

Self-regulation

- adapting one's behaviours, emotions, and cognitions to meet a goal
- including
 - self-control
 - delayed gratification: resisting a temptation in order to obtain a more attractive long term goal
 - emotion regulation: understand your emotion and overcome the negative emotion
 - grit(决心)
 - impulse control: resisting to hold the impulse actions in order to achieve your long term goal.

Self-control

- **Marshmallow Study**
 - kids who successfully hold their temptation to eat marshmallow have better grades and better careers, happier, healthier, earn more money, achievement in school
- self-control matters for life success
- Strategies to bolster self-control
 - temptation avoidance (e.g. close the eyes)
 - reframing (e.g. focus on the shape instead of taste/ think something else)
- people who sit in the non-temptation room conditions did better than those who sit in the room with temptation
 - self-control is a limited resource
- **Lay beliefs:**
 - fixed mindset
 - * either good or bad
 - * cannot change much

- failed, and not change at all
 - IQ does not change, thus cannot change overtime
- growth mindset
 - * you can improve with practice and effort
 - * you can change
 - failed, because I did not study enough
 - believe that IQ could change by relearning and practicing
- Lay beliefs about self-control as a limited resource
 - limited resource theory: after a strenuous mental activity your energy is depleted and you must rest to get it refueled again
 - non-limited resource theory: your mental stamina fuels itself; even after strenuous mental exertion you can continue doing more of it
- E-crossing task
 - require self-control: cross all E on the first page, and then cross something else on the second page.
 - * bc ps have already formed a routine, thus they need to apply to a new rule and use self-control to overcome the previous one
 - does not require self-control: cross all E on the first and second page
- E-crossing + stroop task
 - for people who believe non-limited-resource theory
 - * they have almost similar performance in both nondepleting and depleting conditions in stroop task
 - for people who believe limit-resource theory
 - * they perform better in the nondepleting condition than in the depleting condition
 - the performance is related to people's belief

- * nonlimited: whether we used the self-control in the past, we will continuously use it in the future
 - * limited: if we used self-control in the past, we will more likely to give up to the temptation
- Grit: passion and sustained persistence applied toward long-term goals
 - grit is the great predictor of success
 - it is not all talent & IQ
 - adopting growth mindset (instead of fixed mindset) promotes grit
 - * learn from our failure

Motivation

- self-determination theory
- two types of motivations
 - intrinsic: comes from internal sources
 - * core value, our interests, and personal sense of morality
 - extrinsic: comes from external sources and results in external rewards
 - * good grades, evaluation, attractiveness, fame
- 3 basic psychological needs:
 - competence: need to be effective in dealing with environment
 - * need to achieve something, need to learn some new skills, need to master some important tasks to us
 - relatedness: need to have a close, affectionate relationship with others
 - * people need to have belong to other individuals
 - autonomy(自治): need to control the course of their lives
 - * people need to have the control of their destiny
 - * they do not have choices – they do not have control

- when people experience all of three needs, they become as self-determined individuals
 - these 3 elements enable people to be intrinsically motivated to pursue things(i.e. if these three elements are all met, then we are intrinsic motivated)
 - * intrinsic motivation(interest driven): for enjoyment pleasure, and fun; no discernible reinforcement or reward
 - if theses 3 elements are not met, then we are extrinsic motivated
 - * that is, we need to find our belongs, we need to complete certain important tasks, we need to have these control over something
 - * external regulation(external pressure): for external reinforcement such as gaining rewards or avoid punishment
 - * introjected regulation(internal pressure): for avoiding external sources of disapproval or gaining externally referenced approval (if I do not do this, I will feel bad for myself, or criticized by someone) – how much guilt you will feel, if you do / do not do something from expectation.
 - * identified regulation(usefulness-driven): for personally held values such as learning new skills; internally referenced contingency (based on importance)
 - * integrated regulation(value-driven): behaviours that are fully into the repertoire of behaviours that satisfy psychological needs (see yourself xxx, do this thing follow your value)
- e.g.
 - autonomy: choose different courses to study
 - competence: get feedback from peers and instructors (improvement)
 - relatedness: group project, connection between instructors
- A self-determined individuals is someone who:
 - believes she is control of her own life
 - takes responsibility for her own behavior
 - is self-motivated instead of driven by others' standards or external sources
 - determines her actions based on her own internal values and goals

- the more they self-determined, the more they well-being
- **Sports**
 - externally motivated: more likely to drop out of sports, lower in need satisfaction
 - exercises: autonomous motivate = more likely to adhere to exercise over time, more success
- Approach motivation:
 - behaviour is directed by a positive/desireable event of possibility
 - towards rewards
- Avoidance Motivation
 - behaviour is directed by a negative/undesirable event or possibility
 - away from threats
- e.g. school performance
 - approach motivation: get good grades
 - avoidance motivation: avoid getting failed
- e.g. health:
 - for the approach motivation people, get more flossing behaviors when reading gain-framed article than those who read loss-framed article
 - ps who are avoidance motivated, get more flossing behaviour when reading loss-framed article than those who read gain-framed article
- when we motivate people, we need to re-phase the sentence to match people's believing systems.