**Appendix. Description of the Levels of the Developmental Profile**

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| *Developmental level* | *Description* | *Example of the multiple meanings of a behavior—taking classes in addition to ordinary work* |
| Generativity | To care for others or for society in general selflessly, without expecting reward. | “By attending this course, I update my expert knowledge, improving my capabilities as a supervisor for my colleagues.” |
| Solidarity | To establish longer lasting and mutually satisfactory relationships. | “I enjoy the process of creating something valuable by team effort and this course will contribute to our mutual cooperation.” |
| Individuation | To realize one’s own aims, taking into account existing possibilities, as well as the interests of others. | “I feel this training suits my personal goals, it enhances my know-how and skills.” |
| Rivalry | Insecurity about one’s own qualities as an adult man or woman, with a strong need to prove oneself socially. | “I want to achieve something outstanding, to excel in something. Being ordinary is just not good enough.” |
| Resistance | Lack of inner freedom manifested by conflicts of autonomy. | “My boss obliged me to attend the course. I hate being told what to do, but objecting makes no sense since I always get the short end of the deal.” |
| Dependence | Functioning dependent on others. | “All my colleagues are attending the course, so I am too. I trust others to decide for me, since they know best.” |
| Egocentricity | Narcissistic functioning with overestimated self-image and exploitative relationships. | “I participate in the course because I’ll get promoted and then others can take care of the ugly jobs.” |
| Fragmentation | Not able to integrate experiences, with manifestations such as changeability, splitting, or primitive externalization. | “Attending the course just seemed fun to me. I always want something new; if I get fed up I’ll just quit.” |
| Lack of Structure | Lack of basic abilities such as expressing affects, or disturbances in reality testing. | “My boss asked me to attend and I immediately said ‘Yes’. I have no idea what the course is about or how much time it will cost*.*” |

The final column presents examples showing how the same behavior of a patient (here, taking classes in addition to work) could be placed on various levels of the DP, depending on the context.