research, the following determinations have been made:

- This study has been reviewed under the **2018 Common Rule** and determined to qualify for exemption under Title 45 CFR 46.104(d)(2).

Approval period: June 01, 2020 - June 30, 2021

If you anticipate the research will continue beyond the approval period, you must submit a Progress Report at least 45-days in advance of the study expiration. **Without continued approval, the protocol will expire on June 30, 2021 and human subject research activities must cease.** A closure report must be submitted once human subject research activities are complete. Failure to maintain current approval or properly close the protocol constitutes non-compliance.

You are responsible for the conduct of this research and adhering to the Investigator Agreement as reiterated below. You must maintain oversight of all research personnel to ensure compliance with the approved protocol.

The University of Oregon and Research Compliance Services appreciate your commitment to the ethical and responsible conduct of research with human subjects.

Sincerely,

A handwritten signature in black ink that reads 'Lizzy Utterback'.

Lizzy Utterback
Research Compliance Administrator

CC: Jenefer Husman, Faculty Advisor

COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS • RESEARCH COMPLIANCE SERVICES
677 E. 12th Ave., Suite 500, 5237 University of Oregon, Eugene OR 97401-5237
T 541-346-2510 F 541-346-5138 <http://rcs.uoregon.edu>

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Appendix 9: Informed consent form – Focus groups (BR)

**UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL
INSTITUTO DE PSICOLOGIA
PROGRAMA DE PÓSGRADUAÇÃO EM PSICOLOGIA**

Termo de Consentimento Livre e Esclarecido

Estamos a realizar uma pesquisa chamada “Orientação Temporal Futura e Projetos de Vida: Uma abordagem teórica e empírica sob uma perspectiva psicológica”, desenvolvida pelo Núcleo de Pesquisas e Intervenções em Carreira (NEIC), do Instituto de Psicologia da Universidade Federal do Rio Grande do Sul (UFRGS). A pesquisa tem por objetivo desenvolver um conhecimento científico sobre como as pessoas pensam e se planeiam sobre o futuro. Ao ampliarmos nosso conhecimento sobre este tema, poderemos auxiliar pesquisas e intervenções futuras em diferentes áreas, tais como orientação de carreira, educação, saúde, etc.

Caso aceite participar da pesquisa, você fará parte de uma atividade em grupo, na qual vamos procurar conhecer um pouco mais sobre os seus projetos de vida. Não são previstos gastos ou danos físicos ou psicológicos durante a sua participação na pesquisa. O único incômodo previsto é o de disponibilizar algum tempo para participar. Embora não seja esperado que a pesquisa gere qualquer desconforto, se você se sentir desconfortável durante ou após o processo, solicite orientação junto à equipe de pesquisa (cujos contatos são disponibilizados abaixo), que fará o encaminhamento necessário.

Garantimos o sigilo das informações geradas nas atividades, de modo a preservar a sua identidade e a de pessoas que você vier a mencionar. A sua participação é voluntária e você poderá desistir a qualquer momento, sem prejuízo ou punição. As informações levantadas a partir das entrevistas serão guardadas e destruídas após cinco anos. Futuramente, os resultados globais da pesquisa, sem identificação dos participantes, serão publicados em algum periódico científico.

Esta pesquisa faz parte da tese de doutorado de Vinicius Coscioni, discente do Doutorado em Psicologia da UFRGS. Este pesquisador recebe a orientação do Prof. Dr. Marco Antônio Pereira Teixeira, do Instituto de Psicologia da UFRGS (professor responsável pela pesquisa) e da Profa. Maria Paula Paixão, da Universidade de Coimbra. Estamos à disposição para esclarecimentos no endereço: Instituto de Psicologia, Rua Ramiro Barcelos 2600, sala 223, Porto Alegre – RS, 90035-003, telefone: +55 51 3308-5454, e-mail: viniciuscoscioni@gmail.com.

Este documento foi revisto e aprovado pelo Comitê de Ética em Pesquisa em Psicologia do Instituto de Psicologia da UFRGS, localizado no Instituto de Psicologia, térreo, não há sala, Rua Ramiro Barcelos 2600, Porto Alegre – RS, 90035-003, telefone: +55 51 3308-5698, e-mail: cep-psico@ufrgs.br. Uma segunda via deste documento ser-lhe-á entregue.

Eu _____ declaro ter sido suficientemente informado a respeito do estudo “Orientação Temporal Futura e Projetos de Vida: Uma abordagem teórica e empírica sob uma perspectiva psicológica”. Concordo voluntariamente com a minha participação e poderei retirar o meu consentimento a qualquer momento, antes ou durante o estudo, sem penalidades ou prejuízos.

Assinatura do(a) participante. Data __/__/__

Assinatura do pesquisador. Data __/__/__

Appendix 10: Informed consent form – Focus groups (PT)

Termo de consentimento
(grupos focais)



Termo de Consentimento Livre e Esclarecido

Estamos a realizar a investigação “Orientação Temporal Futura e Projeto de Vida: Uma abordagem teórica transcultural sob uma perspetiva psicológica e social”, cujo objetivo é desenvolver um conhecimento científico sobre como pessoas de diferentes locais do mundo se sentem, comportam e pensam em relação ao futuro. Ao ampliarmos o nosso conhecimento sobre este tema, poderemos auxiliar investigações e intervenções futuras em orientação de carreira, educação, saúde, etc.

Caso aceite participar na investigação, preencherá questionários que colocarão questões sobre como se sente, comporta e pensa em relação ao futuro. Poderá também preencher outros questionários sobre outras características de personalidade ou motivacionais. Após o preenchimento dos questionários, fará parte de uma atividade em grupo, na qual vamos procurar conhecer a sua perceção sobre os questionários. O tempo de duração das atividades será aproximadamente de duas horas e gravaremos o seu conteúdo em áudio.

Não são previstos gastos, danos físicos ou psicológicos durante a sua participação na investigação. O único incómodo previsto é o de disponibilizar algum tempo para participar. Embora não seja esperado que a investigação gere qualquer risco, se se sentir desconfortável durante ou após o processo, solicite orientação junto à equipa de investigação (cujos contatos são disponibilizados abaixo), que fará o encaminhamento necessário. Garantimos o sigilo das informações geradas nas atividades, de modo a preservar a sua identidade e a de pessoas que vier a mencionar. A sua participação é voluntária e poderá desistir a qualquer momento, sem prejuízos ou punições.

Esta investigação faz parte da tese de doutoramento de Vinicius Coscioni, estudante do Doutorado em Psicologia da Universidade de Coimbra. Este investigador recebe a orientação da Prof. Dra. Maria Paula Paixão. Estamos à disposição para esclarecimentos no endereço: Faculdade de Psicologia e Ciência da Educação, Edifício I, Gabinete 5.15, Rua do Colégio Novo, sem número, Coimbra, 3000-115, e-mail: viniciuscoscioni@gmail.com.

Eu _____ declaro ter sido suficientemente informado/a a respeito do estudo “Orientação Temporal Futura e Projeto de Vida: Uma abordagem teórica transcultural sob uma perspetiva psicológica e social”. Concordo voluntariamente com a minha participação e poderei retirar o meu consentimento a qualquer momento, antes, durante ou após o estudo, sem penalidades ou prejuízos.

Assinatura do/a participante. Data __/__/__

Assinatura do investigador. Data __/__/__

Appendix 11: Informed consent form – Survey (BR – Studies 4, 5, and 8)

Orientação Temporal Futura e Projeto de Vida: Uma abordagem teórica transcultural sob uma perspectiva psicossocial

Estamos realizando a investigação “Orientação Temporal Futura e Projeto de Vida: Uma abordagem teórica transcultural sob uma perspectiva psicossocial”, cujo objetivo é desenvolver um conhecimento científico sobre como pessoas de diferentes locais do mundo se sentem, comportam e pensam em relação ao futuro. Ao ampliarmos o nosso conhecimento sobre este tema, poderemos auxiliar investigações e intervenções futuras em orientação de carreira, educação, saúde, etc.

Caso você aceite participar na pesquisa, preencherá questionários que colocarão questões sobre como você se sente, comporta e pensa em relação ao futuro. Vamos também coletar informações sobre outras características psicológicas e sociodemográficas, a fim de compreender de que forma elas se relacionam com o modo como as pessoas se sentem, comportam e pensam em relação ao futuro. O tratamento sobre informações sensíveis (tais como o pertencimento a grupos minoritários) terá a perspectiva de garantia de direitos. Isto é, procuraremos desenvolver um conhecimento sobre como esses grupos em geral pensam e se planejam para o futuro. Com estas informações, poderemos desenvolver investigações e intervenções que visem a melhoria da qualidade de vida desses grupos. Você poderá ainda optar por não responder às questões sobre gênero, raça/etnia, religião, renda familiar, diagnóstico psiquiátrico e problemas de saúde crônico. O tempo médio de preenchimento dos questionários é de 30 minutos.

Não são previstos gastos, ou danos físicos ou psicológicos durante a sua participação na pesquisa. O único incômodo previsto é o de disponibilizar algum tempo para participar. Embora não seja esperado que a pesquisa gere qualquer risco, se se sentir desconfortável durante ou após o processo, solicite orientação junto à equipe de pesquisa (cujos contatos são disponibilizados abaixo), que fará o encaminhamento necessário. Garantimos o sigilo das informações fornecidas, de modo a preservar a sua identidade e a de pessoas que você vier a mencionar. A sua participação é voluntária e você poderá desistir a qualquer momento, sem prejuízos ou punições.

Esta investigação faz parte da tese de Doutorado em Psicologia de Vinicius Coscioni, estudante da Universidade de Coimbra, Portugal, e da Universidade Federal do Rio Grande do Sul, Brasil. Este pesquisador recebe a orientação da Prof. Dra. Maria Paula Paixão e do Prof. Dr. Marco Antônio Teixeira. Estamos à disposição para esclarecimentos no seguinte endereço: Instituto de Psicologia, Rua Ramiro Barcelos, 2600, sala 223, Porto Alegre - RS, 90035-003, telefone: (51) 3308-5454, e-mail: viniciuscoscioni@gmail.com.

Você só poderá participar se tiver 18 anos ou mais.

Ao clicar em "Próximo", você está afirmando: (1) que tem 18 anos ou mais; (2) que leu e que concorda com o conteúdo apresentado acima; (3) que deseja participar voluntariamente na pesquisa; e (4) que preencherá os questionários sozinho e sem a interferência de terceiros. Por favor, clique em "Próximo" somente se as quatro condições acima estiverem presentes.

Próximo

Appendix 12: Informed consent form – Survey (PT – Studies 4, 5, and 8)

Orientação Temporal Futura e Projeto de Vida: Uma abordagem teórica transcultural sob uma perspetiva psicológica e social

Estamos a realizar a investigação “Orientação Temporal Futura e Projeto de Vida: Uma abordagem teórica transcultural sob uma perspetiva psicossocial”, cujo objetivo é desenvolver um conhecimento científico sobre como pessoas de diferentes locais do mundo se sentem, comportam e pensam em relação ao futuro. Ao ampliarmos o nosso conhecimento sobre este tema, poderemos auxiliar investigações e intervenções futuras em orientação de carreira, educação, saúde, etc.

Caso aceite participar na investigação, preencherá questionários que colocarão questões sobre como se sente, comporta e pensa em relação ao futuro. Vamos também recolher informações sobre outras características psicológicas e sociodemográficas, a fim de compreender de que forma elas se relacionam com o modo como as pessoas se sentem, comportam e pensam em relação ao futuro. O tratamento sobre informações sensíveis (tais como a pertença a grupos minoritários) terá a perspetiva de garantia de direitos. Isto é, procuraremos desenvolver um conhecimento sobre como esses grupos em geral pensam e se planeiam para o futuro. Com estas informações, poderemos desenvolver investigações e intervenções que visem a melhoria da qualidade de vida desses grupos. Poderá ainda optar por não responder às questões sobre género, raça/etnia, religião, rendimento familiar, diagnóstico psiquiátrico e problemas de saúde crónico. O tempo médio de preenchimento dos questionários é de 30 minutos.

Não são previstos gastos, ou danos físicos ou psicológicos durante a sua participação na investigação. O único incómodo previsto é o de disponibilizar algum tempo para participar. Embora não seja esperado que a investigação gere qualquer risco, se se sentir desconfortável durante ou após o processo, solicite orientação junto à equipa de investigação (cujos contactos são disponibilizados abaixo), que fará o encaminhamento necessário. Garantimos o sigilo das informações geradas nas atividades, de modo a preservar a sua identidade e a de pessoas que vier a mencionar. A sua participação é voluntária e poderá desistir a qualquer momento, sem prejuízos ou punições.

Esta investigação faz parte da tese de Doutoramento em Psicologia de Vinicius Coscioni, estudante da Universidade de Coimbra, Portugal, e da Universidade Federal do Rio Grande do Sul, Brasil. Este investigador recebe a orientação da Prof. Dra. Maria Paula Paixão e do Prof. Dr. Marco Antônio Teixeira. Estamos à disposição para esclarecimentos na seguinte morada: Faculdade de Psicologia e Ciência da Educação, Edifício I, Gabinete 5.15, Rua do Colégio Novo, sem número, Coimbra, 3000-115, e-mail: viniciuscoscioni@gmail.com.

Só poderá participar se tiver 18 anos ou mais.

Ao clicar em "Seguinte", estará a afirmar: (1) que tem 18 anos ou mais; (2) que leu e que concorda com o conteúdo apresentado acima; (3) que deseja participar voluntariamente na investigação; e (4) que preencherá os questionários sozinho e sem a interferência de terceiros. Por favor, clique em "Seguinte" apenas se as quatro condições acima estiverem reunidas.

Seguinte

Appendix 13: Informed consent form – Survey (BR – Study 6)

COVID-19 e Saúde Mental

Olá, eu sou a Professora Kay Chang. Em nome do Departamento de Psicologia da Universidade de Macau (China) e de nossos parceiros no Brasil (representados por Vinicius Coscioni, da Universidade Federal do Rio Grande do Sul, Brasil; e Universidade de Coimbra, Portugal), nós agradecemos pelo seu tempo dedicado a esta pesquisa. Esta é uma avaliação inicial sobre o quão bem as questões a seguir conseguem descrever algumas experiências em relação à Pandemia COVID-19. Por favor, leia as informações abaixo e então decida se quer, ou não, participar.

Objetivo: Estamos criando um questionário para avaliar o impacto da Pandemia COVID-19 sobre a saúde mental de indivíduos e grupos. A intenção é que, ao preencher o questionário, os participantes recebam informações sobre o seu estado atual comparado aos demais, o que poderá auxiliar em tomadas de decisões. Nesta primeira avaliação, ainda não disponibilizaremos instruções ao final da participação, justamente porque estamos na fase de construção desse instrumento rastreador.

Procedimentos: A participação consiste em responder um questionário online, que coletará dados demográficos e informações sobre a sua situação desde que a Pandemia COVID-19 teve início. A participação leva em torno de 10 a 20 minutos.

Benefícios: Você não será diretamente beneficiado por esta pesquisa, mas as informações obtidas vão nos ajudar a entender o padrão das experiências em saúde mental das pessoas quando elas são expostas a situações prolongadas de ameaça à saúde. Isto poderá auxiliar profissionais e pesquisadores a desenvolver novas pesquisas e intervenções.

Riscos: Não há nenhuma previsão de risco para a participação nesta pesquisa. Contudo, se você sentir algum tipo de desconforto com alguma das perguntas do questionário, sinta-se livre para interromper sua participação, sem nenhum compromisso ou consequência.

Confidencialidade: As informações são coletadas de forma anônima, o que significa que não serão perguntados nomes ou dados de identificação. Os dados coletados serão armazenados e mantidos apenas para fins educativos ou de pesquisa. Se os resultados forem publicados ou apresentados em algum evento, serão utilizados apenas dados estatísticos. Apenas os pesquisadores envolvidos terão acesso ao banco de dados, somente para fins científicos.

Sobre a natureza voluntária da pesquisa: A participação neste estudo é completamente voluntária. Você tem o direito de se recusar a participar ou de desistir a qualquer momento durante a pesquisa. Não há retorno financeiro para a sua participação.

Para encaminhamentos a serviços de saúde mental, perguntas, colaborações ou informações sobre direitos autorais, por favor contate:

- (1) O pesquisador Gerson Siegmund, através do e-mail siegmund.gerson@gmail.com;
- (2) O pesquisador Vinicius Coscioni, através do e-mail viniciuscoscioni@gmail.com; ou
- (3) A Professora Kay Chang, através do e-mail kchang@um.edu.mo (somente em inglês).

Ao clicar em "Próximo", você está afirmando: (1) que tem 18 anos ou mais; (2) que leu e que concorda com o conteúdo apresentado acima; (3) que deseja participar voluntariamente na pesquisa; e (4) que preencherá os questionários sozinho e sem a interferência de terceiros. Por favor, clique em "Próximo" somente se as quatro condições acima estiverem presentes.

Próximo

Appendix 14: Informed consent form – Survey (PT – Study 6)

COVID-19 e Saúde Mental

Olá, eu sou a Professora Kay Chang. Em nome do Departamento de Psicologia da Universidade de Macau (China) e de nossos parceiros em Portugal (representados por Vinicius Coscioni, da Universidade de Coimbra), nós agradecemos pelo seu tempo dedicado a esta investigação. Esta é uma avaliação inicial sobre o quão bem as questões a seguir conseguem descrever algumas experiências em relação à Pandemia COVID-19. Por favor, leia as informações abaixo e então decida se quer, ou não, participar.

Objetivo: Estamos a criar um questionário para avaliar o impacto da Pandemia COVID-19 sobre a saúde mental de indivíduos e grupos. A intenção é que, ao preencher o questionário, os participantes recebam informações sobre o seu estado atual comparado aos demais, o que poderá auxiliar em tomadas de decisões. Nesta primeira avaliação, ainda não disponibilizaremos instruções no final da participação, justamente porque estamos na fase de construção deste instrumento de rastreio.

Procedimentos: A participação consiste em responder a um questionário online, que recolherá dados demográficos e informações sobre a sua situação desde que a Pandemia COVID-19 teve início. A participação leva em torno de 10 a 20 minutos.

Benefícios: Não será diretamente beneficiado por esta investigação, mas as informações obtidas vão ajudar-nos a entender o padrão das experiências em saúde mental das pessoas quando elas são expostas a situações prolongadas de ameaça à saúde. Isto poderá auxiliar profissionais e investigadores a desenvolver novas investigações e intervenções.

Riscos: Não há nenhuma previsão de risco para a participação nesta investigação. Contudo, se sentir algum tipo de desconforto com alguma das perguntas do questionário, sinta-se livre para interromper a sua participação, sem nenhum compromisso ou consequência.

Confidencialidade: As informações são recolhidas de forma anónima, o que significa que não serão pedidos nomes ou dados de identificação. Os dados recolhidos serão armazenados e mantidos apenas para fins educativos ou de investigação. Se os resultados forem publicados ou apresentados em algum evento, serão utilizados apenas dados estatísticos. Apenas os investigadores envolvidos terão acesso ao banco de dados, somente para fins científicos.

Sobre a natureza voluntária da investigação: A participação neste estudo é completamente voluntária. Tem o direito de se recusar a participar ou de desistir a qualquer momento durante a investigação. Não há retorno financeiro pela sua participação.

Para encaminhamentos a serviços de saúde mental, perguntas, colaborações ou informações sobre direitos autorais, por favor contacte:

(1) O investigador Vinicius Coscioni, através do e-mail viniciuscoscioni@gmail.com; ou

(2) A Professora Kay Chang, através do e-mail kchang@um.edu.mo (somente em inglês).

Ao clicar em "Próximo", está a afirmar: (1) que tem 18 anos ou mais; (2) que leu e que concorda com o conteúdo apresentado acima; (3) que deseja participar voluntariamente na investigação; e (4) que preencherá os questionários sozinho e sem a ajuda de terceiros. Por favor, clique em "Próximo" apenas se as quatro condições acima estiverem presentes.

Seguinte

Appendix 15: Informed consent form – Survey (PT – Study 7)

Escala de Projetos de Vida: Construção de um instrumento

Estamos a realizar a investigação "Orientação Temporal Futura e Projeto de Vida: Uma abordagem teórica transcultural sob uma perspetiva psicossocial", cujo objetivo é desenvolver um conhecimento científico sobre como pessoas de diferentes locais do mundo se sentem, comportam e pensam em relação ao futuro. Ao ampliarmos o nosso conhecimento sobre este tema, poderemos auxiliar investigações e intervenções futuras em orientação de carreira, educação, saúde, etc.

Caso aceite participar na investigação, preencherá questionários que colocarão questões sobre como se sente, comporta e pensa em relação ao futuro. O tempo médio de preenchimento do questionário é de 5 minutos. Não são previstos gastos, ou danos físicos ou psicológicos durante a sua participação na investigação. O único incómodo previsto é o de disponibilizar algum tempo para participar. Garantimos o sigilo das informações geradas nas atividades, de modo a preservar a sua identidade. A sua participação é voluntária e poderá desistir a qualquer momento, sem prejuízos ou punições.

Esta investigação faz parte da tese de Doutoramento em Psicologia de Vinicius Coscioni, estudante da Universidade de Coimbra, Portugal, e da Universidade Federal do Rio Grande do Sul, Brasil. Este investigador recebe a orientação da Prof. Dra. Maria Paula Paixão e do Prof. Dr. Marco Antônio Teixeira. Estamos à disposição para esclarecimentos no e-mail: viniciuscoscioni@gmail.com.

Só poderá participar se tiver 18 anos ou mais.

Ao clicar em "Seguinte", estará a afirmar: (1) que tem 18 anos ou mais; (2) que leu e que concorda com o conteúdo apresentado acima; (3) que deseja participar voluntariamente na investigação; e (4) que preencherá os questionários sozinho e sem a interferência de terceiros. Por favor, clique em "Seguinte" apenas se as quatro condições acima estiverem reunidas.

Seguinte

Appendix 16: Informed consent form – Survey (US – Study 8: mTurk)

Future Time Orientation and Life Project: A theoretical and transcultural approach from a psychosocial perspective

Introduction

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please email the researcher at msmith29@uoregon.edu (<mailto:msmith29@uoregon.edu>) if there is anything that is not clear or if you need more information.

Purpose of Study:

The purpose of this study is to evaluate an international Future Time Orientation (FTO) scale and Life Project (LP) scale. There will be 1000 participants total in this study.

Description of the Study Procedures:

If you agree to be in this study, I ask you to complete one survey. You can decide not to answer any question, or to leave the survey any time you want.

You will be given a randomly generated ID number. All data collected will use this confidential ID.

Risks/Discomforts of Being in the Study:

While we do not anticipate significant risks, the study may risk the following: First, your participation in this study may result in the inadvertent dissemination of identifiable data and a resultant breach of your confidentiality. This risk is considered low and will be minimized by using only encrypted password-protected files to store digital data and locked cabinets to secure all hard-copy documents.

Second, the survey will take approximately 15 minutes to complete, which is a time commitment on your part. Your participation is voluntary and please feel free to end or pause the survey at any time.

Benefits of Being in the study:

Participants will receive \$1.00 upon completion of this survey. Additionally, we hope that information obtained from this study may provide insight into your future time orientation and life projects. The results of the research should also contribute to further beneficial knowledge in the field.

Costs:

There is no cost to you to participate in this research study; however, if you do not complete the survey you will not receive \$1.00 for completion and it may negatively affect your rating on mTurk. This study may include risks that are unknown at this time.

Confidentiality:

The records of this study will be kept private. In any sort of report we may publish, we will not include any information that will make it possible to identify a participant. Research records will be kept in a locked file.

All electronic information will be coded and secured using a password protected file. Data will be secured in encrypted, password protected files and securely erased after five years using CCleaner, a commercial secure file deletion software.

Access to the records will be limited to the principle investigator; however, please note that regulatory agencies, the Institutional Review Board, and internal University of Oregon auditors may review the research records.

Voluntary Participation/Withdrawal:

Your participation is voluntary. If you choose not to participate, it will not affect your current or future relations with the University of Oregon. You are free to withdraw at any time, for whatever reason. If you do not complete the survey, you will not be paid \$1.00 through mTurk.

Contacts and Questions:

The researchers conducting this study is Madeleine Smith and Dr. Jenefer Husman. For questions or more information concerning this research you may contact them at msmith29@uoregon.edu (<mailto:msmith29@uoregon.edu>) or jhusman@uoregon.edu (<mailto:jhusman@uoregon.edu>).

If you believe you may have suffered a research related injury, contact Jenefer Husman at 480-540-4506 who will give you further instructions.

If you have any questions about your rights as a research subject, you may contact: Research Compliance Services, University of Oregon at (541) 346-2510 or ResearchCompliance@uoregon.edu

Please print a copy of this material for your records.

Clicking "Next", indicates that you are 18 years of age or older, and indicates your consent to participate in an on-line survey.

Next

Appendix 17: Informed consent form – Survey (US – Study 8: students)

Future Time Orientation and Life Project: A theoretical and transcultural approach from a psychosocial perspective

Introduction

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please email the researcher at msmith29@uoregon.edu (<mailto:msmith29@uoregon.edu>) if there is anything that is not clear or if you need more information.

Purpose of Study:

The purpose of this study is to evaluate an international Future Time Orientation (FTO) scale and Life Project (LP) scale. There will be 1000 participants total in this study.

Description of the Study Procedures:

If you agree to be in this study, I ask you to complete one survey. You can decide not to answer any question, or to leave the survey any time you want.

You will be given a randomly generated ID number. All data collected will use this confidential ID.

Risks/Discomforts of Being in the Study:

While we do not anticipate significant risks, the study may risk the following: First, your participation in this study may result in the inadvertent dissemination of identifiable data and a resultant breach of your confidentiality. This risk is considered low and will be minimized by using only encrypted password-protected files to store digital data and locked cabinets to secure all hard-copy documents.

Second, the survey will take approximately 20 minutes to complete, which is a time commitment on your part. Your participation is voluntary and please feel free to end or pause the survey at any time.

Benefits of Being in the study:

We hope that information obtained from this study may provide insight into your future time orientation and life projects. The results of the research should also contribute to further beneficial knowledge in the field. You will receive extra credit for the course EDST 411 for completing this survey. The amount of extra credit awarded will be determined by the instructor of this course.

Costs:

There is no cost to you to participate in this research study.

Confidentiality:

The records of this study will be kept private. In any sort of report we may publish, we will not include any information that will make it possible to identify a participant. Research records will be kept in a locked file.

All electronic information will be coded and secured using a password protected file. Data will be secured in encrypted, password protected files and securely erased after five years using CCleaner, a commercial secure file deletion software.

Access to the records will be limited to the principle investigator; however, please note that regulatory agencies, the Institutional Review Board, and internal University of Oregon auditors may review the research records.

Voluntary Participation/Withdrawal:

Your participation is voluntary. If you choose not to participate, it will not affect your current or future relations with the University of Oregon. You are free to withdraw at any time, for whatever reason.

Contacts and Questions:

The researchers conducting this study is Madeleine Smith and Dr. Jenefer Husman. For questions or more information concerning this research you may contact them at msmith29@uoregon.edu (<mailto:msmith29@uoregon.edu>) or jhusman@uoregon.edu (<mailto:jhusman@uoregon.edu>).

If you believe you may have suffered a research related injury, contact Jenefer Husman at 480-540-4506 who will give you further instructions.

If you have any questions about your rights as a research subject, you may contact: Research Compliance Services, University of Oregon at (541) 346-2510 or ResearchCompliance@uoregon.edu

Please print a copy of this material for your records.

Clicking "Next", indicates that you are 18 years of age or older, and indicates your consent to participate in an online survey.

Next

Appendix 18: Informed consent form – Survey (SL – Study 8)

Življenjski projekt in usmerjenost na prihodnost: teoretični in medkulturni pristop s psihosocialne perspektive

Z raziskavo “Življenjski projekt in usmerjenost na prihodnost: teoretični in medkulturni pristop s psihosocialne perspektive” želimo pridobiti znanstvena spoznanja o tem, kako se ljudje po celem svetu počutijo, obnašajo in razmišljajo o svoji prihodnosti. Z razširitvijo našega trenutnega znanja na tem področju, bomo lahko prispevali k prihodnjim raziskavam in intervencijam, ki zadevajo karierno svetovanje, izobraževanje, mentalno zdravje itn.

Če se odločite sodelovati v tej raziskavi, boste izpolnili nekaj vprašalnikov, ki vas bodo vprašali po vašem počutju, razmišljanju in obnašanju do vaše prihodnosti. Zbirali bomo tudi druge psihološke in socialno demografske podatke, z namenom, da bomo lažje razumeli njihovo povezavo z vašim odnosom do prihodnosti. Namen analize občutljivih informacij (npr. pripadnosti manjšinskim skupinam) je okrepiti pravice. Se pravi, poskušali bomo razviti znanje o tem, kako te skupine razmišljajo in načrtujejo svojo prihodnost. S temi podatki bomo lahko razvili raziskave in intervencije za izboljšanje kakovosti življenja znotraj teh skupin. Prav tako se lahko odločite, da ne boste odgovarjali na vprašanja o spolu, rasi/narodnosti, veri, družinskih dohodkih, psihiatrični diagnozi in kroničnih zdravstvenih stanjih. Povprečni čas izpolnjevanja vprašalnikov je 30 minut.

Sodelovanje ne prinaša nobenih tveganj, kot so npr. denarna, finančna ali psihološka škoda. Edina pričakovana nevšečnost je čas, ki ga namenite sodelovanju v raziskavi. Kljub temu, da s preiskavo ne pričakujemo nobenih tveganj, pa vas pozivamo, če kadarkoli občutite nelagodje, da se obrnete na raziskovalno ekipo (kontaktne informacije so na voljo v naslednjem odstavku). Zagotavljamo vam popolno zaupnost vseh zbranih podatkov, s tem mislimo vašo anonimnost in anonimnost tistih, ki jih boste morda omenili. Vaša udeležba je popolnoma prostovoljna, zato se lahko kadarkoli umaknete brez izgub ali kazni.

Raziskava poteka v sklopu magistrske naloge Vike Novak, študentke psihologije na Univerzi v Ljubljani, pod mentorstvom dr. Boštjana Bajca, v sodelovanju z doktorskim študentom Viniciusom Coscionijem na Univerzi v Coimabri, Portugalska in Zvezni Univerzi Rio Grande do Sul, Brazilija, ki deluje pod okriljem mentorjev prof. dr. Marie Paule Paixão in prof. dr. Marca Antônia Teixeira. Za morebitna dodatna vprašanja ali dvome smo vam na voljo na telefonski številki 051/651-392 ali preko e-pošte: vika.n18@gmail.com (<mailto:vika.n18@gmail.com>) (Filozofska fakulteta, Oddelek za psihologijo, Aškerčeva 2, Ljubljana) in viniciuscoscioni@gmail.com (<mailto:viniciuscoscioni@gmail.com>) (Instituto de Psicologia, Rua Ramiro Barcelos, 2600, sala 223, Porto Alegre - RS, 90035-003).

Sodelovanje v raziskavi je dovoljeno samo polnoletnim. S klikom “Naprej” se strinjate s sledečimi trditvami: (1) ste dopolnili 18 let ali več; (2) ste prebrali in se strinjate z zgoraj navedeno vsebino; (3) želite prostovoljno sodelovati v raziskavi; in (4) vprašalnik boste izpolnili sami oziroma brez pomoči drugih. Prosimo, kliknite “Naprej”, samo če izpolnjujete navedene štiri pogoje

Naprej

Appendix 19: Informed consent form – Survey (CH – Study 8)

未來時間取向和人生規劃：基於社會心理角度出發的理論和跨文化研究

我們正在開展一項名為“未來取向和人生規劃：基於社會心理角度出發的理論和跨文化研究”的調查，該調查旨在發展有關世界各地人們對未來的感覺、行為和思考方式的科學知識。通過擴展我們目前在此問題上的知識，我們將能夠為未來的調查和介入有關職業諮詢、教育、健康等方面提供幫助。

如果您決定參加這項研究，你將需要就您對未來的感覺、行為及思考進行問卷作答。此外，我們還將收集您心理及社會人口特徵等方面的數據，以便更好的瞭解它們對您未來想法、行為和思考方面的影響。對於敏感信息的分析（如對少數群體的歸屬）將具有助於增強人們的權利的目的。通過瞭解少數群體對於未來的思考和規劃，我們將能夠有針對性地開展調研並提供協助措施，從而提升他們的生活質量。對於有關性別、種族、宗教、家庭收入、精神疾病及慢性病等方面的問題，您仍然有權不予回答。此次問卷調查將占用您大約30分鐘時間。

此次研究除了占用您的私人時間之外，將不會對您的財產及身心造成任何損害。即使此調查不會帶來任何風險，若在參與調研過程中感到不適，您可以隨時向研究團隊尋求協助（聯繫方式見下文）。我們保證對所有收集到的數據保密，以確保您和您可能提及到的人的身份機密。此次調研完全遵循自願原則，您可以隨時退出研究，而不會遭受任何損失或懲罰。

此次調研得到 Maria Paula Paixão 教授和 Marco Antônio Teixeira 教授的指導，旨在為葡萄牙科英布拉大學及巴西里約熱內盧聯邦大學博士生 Vinicius Coscioni 的博士論文收集數據。如果您有任何問題或疑問，請隨時聯繫我們：

葡方聯絡人：Vinicius Coscioni

地址：Instituto de Psicologia, Rua Ramiro Barcelos, 2600, sala 223, Porto Alegre - RS, 90035-003

電話：+55 (51) 3308-5454

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中國澳門聯絡人：郭愛媚博士 (Dr. Kim, Oi Mei KUOK)

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電話：+853 8822-4701

郵箱：fbaomk@um.edu.mo (mailto:fbaomk@um.edu.mo)

參與調查者須年滿18歲。

點擊“下一頁”即表示您同意：（1）您已年滿18歲；（2）您閱讀並同意以上內容；（3）您自願參加此次研究；（4）在沒有其他人的幫助下，您將自己填寫問卷。如果符合這四個條件，請點擊“下一步”。

下一頁

Appendix 20: Protocol for the research teams' assessment

Dear colleague(s),

We are pleased to share with you the first version of the **Life Project Scale (LPS)**. We would very much appreciate if you could analyze each of its items in order to verify their adequacy concerning semantic, theoretical, and cultural aspects. Thus, we kindly ask you to fill the protocol bellow. Before that, we will present the theoretical background used in the scale construction process.

Life project's definition: life project is an integrated and persistent set of short to long-term goals oriented by a plan of actions that guides self-concept and present activities. It is not a personal characteristic or disposition, but a current set of cognitive representations that directly impacts present behavior and self-concept. The LPS has three dimensions, namely: identification, organization, and involvement.

Identification

“Identification” refers to the degree to which one perceives the presence of an integrated and persistent set of short to long-term goals that guides self-concept. People with high rates of identification have clear ideas about their goals for the future, also about who they want to be and what they what to do in the future. High rates of identification are also related to the presence of meaningful and persistent goals for the future.

Organization

“Organization” refers to the degree to which one has the clarity about strategies and actions to be undertaken for the pursuits of one's goals. People with high rates of organization have clear ideas about how they plan to achieve their goals. They are also aware of important information concerning how to accomplish their plans, which may favor higher expectations of success and more internal control attributions.

Involvement

“Involvement” refers to the degree to which one's present activities are oriented by one's goals, strategies, and plans. People with high rates of involvement feel more motivated and committed to their goals pursuits. They also work harder on achieving their goals and carry out more endeavors concerning their plans for the future.

Based on these definitions, we would like you to analyze each of the LPS's items by answering the questions bellow. Please, have in mind the purpose of improving the current version of the scale. Whenever you think an item is properly phrased, you can simply agree with its current version. Items signed with a * are reverse-coded.

Items related to “Identification”

1) I am aware of what I want for my future life
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is related to “identification”? () yes () no In case you answered “no”, please, explain us why.
Do you think this item would behave well as an indicator of “identification” among people from your culture? () yes () no In case you answered “no”, please, explain us why.

2) I have got goals that I would like to achieve throughout my life
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is related to “identification”? () yes () no In case you answered “no”, please, explain us why.
Do you think this item would behave well as an indicator of “identification” among people from your culture? () yes () no In case you answered “no”, please, explain us why.

3) I have got goals for the future that provide a major meaning for my life
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is related to “identification”? () yes () no In case you answered “no”, please, explain us why.
Do you think this item would behave well as an indicator of “identification” among people from your culture? () yes () no In case you answered “no”, please, explain us why.

4) I have got a clear idea about the sort of person I wish to be in the future

Do you think this item is clear enough? () yes () no

In case you answered "no", please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to "identification"? () yes () no

In case you answered "no", please, explain us why.

Do you think this item would behave well as an indicator of "identification" among people from your culture?

() yes () no In case you answered "no", please, explain us why.

5) The current goals I have for the future are related with goals I have already had before

Do you think this item is clear enough? () yes () no

In case you answered "no", please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to "identification"? () yes () no

In case you answered "no", please, explain us why.

Do you think this item would behave well as an indicator of "identification" among people from your culture?

() yes () no In case you answered "no", please, explain us why.

6) It has been a while since I have gotten similar goals for the future

Do you think this item is clear enough? () yes () no

In case you answered "no", please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to "identification"? () yes () no

In case you answered "no", please, explain us why.

Do you think this item would behave well as an indicator of "identification" among people from your culture?

() yes () no In case you answered "no", please, explain us why.

7) I have got goals for the future that do not match up*
--

Do you think this item is clear enough? () yes () no
--

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to “identification”? () yes () no

In case you answered “no”, please, explain us why.
--

Do you think this item would behave well as an indicator of “identification” among people from your culture?
--

() yes () no In case you answered “no”, please, explain us why.

8) It has been hard for me to choose what I want to do with my life in the future*
--

Do you think this item is clear enough? () yes () no
--

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to “identification”? () yes () no

In case you answered “no”, please, explain us why.
--

Do you think this item would behave well as an indicator of “identification” among people from your culture?
--

() yes () no In case you answered “no”, please, explain us why.

Would you like to suggest more items related to other facets of “identification”?

Items related to “Organization”

1) I have got a well defined plan with specific actions in order to achieve each and every one of my current goals for the future

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to “organization”? () yes () no

In case you answered “no”, please, explain us why.

Do you think this item would behave well as an indicator of “organization” among people from your culture?

() yes () no In case you answered “no”, please, explain us why.

2) I know what I have got to do in order to achieve the current goals I have for the future

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to “organization”? () yes () no

In case you answered “no”, please, explain us why.

Do you think this item would behave well as an indicator of “organization” among people from your culture?

() yes () no In case you answered “no”, please, explain us why.

3) I have got a plan with well designed milestones in order to achieve what I want for the future

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to “organization”? () yes () no

In case you answered “no”, please, explain us why.

Do you think this item would behave well as an indicator of “organization” among people from your culture?

() yes () no In case you answered “no”, please, explain us why.

4) The accomplishment of the current goals that I have set for the future shall depend on a bunch of actions I have planned

Do you think this item is clear enough? () yes () no

In case you answered "no", please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to "organization"? () yes () no

In case you answered "no", please, explain us why.

Do you think this item would behave well as an indicator of "organization" among people from your culture? () yes () no In case you answered "no", please, explain us why.

5) The plans I have worked out increase my chances to achieve what I want for the future

Do you think this item is clear enough? () yes () no

In case you answered "no", please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to "organization"? () yes () no

In case you answered "no", please, explain us why.

Do you think this item would behave well as an indicator of "organization" among people from your culture? () yes () no In case you answered "no", please, explain us why.

6) I know where to fetch important data in order to achieve my current plans for the future

Do you think this item is clear enough? () yes () no

In case you answered "no", please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to "organization"? () yes () no

In case you answered "no", please, explain us why.

Do you think this item would behave well as an indicator of "organization" among people from your culture? () yes () no In case you answered "no", please, explain us why.

7) I know how to gather all the needed resources and materials in order to achieve my current plans for the future

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to “organization”? () yes () no

In case you answered “no”, please, explain us why.

Do you think this item would behave well as an indicator of “organization” among people from your culture? () yes () no In case you answered “no”, please, explain us why.

8) The actions I have been planning in order to achieve my short-term goals ease the way to achieve my long-term goals

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to “organization”? () yes () no

In case you answered “no”, please, explain us why.

Do you think this item would behave well as an indicator of “organization” among people from your culture? () yes () no In case you answered “no”, please, explain us why.

Would you like to suggest more items related to other facets of “organization”?

Items related to “Involvement”

1) I am feeling filled of energy in order to achieve the current goals I have for the future
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is related to “involvement”? () yes () no In case you answered “no”, please, explain us why.
Do you think this item would behave well as an indicator of “involvement” among people from your culture? () yes () no In case you answered “no”, please, explain us why.

2) I am completely committed with my current goals for the future
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is related to “involvement”? () yes () no In case you answered “no”, please, explain us why.
Do you think this item would behave well as an indicator of “involvement” among people from your culture? () yes () no In case you answered “no”, please, explain us why.

3) I have been making an effort in order to achieve what I want for the future
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is related to “involvement”? () yes () no In case you answered “no”, please, explain us why.
Do you think this item would behave well as an indicator of “involvement” among people from your culture? () yes () no In case you answered “no”, please, explain us why.

4) I have frequently searched data that may help me out achieve what I want for the future

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to “involvement”? () yes () no

In case you answered “no”, please, explain us why.

Do you think this item would behave well as an indicator of “involvement” among people from your culture?

() yes () no In case you answered “no”, please, explain us why.

5) I have been talking with other people regarding the plans I have for the future

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to “involvement”? () yes () no

In case you answered “no”, please, explain us why.

Do you think this item would behave well as an indicator of “involvement” among people from your culture?

() yes () no In case you answered “no”, please, explain us why.

6) The current goals I have for the future influence the way I lead my daily life

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to “involvement”? () yes () no

In case you answered “no”, please, explain us why.

Do you think this item would behave well as an indicator of “involvement” among people from your culture?

() yes () no In case you answered “no”, please, explain us why.

7) I have been involved with activities in order to achieve what I want for the future

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to “involvement”? () yes () no

In case you answered “no”, please, explain us why.

Do you think this item would behave well as an indicator of “involvement” among people from your culture?

() yes () no In case you answered “no”, please, explain us why.

8) I have been dedicating little time to endeavors that help me achieve what I want for the future*

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is related to “involvement”? () yes () no

In case you answered “no”, please, explain us why.

Do you think this item would behave well as an indicator of “involvement” among people from your culture?

() yes () no In case you answered “no”, please, explain us why.

Would you like to suggest more items related to other facets of “involvement”?

Appendix 21: Protocol for the experts' assessment – first turn

Dear colleague,

We are pleased to share with you the **Life Project Scale (LPS)**. We would very much appreciate if you could analyze each of its items in order to verify their semantic and theoretical adequacy. Thus, we kindly ask you to fill the protocol below. Before that, we will present the theoretical background used in the scale construction.

Life project's definition: life project is an integrated and persistent set of short to long-term goals oriented by a plan of actions that guides self-concept and present activities. It is not a personal characteristic or disposition, but a current set of cognitive representations that directly impacts present behavior and self-concept. The LPS has three dimensions, namely: identification, organization, and involvement.

Identification refers to the degree to which one perceives the presence of an integrated and persistent set of short to long-term goals that guides self-concept. People with high rates of identification have clear ideas about their future goals, also about who they want to be and what they what to do in the future. High rates of identification are also related to the presence of meaningful and persistent goals for the future.

Organization refers to the degree to which one has the clarity about strategies and actions to be undertaken for the pursuits of one's goals. People with high rates of organization have clear ideas about how they plan to achieve their goals. They are also aware of important information concerning how to accomplish their plans, which may favor higher expectations of success and more internal control attributions.

Involvement refers to the degree to which one's present activities are oriented by one's goals, strategies, and plans. People with high rates of involvement feel more motivated and committed to their goals pursuits. They also work harder on achieving their goals and carry out more endeavors concerning their plans for the future.

Based on these definitions, we kindly ask you to analyze the LPS by filling this protocol:

(1) First, mind the item on the top of each table below.

(2) The first question (Do you think this item is clear enough?) intends to verify the item's semantic adequacy. Select "yes" in case you think the item is easily understandable, and "no" in case it is not. We would be glad if you could suggest a better phrasing whenever you think the item is not clear.

(3)The second question (Do you think this item is theoretically relevant for the assessment of life project?) intends to verify the item's theoretical adequacy. Select "yes" in case you think the item represents an important facet of life project, and "no" in case it is not. We would be glad if you could provide an explanation, whenever you think the item is not theoretically relevant.

(4) The third question (Which dimension of life project do you think this item is related to?) is also concerning the item's theoretical adequacy. Whenever you think the item does not discriminate one of the dimensions, select the option "I could not say". Whenever you select this option, we would be glad if you describe the reasons why the item is not a good one.

(5) For some items, we presented a second option of phrasing. We would like to have your opinion concerning which option would fit better as an indicator of life project. Feel free to comment your decision.

(6) By the end of each table, you may add any additional comment concerning each item.

(7) By the end of the protocol, we kindly ask you to suggest any additional item or general statement regarding the scale.

(1) Lately, I have spent little time on actions to achieve my future goal
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is theoretically relevant for the assessment of life project? () yes () no In case you answered “no”, please, explain us why.
Which dimension of life project do you think this item is related to? () identification; () organization; () involvement; () I could not say In case you answered “I could not say”, please, explain us why.
Alternative item: Lately, I have dedicated little time to actions that would allow me to achieve my future goals Which item do you think it is better phrased? () the first one; () the alternative one Feel free to add any comments concerning your choice.
Feel free to add any extra comment concerning this item

2) I am aware of what I want for my future life
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is theoretically relevant for the assessment of life project? () yes () no In case you answered “no”, please, explain us why.
Which dimension of life project do you think this item is related to? () identification; () organization; () involvement; () I could not say In case you answered “I could not say”, please, explain us why.
Feel free to add any extra comment concerning this item

3) The actions I have been planning to achieve my short-term goals favor the achievement of my long-term goals

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say

In case you answered “I could not say”, please, explain us why.

Alternative item:

Actions I plan on executing to achieve my short-term goals will also help me to achieve my long-term goals

Which item do you think it is better phrased?

() the first one; () the alternative one

Feel free to add any comments concerning your choice.

Feel free to add any extra comment concerning this item

4) I am involved with activities to achieve my future goals

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say

In case you answered “I could not say”, please, explain us why.

Feel free to add any extra comment concerning this item

5) I know where to look for important information to achieve my future goals

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say

In case you answered “I could not say”, please, explain us why.

Alternative item:

I know where to look for information needed for the execution of my future plans

Which item do you think it is better phrased?

() the first one; () the alternative one

Feel free to add any comments concerning your choice.

Feel free to add any extra comment concerning this item

6) I know what I have to do to achieve my future goals

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say

In case you answered “I could not say”, please, explain us why.

Feel free to add any extra comment concerning this item

7) I am completely committed to my future goals

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say

In case you answered “I could not say”, please, explain us why.

Feel free to add any extra comment concerning this item

8) I have a plan with well-designed steps to achieve my future goals

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say

In case you answered “I could not say”, please, explain us why.

Alternative item:

I have a plan with well-designed steps that might allow me to achieve my future goals

Which item do you think it is better phrased?

() the first one; () the alternative one

Feel free to add any comments concerning your choice.

Feel free to add any extra comment concerning this item

9) I have clear goals for what I would like to achieve in life
--

Do you think this item is clear enough? () yes () no
--

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.
--

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say
--

In case you answered “I could not say”, please, explain us why.

Feel free to add any extra comment concerning this item

10) Lately, I have made efforts to achieve my future goals
--

Do you think this item is clear enough? () yes () no
--

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.
--

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say
--

In case you answered “I could not say”, please, explain us why.

Feel free to add any extra comment concerning this item

11) The accomplishment of my future goals depends on the actions I have planned
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is theoretically relevant for the assessment of life project? () yes () no In case you answered “no”, please, explain us why.
Which dimension of life project do you think this item is related to? () identification; () organization; () involvement; () I could not say In case you answered “I could not say”, please, explain us why.
Feel free to add any extra comment concerning this item

12) My future plans are organized in a way that allows me to do adjustments as things go on
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is theoretically relevant for the assessment of life project? () yes () no In case you answered “no”, please, explain us why.
Which dimension of life project do you think this item is related to? () identification; () organization; () involvement; () I could not say In case you answered “I could not say”, please, explain us why.
Alternative item: The way my future plans are organized allows me to do adjustments as things go on Which item do you think it is better phrased? () the first one; () the alternative one Feel free to add any comments concerning your choice.
Feel free to add any extra comment concerning this item

13) Lately, I have been in touch with people who may help me to achieve my future goals
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is theoretically relevant for the assessment of life project? () yes () no In case you answered “no”, please, explain us why.
Which dimension of life project do you think this item is related to? () identification; () organization; () involvement; () I could not say In case you answered “I could not say”, please, explain us why.
Feel free to add any extra comment concerning this item

14) I have a clear idea about the person I wish to be in the future
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is theoretically relevant for the assessment of life project? () yes () no In case you answered “no”, please, explain us why.
Which dimension of life project do you think this item is related to? () identification; () organization; () involvement; () I could not say In case you answered “I could not say”, please, explain us why.
Alternative item: I have a clear idea about the sort of person I wish to be in the future Which item do you think it is better phrased? () the first one; () the alternative one Feel free to add any comments concerning your choice.
Feel free to add any extra comment concerning this item

15) My future goals have a strong influence on how I live my daily life
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is theoretically relevant for the assessment of life project? () yes () no In case you answered “no”, please, explain us why.
Which dimension of life project do you think this item is related to? () identification; () organization; () involvement; () I could not say In case you answered “I could not say”, please, explain us why.
Feel free to add any extra comment concerning this item

16) My future goals relate to goals I have already had before
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is theoretically relevant for the assessment of life project? () yes () no In case you answered “no”, please, explain us why.
Which dimension of life project do you think this item is related to? () identification; () organization; () involvement; () I could not say In case you answered “I could not say”, please, explain us why.
Alternative item: My future goals relate to my previous goals Which item do you think it is better phrased? () the first one; () the alternative one Feel free to add any comments concerning your choice.
Feel free to add any extra comment concerning this item

17) I have frequently looked for information to achieve my future goals
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is theoretically relevant for the assessment of life project? () yes () no In case you answered “no”, please, explain us why.
Which dimension of life project do you think this item is related to? () identification; () organization; () involvement; () I could not say In case you answered “I could not say”, please, explain us why.
Alternative item: I have frequently searched for information that may help me to achieve my future goals Which item do you think it is better phrased? () the first one; () the alternative one Feel free to add any comments concerning your choice.
Feel free to add any extra comment concerning this item

18) I have had similar future goals for some time
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is theoretically relevant for the assessment of life project? () yes () no In case you answered “no”, please, explain us why.
Which dimension of life project do you think this item is related to? () identification; () organization; () involvement; () I could not say In case you answered “I could not say”, please, explain us why.
Feel free to add any extra comment concerning this item

19) I know how to gather the needed resources to achieve my future goals

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say

In case you answered “I could not say”, please, explain us why.

Alternative item:

I know how to gather the resources needed for the execution of my future plans

Which item do you think it is better phrased?

() the first one; () the alternative one

Feel free to add any comments concerning your choice.

Feel free to add any extra comment concerning this item

20) Lately, I have been talking to other people about my future plans

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say

In case you answered “I could not say”, please, explain us why.

Feel free to add any extra comment concerning this item

21) I have a well-defined plan to achieve my future goals

Do you think this item is clear enough? () yes () no
--

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.
--

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say
--

In case you answered “I could not say”, please, explain us why.

Alternative item:

I have a well-defined plan with specific actions to achieve my future goals

Which item do you think it is better phrased?

() the first one; () the alternative one
--

Feel free to add any comments concerning your choice.

Feel free to add any extra comment concerning this item

22) My future goals provide a meaning for my life

Do you think this item is clear enough? () yes () no
--

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.
--

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say
--

In case you answered “I could not say”, please, explain us why.

Feel free to add any extra comment concerning this item

23) I am filled with energy to achieve my future goals

Do you think this item is clear enough? () yes () no
--

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.
--

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say
--

In case you answered “I could not say”, please, explain us why.

Feel free to add any extra comment concerning this item

24) I have future goals that conflict to one another

Do you think this item is clear enough? () yes () no
--

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.
--

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say
--

In case you answered “I could not say”, please, explain us why.

Alternative item:

Some of my futures goals are conflicting

Which item do you think it is better phrased?

() the first one; () the alternative one
--

Feel free to add any comments concerning your choice.

Feel free to add any extra comment concerning this item

25) It has been hard for me to decide what to do with my life in the future

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say

In case you answered “I could not say”, please, explain us why.

Feel free to add any extra comment concerning this item

26) The plans I have worked out increase my chances to achieve my future goals

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say

In case you answered “I could not say”, please, explain us why.

Feel free to add any extra comment concerning this item

27) My future goals relate directly to the way I see myself

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say

In case you answered “I could not say”, please, explain us why.

Feel free to add any extra comment concerning this item

28) My future plans are organized in a way that allows changes due to unforeseen circumstances

Do you think this item is clear enough? () yes () no

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.

Which dimension of life project do you think this item is related to?

() identification; () organization; () involvement; () I could not say

In case you answered “I could not say”, please, explain us why.

Alternative item:

The way my future plans are organized allows changes due to unforeseen circumstances

Which item do you think it is better phrased?

() the first one; () the alternative one

Feel free to add any comments concerning your choice.

Feel free to add any extra comment concerning this item

(1) Feel free to add any additional item.

(a) concerning “identification”:

(b) concerning “organization”:

(c) concerning “involvement”:

(2) Feel free to any additional comment or general statement regarding the scale.

Appendix 22: Protocol for the experts' assessment – second turn

Dear colleague,

We provided some changes to the **Life Project Scale (LPS)** and we would appreciate very much if you could evaluate them. Thus, we kindly ask you to fill the protocol below.

1) I have already decided what to do with my life in the future (It has been hard for me to I have already decided what to do with my life in the future)
Justification: The previous version could relate to indecisiveness
Do you agree with these changes? () yes () no In case you answered “no”, please, explain us why.

The other changes we have made were all with the purpose of creating simpler-phrased items, closer to day-to-day language and/or more different phrased items (as some items had very similar beginnings or endings)

2) I have had similar future goals for a long time (I have had similar future goals for some a long time)
Do you agree with these changes? () yes () no In case you answered “no”, please, explain us why.

3) I have a plan with well-designed steps to achieve what I want for the future (I have a plan with well-designed steps to achieve my future goals what I want for the future)
Do you agree with these changes? () yes () no In case you answered “no”, please, explain us why.

4) I know what I have to do to succeed in my future goals (I know what I have to do to achieve succeed in my future goals)
Do you agree with these changes? () yes () no In case you answered “no”, please, explain us why.

5) I know where to look for important information to achieve my future goals (I know where to look for important information related to achieve my future goals)
Do you agree with these changes? () yes () no In case you answered “no”, please, explain us why.

6) I have a plan on how to gather the needed resources to achieve my future goals (I know I have a plan on how to gather the needed resources to achieve my future goals)
Do you agree with these changes? () yes () no In case you answered “no”, please, explain us why.

7) The way my future plans are organized allows me to adjust as things go on

(The way my future plans are organized allows me to ~~do adjustments~~ adjust as things go on)

Do you agree with these changes? () yes () no

In case you answered “no”, please, explain us why.

8) Accomplishing my future goals depends on the actions I plan to take

(~~The accomplishment of Accomplishing~~ my future goals depends on the actions I ~~have planned~~ plan to take)

Do you agree with these changes? () yes () no

In case you answered “no”, please, explain us why.

9) I have plans that increase my chances of achieving my future goals

(~~The plans I have worked out~~ I have plans that increase my chances ~~to achieve~~ of achieving my future goals)

Do you agree with these changes? () yes () no

In case you answered “no”, please, explain us why.

10) I’m engaged with activities to achieve my future goals

(I’m ~~involved~~ engaged with activities to achieve my future goals)

Do you agree with these changes? () yes () no

In case you answered “no”, please, explain us why.

11) I’m spending a great deal of time on actions related to my future goals

(~~Lately, I have spent little~~ I’m spending a great deal of time on actions ~~related to~~ achieve my future goal)

Do you agree with these changes? () yes () no

In case you answered “no”, please, explain us why.

12) I’m making efforts to achieve what I want for the future

(~~Lately, I have made~~ I’m making efforts to achieve ~~my future goals~~ what I want for the future)

Do you agree with these changes? () yes () no

In case you answered “no”, please, explain us why.

Besides these changes, we also generated new items that we would very much appreciate you to evaluate. Thus, we kindly ask you to fill the protocol below. Before that, we will present again the theoretical background used in the scale construction. We kindly ask you to read the definitions again.

Life project’s definition: life project is an interrelated and persistent set of meaningful goals oriented by a plan of actions that guides present activities. It is not a personal characteristic, but a disposition of cognitive representations and behaviors. The LPS has three dimensions, namely: identification, organization, and involvement.

Identification is the extent to which one perceives the presence of an interrelated and persistent set of meaningful goals. Thus, it represents a cognitive-dynamic component of life project. One with high rates of identification has clear goals about who one wants to be and

what one wants to do in the future. One's goals are also likely to be well related and persistent over time.

Organization is the extent to which one has the clarity about strategies and actions to be undertaken for the pursuits of one's goals. Thus, it represents a cognitive component of life project. One with high rates of organization has clear ideas about how one plans to achieve their goals, which may favor higher success expectancy and more internal attributions.

Involvement is to the extent to which one's present activities are oriented by one's goals, and plans. Thus, it represents a cognitive-behavioral component of life project. One with high rates of involvement feels more committed to their goals and work harder on their future plans.

Based on these definitions, we kindly ask you to analyze the LPS by filling this protocol:

(1) First, mind the item on the top of each table below.

(2) The first question (Do you think this item is clear enough?) intends to verify the item's semantic adequacy. Select "yes" in case you think the item is easily understandable, and "no" in case it is not. We would be glad if you could suggest a better phrasing whenever you think the item is not clear.

(3) The second question (Do you think this item is theoretically relevant for the assessment of life project?) intends to verify the item's theoretical adequacy. Select "yes" in case you think the item represents an important facet of life project, and "no" in case it is not. We would be glad if you could provide an explanation, whenever you think the item is not theoretically relevant.

(4) The third question (Which dimension of life project do you think this item is related to?) is also concerning the item's theoretical adequacy. Whenever you think the item does not discriminate one of the dimensions, select the option "I could not say". Whenever you select this option, we would be glad if you describe the reasons why the item is not a good one.

(5) By the end of each table, you may add any additional comment concerning each item.

1) <u>My goals provide a clear image of myself in the future</u>
Do you think this item is clear enough? () yes () no In case you answered "no", please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is theoretically relevant for the assessment of life project? () yes () no In case you answered "no", please, explain us why.
Which dimension of future time orientation do you think this item is related to? () identification; () organization; () involvement; () I could not say In case you answered "I could not say", please, explain us why.
Feel free to add any extra comment concerning this item

2) I have been pursuing my future plans
--

Do you think this item is clear enough? () yes () no
--

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.
--

Which dimension of future time orientation do you think this item is related to?
--

() identification; () organization; () involvement; () I could not say
--

In case you answered “I could not say”, please, explain us why.

Feel free to add any extra comment concerning this item

3) My future goals are aligned with each other

Do you think this item is clear enough? () yes () no
--

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.
--

Which dimension of future time orientation do you think this item is related to?
--

() identification; () organization; () involvement; () I could not say
--

In case you answered “I could not say”, please, explain us why.

Feel free to add any extra comment concerning this item

4) I'm working hard day to day to succeed in my future goals

Do you think this item is clear enough? () yes () no
--

In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.

Do you think this item is theoretically relevant for the assessment of life project? () yes () no

In case you answered “no”, please, explain us why.
--

Which dimension of future time orientation do you think this item is related to?
--

() identification; () organization; () involvement; () I could not say
--

In case you answered “I could not say”, please, explain us why.

Feel free to add any extra comment concerning this item

5) I have already started working on my future plans
Do you think this item is clear enough? () yes () no In case you answered “no”, please, explain us why. Feel free to suggest a new way of phrasing it.
Do you think this item is theoretically relevant for the assessment of life project? () yes () no In case you answered “no”, please, explain us why.
Which dimension of future time orientation do you think this item is related to? () identification; () organization; () involvement; () I could not say In case you answered “I could not say”, please, explain us why.
Feel free to add any extra comment concerning this item

Feel free to any additional comment or general statement regarding the scale.

Agora, por favor, baseado nos objetivos que você listou, selecione os campos abaixo que representam os domínios da vida a que esses objetivos estão relacionados. Por favor, selecione apenas os campos relacionados com os objetivos que você **já listou**. Por favor, **não** acrescente novos objetivos na atividade anterior.

- Educação e Conhecimento** (terminar os meus estudos atuais, iniciar novos estudos, estudar algo que tenho interesse, obter qualificações, tornar-me um especialista na minha área de estudo, etc.)
- Trabalho e Carreira** (ter um novo emprego, ser promovido(a), iniciar o meu próprio negócio, manter o meu emprego atual, pedir demissão do meu emprego atual, etc.)
- Bens Materiais e Finanças** (ser rico(a), adquirir bens, ter o meu carro/casa própria, ser capaz de me sustentar, etc.)
- Amor e Relações Íntimas** (ter/manter uma relação amorosa duradoura, casar-me, ter um(a) namorado(a), melhorar a minha relação amorosa atual, etc.)
- Paternidade/Maternidade** (ter filhos, adotar filhos, criar os meus filhos, ser um bom pai/uma boa mãe, etc.)
- Família** (passar mais tempo com a minha família, ajudar a minha família, ter uma vida em família, etc.)
- Amigos** (passar mais tempo com os meus amigos, ter amizades de longa duração, ajudar os meus amigos, etc.)
- Comunidade** (ser um líder na minha comunidade, ajudar as pessoas da minha comunidade, fazer trabalho voluntário, fazer do mundo um lugar melhor, etc.)
- Religião e Espiritualidade** (fazer parte de um grupo religioso, manter a minha fé, viver de acordo com as minhas crenças, etc.)
- Saúde e Qualidade de vida** (adotar um estilo de vida mais saudável, ter uma alimentação saudável, melhorar a minha qualidade de vida, fazer exercícios físicos regularmente, etc.)
- Personalidade** (tornar-me uma pessoa melhor, ser uma pessoa mais tranquila, mudar quem eu sou, etc.)
- Aparência Física** (perder peso, fazer uma cirurgia plástica, ter o corpo em forma, melhorar a minha imagem física, renovar o meu guarda-roupa, etc.)
- Fama e Status Social** (ser famoso(a), ser reconhecido(a) por algo que faço, ter uma posição privilegiada no meu grupo, etc.)
- Lazer** (viajar, passar mais tempo envolvido em atividades que gosto, envolver-me com um hobby, etc.)
- Outros. Quais?** _____

Agora, por favor, levando em conta o conteúdo que você acabou de recordar, preencha o questionário a seguir. Para cada frase, selecione a opção que melhor representa o quanto você concorda com cada afirmação. As suas respostas podem variar de “discordo totalmente” a “concordo totalmente”. Para as frases relacionadas com objetivos para o futuro, tente visualizar os objetivos que você listou como um todo. Se isso não for possível, tenha em mente os objetivos mais importantes que você tem no momento.

1=discordo totalmente

2=discordo

3=discordo um pouco

4=não concordo e nem concordo

5=concordo um pouco

6=concordo

7=concordo totalmente

	1	2	3	4	5	6	7
1) Sei o que quero para a minha vida no futuro							
2) Tenho um plano com etapas bem definidas para alcançar o que quero para o futuro							
3) Estou completamente empenhado(a) nos meus objetivos para o futuro							
4) Tenho objetivos claros para o que quero alcançar na vida							
5) Sei o que preciso fazer para atingir os meus objetivos para o futuro							
6) Estou me esforçando para alcançar o que quero para o futuro							
7) Os meus objetivos para o futuro dão sentido à minha vida							
8) Tenho planos que aumentam a probabilidade de alcançar os meus objetivos para o futuro							
9) Ultimamente, tenho conversado com outras pessoas sobre os meus planos para o futuro							
10) Tenho uma ideia clara sobre a pessoa que desejo ser no futuro							
11) Sei onde encontrar informações importantes relacionadas com os meus objetivos para o futuro							
12) Estou envolvido em atividades para alcançar os meus objetivos para o futuro							
13) Já faz muito tempo que tenho objetivos semelhantes para o futuro							
14) Tenho um plano para reunir os recursos necessários para alcançar os meus objetivos para o futuro							
15) Estou investindo bastante tempo em ações relacionadas com os meus objetivos para o futuro							
16) Já decidi o que fazer com a minha vida no futuro							
17) Os meus planos para o futuro estão organizados de forma a permitir mudanças devido a circunstâncias imprevistas							
18) Estou trabalhando muito para alcançar os meus objetivos para o futuro							
19) Os meus objetivos para o futuro me permitem ter uma imagem clara de mim mesmo no futuro							
20) A forma como os meus planos para o futuro estão organizados permite que eu faça ajustes ao longo do tempo							
21) Já comecei a pôr em prática os meus planos para o futuro							

Selecione a opção abaixo que melhor representa a forma como você preencheu o questionário:

- Eu preenchi o questionário vendo os objetivos que listei como um todo
- Eu não consegui ver os objetivos que listei como um todo, então eu preenchi o questionário pensando nos objetivos mais importantes que tenho no momento

Caso você tenha marcado a segunda opção, por favor, selecione os campos abaixo que representam os domínios da vida relacionados com os objetivos que você tinha em mente ao preencher o questionário.

- Educação e Conhecimento (terminar os meus estudos atuais, iniciar novos estudos, estudar algo que tenho interesse, obter qualificações, tornar-me um especialista na minha área de estudo, etc.)
- Trabalho e Carreira (ter um novo emprego, ser promovido(a), iniciar o meu próprio negócio, manter o meu emprego atual, pedir demissão do meu emprego atual, etc.)
- Bens Materiais e Finanças (ser rico(a), adquirir bens, ter o meu carro/casa própria, ser capaz de me sustentar, etc.)
- Amor e Relações Íntimas (ter/manter uma relação amorosa duradoura, casar-me, ter um(a) namorado(a), melhorar a minha relação amorosa atual, etc.)
- Paternidade/Maternidade (ter filhos, adotar filhos, criar os meus filhos, ser um bom pai/uma boa mãe, etc.)
- Família (passar mais tempo com a minha família, ajudar a minha família, ter uma vida em família, etc.)
- Amigos (passar mais tempo com os meus amigos, ter amizades de longa duração, ajudar os meus amigos, etc.)
- Comunidade (ser um líder na minha comunidade, ajudar as pessoas da minha comunidade, fazer trabalho voluntário, fazer do mundo um lugar melhor, etc.)
- Religião e Espiritualidade (fazer parte de um grupo religioso, manter a minha fé, viver de acordo com as minhas crenças, etc.)
- Saúde e Qualidade de vida (adotar um estilo de vida mais saudável, ter uma alimentação saudável, melhorar a minha qualidade de vida, fazer exercícios físicos regularmente, etc.)
- Personalidade (tornar-me uma pessoa melhor, ser uma pessoa mais tranquila, mudar quem eu sou, etc.)
- Aparência Física (perder peso, fazer uma cirurgia plástica, ter o corpo em forma, melhorar a minha imagem física, renovar o meu guarda-roupa, etc.)
- Fama e Status Social (ser famoso(a), ser reconhecido(a) por algo que faço, ter uma posição privilegiada no meu grupo, etc.)
- Lazer (viajar, passar mais tempo envolvido em atividades que gosto, envolver-me com um hobby, etc.)
- Outros. Quais? _____

Agora, por favor, baseado nos objetivos que você listou, selecione os campos abaixo que representam os domínios da vida a que esses objetivos estão relacionados. Por favor, selecione apenas os campos relacionados com os objetivos que você **já listou**. Por favor, **não** acrescente novos objetivos na atividade anterior.

- () **Educação e Conhecimento** (terminar os meus estudos atuais, iniciar novos estudos, estudar algo que tenho interesse, obter qualificações, tornar-me um especialista na minha área de estudo, etc.)
- () **Trabalho e Carreira** (ter um novo emprego, ser promovido(a), iniciar o meu próprio negócio, manter o meu emprego atual, pedir demissão do meu emprego atual, etc.)
- () **Bens Materiais e Finanças** (ser rico(a), adquirir bens, ter o meu carro/casa própria, ser capaz de me sustentar, etc.)
- () **Amor e Relações Íntimas** (ter/manter uma relação amorosa duradoura, casar-me, ter um(a) namorado(a), melhorar a minha relação amorosa atual, etc.)
- () **Paternidade/Maternidade** (ter filhos, adotar filhos, criar os meus filhos, ser um bom pai/uma boa mãe, etc.)
- () **Família** (passar mais tempo com a minha família, ajudar a minha família, ter uma vida em família, etc.)
- () **Amigos** (passar mais tempo com os meus amigos, ter amizades de longa duração, ajudar os meus amigos, etc.)
- () **Comunidade** (ser um líder na minha comunidade, ajudar as pessoas da minha comunidade, fazer trabalho voluntário, fazer do mundo um lugar melhor, etc.)
- () **Religião e Espiritualidade** (fazer parte de um grupo religioso, manter a minha fé, viver de acordo com as minhas crenças, etc.)
- () **Saúde e Qualidade de vida** (adotar um estilo de vida mais saudável, ter uma alimentação saudável, melhorar a minha qualidade de vida, fazer exercícios físicos regularmente, etc.)
- () **Personalidade** (tornar-me uma pessoa melhor, ser uma pessoa mais tranquila, mudar quem eu sou, etc.)
- () **Aparência Física** (perder peso, fazer uma cirurgia plástica, ter o corpo em forma, melhorar a minha imagem física, renovar o meu guarda-roupa, etc.)
- () **Fama e Status Social** (ser famoso(a), ser reconhecido(a) por algo que faço, ter uma posição privilegiada no meu grupo, etc.)
- () **Lazer** (viajar, passar mais tempo envolvido em atividades que gosto, envolver-me com um hobby, etc.)
- () **Outros. Quais?** _____

Agora, por favor, levando em conta o conteúdo que você acabou de recordar, preencha o questionário a seguir. Para cada frase, selecione a opção que melhor representa o quanto você concorda com cada afirmação. As suas respostas podem variar de “discordo totalmente” a “concordo totalmente”. Para as frases relacionadas com objetivos para o futuro, tente visualizar os objetivos que você listou como um todo. Se isso não for possível, tenha em mente os objetivos mais importantes que você tem no momento.

1=discordo totalmente

2=discordo

3=discordo um pouco

4=não concordo e nem discordo

5=concordo um pouco

6=concordo

7=concordo totalmente

	1	2	3	4	5	6	7
1) Sei o que quero para a minha vida no futuro							
2) Já formulei um plano de ações com estratégias bem definidas para alcançar o que quero para o futuro							
3) Estou completamente empenhado(a) nos meus objetivos para o futuro							
4) Tenho objetivos claros para o que quero alcançar na vida							
5) Tenho uma rede de contatos que poderá me ajudar na execução dos meus planos para o futuro							
6) Estou me esforçando para alcançar o que quero para o futuro							
7) Os meus objetivos para o futuro dão sentido à minha vida							
8) Tenho as habilidades e competências necessárias para executar os meus planos para o futuro							
9) Ultimamente, tenho conversado com outras pessoas sobre os meus planos para o futuro							
10) Tenho uma ideia clara sobre a pessoa que desejo ser no futuro							
11) Tenho acesso a informações importantes relacionadas com os meus objetivos para o futuro							
12) Estou envolvido em atividades para alcançar os meus objetivos para o futuro							
13) Os meus objetivos para o futuro me permitem ter uma imagem clara de mim mesmo no futuro							
14) Tenho os recursos necessários para alcançar os meus objetivos para o futuro							
15) Estou investindo bastante tempo em ações relacionadas com os meus objetivos para o futuro							
16) Já decidi o que fazer com a minha vida no futuro							
17) Os meus planos para o futuro estão organizados de forma a permitir mudanças devido a circunstâncias imprevistas							
18) Estou trabalhando muito para alcançar os meus objetivos para o futuro							
19) A forma como os meus planos para o futuro estão organizados permite que eu faça ajustes ao longo do tempo							
20) Já comecei a pôr em prática os meus planos para o futuro							
21) Encontrei uma forma viável e realista para atingir os meus objetivos para o futuro							
22) Tenho um calendário com tarefas que preciso realizar para atingir os meus objetivos para o futuro							

Selecione a opção abaixo que melhor representa a forma como você preencheu o questionário:

- Eu preenchi o questionário vendo os objetivos que listei como um todo
- Eu não consegui ver os objetivos que listei como um todo, então eu preenchi o questionário pensando nos objetivos mais importantes que tenho no momento

Caso você tenha marcado a segunda opção, por favor, selecione os campos abaixo que representam os domínios da vida relacionados com os objetivos que você tinha em mente ao preencher o questionário.

- Educação e Conhecimento (terminar os meus estudos atuais, iniciar novos estudos, estudar algo que tenho interesse, obter qualificações, tornar-me um especialista na minha área de estudo, etc.)
- Trabalho e Carreira (ter um novo emprego, ser promovido(a), iniciar o meu próprio negócio, manter o meu emprego atual, pedir demissão do meu emprego atual, etc.)
- Bens Materiais e Finanças (ser rico(a), adquirir bens, ter o meu carro/casa própria, ser capaz de me sustentar, etc.)
- Amor e Relações Íntimas (ter/manter uma relação amorosa duradoura, casar-me, ter um(a) namorado(a), melhorar a minha relação amorosa atual, etc.)
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- Lazer (viajar, passar mais tempo envolvido em atividades que gosto, envolver-me com um hobby, etc.)
- Outros. Quais? _____

Agora, por favor, baseado nos objetivos que listou, selecione os campos abaixo que representam os domínios da vida a que esses objetivos estão relacionados. Por favor, selecione apenas os campos relacionados com os objetivos que **já listou**. Por favor, **não** acrescente novos objetivos na atividade anterior.

- () Educação e Conhecimento (terminar os meus estudos atuais, iniciar novos estudos, estudar algo que tenho interesse, obter qualificações, tornar-me um especialista na minha área de estudo, etc.)
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Agora, por favor, levando em conta o conteúdo que acabou de recordar, preencha o questionário a seguir. Para cada frase, selecione a opção que melhor representa o quanto concorda com cada afirmação. As suas respostas podem variar de “discordo totalmente” a “concordo totalmente”. Para as frases relacionadas com objetivos para o futuro, tente visualizar os objetivos que listou como um todo. Se isso não for possível, tenha em mente os objetivos mais importantes que tem no momento.

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7=concordo totalmente

	1	2	3	4	5	6	7
1) Sei o que quero para a minha vida no futuro							
2) Já formulei um plano de ações com estratégias bem definidas para alcançar o que quero para o futuro							
3) Estou completamente empenhado(a) nos meus objetivos para o futuro							
4) Tenho objetivos claros para o que quero alcançar na vida							
5) Tenho uma rede de contactos que me poderá ajudar na execução dos meus planos para o futuro							
6) Estou a esforçar-me para alcançar o que quero para o futuro							
7) Os meus objetivos para o futuro dão sentido à minha vida							
8) Tenho as habilidades e competências necessárias para executar os meus planos para o futuro							
9) Ultimamente, tenho conversado com outras pessoas sobre os meus planos para o futuro							
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11) Tenho acesso a informações importantes relacionadas com os meus objetivos para o futuro							
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14) Tenho os recursos necessários para alcançar os meus objetivos para o futuro							
15) Estou a investir bastante tempo em ações relacionadas com os meus objetivos para o futuro							
16) Já decidi o que fazer com a minha vida no futuro							
17) Os meus planos para o futuro estão organizados de forma a permitir mudanças devido a circunstâncias imprevistas							
18) Estou a trabalhar muito para alcançar os meus objetivos para o futuro							
19) A forma como os meus planos para o futuro estão organizados permite que eu faça ajustes ao longo do tempo							
20) Já comecei a pôr em prática os meus planos para o futuro							
21) Encontrei uma forma viável e realista para atingir os meus objetivos para o futuro							
22) Tenho um calendário com tarefas que preciso realizar para atingir os meus objetivos para o futuro							

Selecione a opção abaixo que melhor representa a forma como preencheu o questionário:

- Eu preenchi o questionário vendo os objetivos que listei como um todo
- Eu não consegui ver os objetivos que listei como um todo, então eu preenchi o questionário a pensar nos objetivos mais importantes que tenho no momento

Caso tenha marcado a segunda opção, por favor, selecione os campos abaixo que representam os domínios da vida relacionados com os objetivos que tinha em mente ao preencher o questionário.

- Educação e Conhecimento** (terminar os meus estudos atuais, iniciar novos estudos, estudar algo que tenho interesse, obter qualificações, tornar-me um especialista na minha área de estudo, etc.)
- Trabalho e Carreira** (ter um novo emprego, ser promovido(a), iniciar o meu próprio negócio, manter o meu emprego atual, pedir demissão do meu emprego atual, etc.)
- Bens Materiais e Finanças** (ser rico(a), adquirir bens, ter o meu carro/casa própria, ser capaz de me sustentar, etc.)
- Amor e Relações Íntimas** (ter/manter uma relação amorosa duradoura, casar-me, ter um(a) namorado(a), melhorar a minha relação amorosa atual, etc.)
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- Religião e Espiritualidade** (fazer parte de um grupo religioso, manter a minha fé, viver de acordo com as minhas crenças, etc.)
- Saúde e Qualidade de vida** (adotar um estilo de vida mais saudável, ter uma alimentação saudável, melhorar a minha qualidade de vida, fazer exercícios físicos regularmente, etc.)
- Personalidade** (tornar-me uma pessoa melhor, ser uma pessoa mais tranquila, mudar quem eu sou, etc.)
- Aparência Física** (perder peso, fazer uma cirurgia plástica, ter o corpo em forma, melhorar a minha imagem física, renovar o meu guarda-roupa, etc.)
- Fama e Status Social** (ser famoso(a), ser reconhecido(a) por algo que faço, ter uma posição privilegiada no meu grupo, etc.)
- Lazer** (viajar, passar mais tempo envolvido em atividades que gosto, envolver-me com um hobby, etc.)
- Outros. Quais?** _____

Appendix 26: Meaning in Life Questionnaire (BR)

Tire um momento para pensar sobre os elementos que fazem sua vida parecer importante para você. Responda às afirmações abaixo da forma mais sincera e precisa que puder. Lembre-se que são questões muito pessoais e que não existem respostas certas ou erradas. Responda de acordo com a escala abaixo:

- 1=Totalmente falsa
- 2=Geralmente falsa
- 3=Um pouco falsa
- 4=Nem falsa, nem verdadeira
- 5=Um pouco verdadeira
- 6=Geralmente verdadeira
- 7=Totalmente verdadeira

1. ____ Eu entendo o sentido da minha vida.
2. ____ Estou procurando por algo que faça a minha vida ser significativa.
3. ____ Eu estou sempre procurando encontrar o propósito da minha vida.
4. ____ Minha vida tem um propósito claro.
5. ____ Eu tenho uma clara noção do que faz a minha vida ser significativa.
6. ____ Eu encontrei um propósito de vida satisfatório.
7. ____ Eu estou sempre procurando por algo que faça com que a minha vida seja significativa.
8. ____ Eu estou buscando um propósito ou uma missão para a minha vida.
9. ____ Minha vida não tem um propósito claro.
10. ____ Estou buscando sentido na minha vida.

Appendix 27: Meaning in Life Questionnaire (PT)

Por favor, pense no que faz com que sinta que a sua vida é importante. Por favor responda às seguintes afirmações tão honestamente como puder e recorde-se de que não há respostas certas ou erradas.

- 1=Absolutamente falso
- 2=Maioritariamente falso
- 3=Algo falso
- 4=Nem verdadeiro, nem falsa
- 5=Also verdadeiro
- 6= Maioritariamente verdadeiro
- 7=Absolutamente verdadeiro

1. ____ Eu compreendo o sentido da minha vida.
2. ____ Ando à procura de alguma coisa que faça com que a minha vida tenha sentido.
3. ____ Estou sempre a procurar encontrar o sentido da minha vida.
4. ____ A minha vida tem um sentido claro.
5. ____ Sei o que torna a minha vida significativa.
6. ____ Descobri um sentido de vida que me satisfaz.
7. ____ Estou sempre à procura de alguma coisa que torne a minha vida significativa.
8. ____ Estou à procura de um sentido ou missão para a minha vida.
9. ____ A minha vida não tem um sentido claro.
10. ____ Ando à procura de sentido na minha vida.

Appendix 28: Authenticity Scale (BR)

Por favor, leia as seguintes afirmações e avalie o quanto cada uma delas te descreve como pessoa. As suas respostas podem variar de 1 (não me descreve de modo nenhum) a 7 (descreve-me muito bem). As opções de 2 a 6 representam variações entre esses extremos.

Não me descreve de modo nenhum **1** **2** **3** **4** **5** **6** **7** Descreve-me muito bem

	1	2	3	4	5	6	7
1) Acho que é melhor ser fiel a si mesmo(a) do que ser popular							
2) Não sei como verdadeiramente me sinto no meu interior							
3) Sou fortemente influenciado(a) pelas opiniões dos outros							
4) Frequentemente faço o que as outras pessoas me dizem para fazer							
5) Sinto sempre que devo fazer o que os outros esperam de mim							
6) As outras pessoas me influenciam fortemente							
7) Tenho a impressão que não me conheço muito bem							
8) Mantenho-me sempre fiel ao que acredito							
9) Sou verdadeiro(a) comigo mesmo(a) na maioria das situações							
10) Não me sinto em contato com o meu verdadeiro “eu”							
11) Vivo de acordo com os meus valores e crenças							
12) Sinto-me um(a) estranho(a) para mim mesmo(a)							

Appendix 29: Authenticity Scale (PT)

Por favor, leia as seguintes afirmações e avalie o quanto cada uma delas o(a) descreve como pessoa. As suas respostas podem variar de 1 (não me descreve de modo nenhum) a 7 (descreve-me muito bem). As opções de 2 a 6 representam variações entre esses extremos.

Não me descreve de modo nenhum **1** **2** **3** **4** **5** **6** **7** Descreve-me muito bem

	1	2	3	4	5	6	7
1) Acho que é melhor ser fiel a si mesmo(a) do que ser popular							
2) Não sei como verdadeiramente me sinto no meu interior							
3) Sou fortemente influenciado(a) pelas opiniões dos outros							
4) Frequentemente faço o que as outras pessoas me dizem para fazer							
5) Sinto sempre que devo fazer o que os outros esperam de mim							
6) As outras pessoas influenciam-me fortemente							
7) Tenho a impressão que não me conheço muito bem							
8) Mantenho-me sempre fiel ao que acredito							
9) Sou verdadeiro(a) comigo mesmo(a) na maioria das situações							
10) Não me sinto em contacto com o meu verdadeiro “eu”							
11) Vivo de acordo com os meus valores e crenças							
12) Sinto-me um(a) estranho(a) para mim mesmo(a)							

現在，請根據您羅列出的人生目標，選擇他們所屬的類別。您只需將您已經羅列出的人生目標歸類即可。請不要在上一頁添加新的人生目標。

- () 教育與知識 (完成當前的學業、學習新的事物、學習自己感興趣的東西、取得資格、成為某研究領域的專家，等等)
- () 工作與職業 (開始一份新工作；獲得晉升；創辦自己的公司；維持現有的工作；辭去現在的工作，等等)
- () 物質與財富 (變得富裕；可以購買自己喜歡的東西；擁有自己的房子或汽車；能付清自己的帳單，等等)
- () 愛情與親密關係 (建立/維持一段長期的關係；結婚；交男朋友/女朋友；改善目前的關係，等等)
- () 育兒 (生育孩子、領養孩子、撫養孩子、成為好父母，等等)
- () 家庭 (花更多的時間與家人在一起、幫助家人、過上家庭生活，等等)
- () 朋友 (花更多的時間與朋友在一起、保持長期的友誼、幫助朋友，等等)
- () 社區 (成為社區的領導者、幫助社區裡的人、從事志願工作、讓世界變得更美好，等等)
- () 宗教與靈性 (成為宗教團體的一部分、堅持自己的信仰、按照自己的信條生活，等等)
- () 健康與生活品質 (採用健康的生活方式；注意飲食健康；提升生活品質；定期鍛煉身體，等等)
- () 性格 (成爲一個更好的人；成爲一個更加懂得放鬆的人；改變自己，等等)
- () 身體外觀 (減肥、做整形手術、保持身體健康、提升自己的外在形象、添置時尚衣服，等等)
- () 名望和社會地位 (出名；因自己所做的事情而被認可；在自己的團隊中擔當有特權的角色，等等)
- () 閒暇 (旅游；花更多的時間去做自己喜歡的活動；培養並發展一門興趣愛好等等)
- () 其他。請指出： _____

現在，請記住您剛才羅列出來的未來目標並填寫以下/下一頁的表格。請仔細閱讀以下陳述，並從「非常不同意」到「非常同意」五個選項中選擇最能反映您的觀點的列/選項。對於有關您的未來目標的陳述，請嘗試將您的未來目標看作一個整體。如果無法將您的未來目標看作一個整體，您可以把它理解成您當前最重要的未來目標。

1= (非常不同意)

2= (不同意)

3= (少許不同意)

4= (不確定)

5= (少許同意)

6= (同意)

7= (非常同意)

	1	2	3	4	5	6	7
1) 我知道我未來生活想要什麼。							
2) 我有精心規劃的執行方案和策略來實現自己的人生目標。							
3) 我會全力以赴以實現我的未來目標。							
4) 我有明確的人生目標。							
5) 我有一個關係網，可以幫助我實現我的未來計劃。							
6) 我正努力實現我未來想要的東西。							
7) 我的未來目標為我的生活帶來了意義。							
8) 我具有必要的技能和能力來實現我未來的計劃。							
9) 最近，我一直有跟別人談論我的未來計劃。							
10) 我很清楚我以後想要成為什麼樣的人。							
11) 我能獲取與我的未來目標相關的重要信息。							
12) 我有參與旨在實現我未來目標的活動。							
13) 我的目標為將來的我提供了一個清晰的形象。							
14) 我具有實現未來目標所需的資源。							
15) 我花大量時間在與自己未來目標相關的行動上。							
16) 我已經決定了我未來的生活要怎樣過。							
17) 我的未來計劃是以允許因不可預見的情況作調整而設計的。							
18) 我正在勤力地實現自己的未來目標。							
19) 我的計劃是以允許我可以隨時作出調整而設計的。							
20) 我已經就開始執行我的未來規劃。							
21) 我找到了實現我未來目標的可行且現實的方法。							
22) 我有一個時間表，上面羅列出為實現我未來目標所需完成的任務。							

請從如下選項中選擇出最能反應您填寫問卷時狀態的選項：

- () 我參與此次問卷調查時將我羅列出的人生目標看作一個整體。
- () 我參與此次問卷調查時并未將我羅列出的人生目標看作一個整體，而是基於我此刻腦海中浮現出的重要未來目標。

如果您選擇了第二個選項，請根據您目前填寫問卷時腦海中浮現出的人生目標，選擇它們所屬的類別。

- () 教育與知識 (完成當前的學業、學習新的事物、學習自己感興趣的東西、取得資格、成為某研究領域的專家，等等)
- () 工作與職業 (開始一份新工作；獲得晉升；創辦自己的公司；維持現有的工作；辭去現在的工作，等等)
- () 物質與財富 (變得富裕；可以購買自己喜歡的東西；擁有自己的房子或汽車；能付清自己的帳單，等等)
- () 愛情與親密關係 (建立/維持一段長期的關係；結婚；交男朋友/女朋友；改善目前的關係，等等)
- () 育兒 (生育孩子、領養孩子、撫養孩子、成為好父母，等等)
- () 家庭 (花更多的時間與家人在一起、幫助家人、過上家庭生活，等等)
- () 朋友 (花更多的時間與朋友在一起、保持長期的友誼、幫助朋友，等等)
- () 社區 (成為社區的領導者、幫助社區裡的人、從事志願工作、讓世界變得更美好，等等)
- () 宗教與靈性 (成為宗教團體的一部分、堅持自己的信仰、按照自己的信條生活，等等)
- () 健康與生活品質 (採用健康的生活方式；注意飲食健康；提升生活品質；定期鍛煉身體，等等)
- () 性格 (成爲一個更好的人；成爲一個更加懂得放鬆的人；改變自己，等等)
- () 身體外觀 (減肥、做整形手術、保持身體健康、提升自己的外在形象、添置時尚衣服，等等)
- () 名望和社會地位 (出名；因自己所做的事情而被認可；在自己的團隊中擔當有特權的角色，等等)
- () 閒暇 (旅游；花更多的時間去做自己喜歡的活動；培養並發展一門興趣愛好等等)
- () 其他。請指出： _____

Zdaj pa vas prosimo, da glede na cilje, ki ste jih navedli, izberete spodnja polja, ki predstavljajo življenjska področja, na katera se ti nanašajo. Prosimo, da izberete samo polja, ki se navezujejo na tiste cilje, ki ste jih **že navedli**. Prosimo ne dodajate novih ciljev na prejšnji strani.

- Izobrazba in znanje (zaključiti študij, začeti z novim študijem, študirati nekaj, kar me zanima, pridobiti izobrazbo, postati strokovnjak na področju, itn.)
- Delo & kariera (začeti z novo službo, napredovati, odpreti svoje podjetje, ohraniti službo, zapustiti trenutno službo, itn.)
- Materialne dobrine in finance (biti bogat, kupovati stvari, imeti lasten avto ali hišo, biti sposoben plačevati lastne račune, itn.)
- Ljubezen & intimno razmerje (imeti/ohraniti dolgotrajno razmerje, se poročiti, imeti punco/fanta, izboljšati trenutno razmerje, itn.)
- Starševstvo (imeti otroke, posvojiti otroke, vzgojiti otroke, biti dober starš, itn.)
- Družina (preživeti več časa z družino, pomagati družini, imeti družinsko življenje, itn.)
- Prijatelji (preživeti več časa s prijatelji, ohraniti dolgotrajna prijateljstva, pomagati prijateljem, itn.)
- Skupnost (biti vodja v skupnosti, pomagati ljudem v skupnosti, opravljati prostovoljno delo, izboljšati svet, itn.)
- Vera in duhovnost (biti del verske skupine, obdržati vero, živeti v skladu s svojimi prepričanji, itn.)
- Zdravje & kakovost življenja (sprejeti bolj zdrav način življenja, se bolj zdravo prehranjevati, izboljšati kakovost življenja, redno telovaditi, itn.)
- Osebnost (postati boljši človek, biti bolj sproščena oseba, se spremeniti, itn.)
- Fizična pojavnost (shujšati, se plastično operirati, imeti kondicijo, izboljšati telesno podobo, osvežiti garderobo, itn.)
- Slava in družbeni ugled (biti znan, biti prepoznan po nečem, kar počnem, imeti privilegirano vlogo v moji skupini, itn.)
- Prosti čas (potovati, porabiti več časa za aktivnosti, ki so mi všeč, začeti nov hobij, itn.)
- Drugo. Kaj? _____

Zdaj pa vas prosimo, da z mislimi na vsebino, ki ste jo pravkar pregledali, izpolnite obrazec spodaj / na naslednji strani. Za vsako trditev izberite možnost, ki najbolje opisuje, kako se strinjate z njo. Vaši odgovori se lahko raztezajo od »močno se ne strinjam« do »močno se strinjam«. Pri trditvah povezanih s cilji, skušajte cilje, ki ste jih navedli, obravnavati na splošno - kot zaključeno celoto. Če to ni možno, imejte v mislih najpomembnejše cilje, ki jih imate trenutno.

1= Močno se ne strinjam

2= Se ne strinjam

3= Delno se ne strinjam

4= Se niti ne strinjam niti strinjam

5= Delno se strinjam

6= Se strinjam

7= Močno se strinjam

	1	2	3	4	5	6	7
1) Zavedam se, kaj hočem za svoje prihodnje življenje.							
2) Imam že določen plan z zasnovanimi strategijami, kako doseči, kar hočem v prihodnosti.							
3) Popolnoma sem predan/-a svojim ciljem v prihodnosti.							
4) Imam jasne cilje kaj bi rad dosegel v življenju.							
5) Imam mrežo poznanstev, ki mi lahko pomagajo pri izvedbi mojih načrtov v prihodnosti.							
6) Prizadevam si za to, da bi dosegel/-a kar si želim v prihodnosti.							
7) Moji cilji dajejo smisel mojemu življenju.							
8) Imam potrebne spretnosti in sposobnosti, da lahko izvedem načrte v prihodnosti.							
9) Nedavno sem se o svojih ciljeh pogovarjal z drugimi.							
10) Imam jasno predstavo o tem, kakšna oseba si želim biti v prihodnosti.							
11) Imam dostop do pomembnih informacij povezanih z mojimi cilji v prihodnosti.							
12) Ukvarjam se z dejavnostmi za doseg svojih prihodnjih ciljev.							
13) Moji cilji mi nudijo jasno sliko sebe v prihodnosti.							
14) Imam potrebna sredstva za doseg svojih ciljev v prihodnosti.							
15) Veliko časa vložim v dejavnosti, ki so povezane z mojimi cilji v prihodnosti.							
16) Sem že odločen/-a o tem, kaj bom počel s svojim življenjem v prihodnosti.							
17) Moji cilji za prihodnost so zastavljeni tako, da mi omogočajo spremembe zaradi nepredvidenih okoliščin.							
18) Trdo delam, da bi dosegel svoje cilje v prihodnosti.							
19) Moji cilji so postavljeni tako, da jih lahko prilagajam čez čas.							
20) Svoje načrte za prihodnost sem že začel/-a uresničevati.							
21) Našel/-la sem dosegljivo in realistično pot za doseg svojih prihodnjih ciljev.							
22) Imam urnik z nalogami, ki jih moram dokončati, da bi dosegel svoje prihodnje cilje.							

Izberite spodaj navedeno možnost, ki bolje opisuje, kako ste izpolnili vprašalnik:

- Cilje v prihodnosti sem imel v mislih na splošno - kot zaključeno celoto.
- Ni mi uspelo misliti na cilje v prihodnosti na splošno, zato sem vprašalnik izpolnil/-a z mislijo na najpomembnejše cilje, ki jih imam trenutno v življenju.

V primeru, da ste izbrali spodnjo možnost, prosimo, izberite polja spodaj, ki predstavljajo življenjska področja povezana z cilji katere ste jih imeli v mislih, ko ste izpolnjevali obrazec.

- Izobrazba in znanje** (zaključiti študij, začeti z novim študijem, študirati nekaj, kar me zanima, pridobiti izobrazbo, postati strokovnjak na področju, itn.)
- Delo & kariera** (začeti z novo službo, napredovati, odpreti svoje podjetje, ohraniti službo, zapustiti trenutno službo, itn.)
- Materialne dobrine in finance** (biti bogat, kupovati stvari, imeti lasten avto ali hišo, biti sposoben plačevati lastne račune, itn.)
- Ljubezen & intimno razmerje** (imeti/ohraniti dolgotrajno razmerje, se poročiti, imeti punco/fanta, izboljšati trenutno razmerje, itn.)
- Starševstvo** (imeti otroke, posvojiti otroke, vzgojiti otroke, biti dober starš, itn.)
- Družina** (preživeti več časa z družino, pomagati družini, imeti družinsko življenje, itn.)
- Prijatelji** (preživeti več časa s prijatelji, ohraniti dolgotrajna prijateljstva, pomagati prijateljem, itn.)
- Skupnost** (biti vodja v skupnosti, pomagati ljudem v skupnosti, opravljati prostovoljno delo, izboljšati svet, itn.)
- Vera in duhovnost** (biti del verske skupine, obdržati vero, živeti v skladu s svojimi prepričanji, itn.)
- Zdravje & kakovost življenja** (sprejeti bolj zdrav način življenja, se bolj zdravo prehranjevati, izboljšati kakovost življenja, redno telovaditi, itn.)
- Osebnost** (postati boljši človek, biti bolj sproščena oseba, se spremeniti, itn.)
- Fizična pojavnost** (shujšati, se plastično operirati, imeti kondicijo, izboljšati telesno podobo, osvežiti garderobo, itn.)
- Slava in družbeni ugled** (biti znan, biti prepoznan po nečem, kar počnem, imeti privilegirano vlogo v moji skupini, itn.)
- Prosti čas** (potovati, porabiti več časa za aktivnosti, ki so mi všeč, začeti nov hobi, itn.)
- Drugo. Kaj?** _____

Now, please, based on the goals you have listed, select the fields below that represent the life domains they relate to. Please, select only the fields related to the goals you have **already listed**. Please, do not add new goals on the previous page.

- Education & Knowledge** (to finish my current studies, to start new studies, to study something I am interested in, to get a qualification, to become an expert in a field of study, etc.)
- Work & Career** (to start a new job, to get a promotion, to start my own business, to maintain my job, to leave my current job, etc.)
- Material Goods & Finances** (to be rich, to buy goods, to have my own house or car, to be able to pay my own bills, etc.)
- Love & Intimate Relationship** (to have/keep a long-term relationship, to get married, to have a boyfriend/girlfriend, to improve my current relationship, etc.)
- Parenting** (to have children, to adopt children, to raise my children, to be a good parent, etc.)
- Family** (to spend more time with my family, to help my family, to have a family life, etc.)
- Friends** (to spend more time with my friends, to keep long-term friendships, to help my friends, etc.)
- Community** (to be a leader in my community, to help people from my community, to do volunteer work, to make the world a better place, etc.)
- Religion & Spirituality** (to be part of a religious group, to keep my faith, to live according to my creed, etc.)
- Health & Quality of life** (to adopt a healthier life, to eat healthier, to improve my quality of life, to exercise regularly, etc.)
- Personality** (to become a better person, to be a more relaxed person, to change who I am, etc.)
- Physical Appearance** (to lose weight, to have plastic surgery, to have a fit body, to improve my body image, to update my clothing, etc.)
- Fame & Social Status** (to be famous, to be recognized for something I do, to have a privileged role within my group, etc.)
- Leisure** (to travel, to spend more time doing activities I like, to engage in a hobby, etc.)
- Others. Which one(s)?** _____

Now, please, having in mind the content you just reviewed, fill in the form below/on the next page. For each sentence, select the column/option that better represents how much you agree with the statement. Your answers may vary from “strongly disagree” to “strongly agree”. For the sentences related to future goals, try to see the goals you have listed as one set. If that is not possible, have in mind the most important goals you have at the moment.

1=strongly disagree

2=disagree

3=slightly disagree

4=neither agree nor disagree

5=slightly agree

6=agree

7=strongly agree

	1	2	3	4	5	6	7
1) I am aware of what I want for my future life							
2) I have already determined a plan of actions with well-designed strategies to achieve what I want for the future							
3) I am completely committed to my future goals							
4) I have clear goals for what I would like to achieve in life							
5) I have a social network that may help me carry out my future plans							
6) I'm making efforts to achieve what I want for the future							
7) My future goals provide a meaning to my life							
8) I have the required skills and abilities to carry out my future plans							
9) Lately, I have been talking to other people about my future plans							
10) I have a clear idea about the person I wish to be in the future							
11) I have access to important information related to my future goals							
12) I'm engaged in activities to achieve my future goals							
13) My goals provide a clear image of myself in the future							
14) I have the necessary resources to achieve my future goals							
15) I'm spending a great deal of time on actions related to my future goals							
16) I have already decided what to do with my life in the future							
17) My future plans allow for changes due to unforeseen circumstances							
18) I'm working hard to reach my future goals							
19) The way my future plans are organized allows me to adjust overtime							
20) I have already begun to enact my plans for the future							
21) I found achievable and realistic ways to reach my future goals							
22) I have a schedule with tasks I need to complete to achieve my future goals							

Select the option below that better represents the way you filled in the form:

- I filled in the form thinking of all the goals I listed earlier and how I think about and act towards them.
- I could not see the goals I listed earlier as one entire group, so I filled in the form thinking about specific future goals that are important to me at this moment in time.

In case you selected the second option, please, select the fields below that represent the life domains related to the goals you had in mind when filling in the form.

- Education & Knowledge** (to finish my current studies, to start new studies, to study something I am interested in, to get a qualification, to become an expert in a field of study, etc.)
- Work & Career** (to start a new job, to get a promotion, to start my own business, to maintain my job, to leave my current job, etc.)
- Material Goods & Finances** (to be rich, to buy goods, to have my own house or car, to be able to pay my own bills, etc.)
- Love & Intimate Relationship** (to have/keep a long-term relationship, to get married, to have a boyfriend/girlfriend, to improve my current relationship, etc.)
- Parenting** (to have children, to adopt children, to raise my children, to be a good parent, etc.)
- Family** (to spend more time with my family, to help my family, to have a family life, etc.)
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- Leisure** (to travel, to spend more time doing activities I like, to engage in a hobby, etc.)
- Others. Which one(s)?** _____

