

동기와 정서발달

Goals

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- ☞ **[00:01]** Okay, today's new topic, personal goals, new topic today, then we go to quickly a couple of practice thing, if you've seen... a couple of [?00:15] practice because I want to ask you to ask some questionnaire.
- ☞ **[00:30]** A goal of our... um, if this were course in motivation with [?00:39] a lot on goals.
- ☞ **[00:41]** Goal setting, goal striving, implementation in patience, the mechanics of goals, logic or [?00:46] performance, pitfalls.
- ☞ **[00:52]** A lot on how you [?00:56] go from heavy challenge [?00:59] actually accomplish in the goal itself and yourself talk about that process.
- ☞ **[01:02]** So that's not very developmental, um, that's situational.
- ☞ **[01:08]** It's processional, it's not good topic of the course.
- ☞ **[01:15]** So we are mainly to talk about the personal goals after variations in life striving that have reached development of trajectory.
- ☞ **[01:24]** What are you doing here at graduate school, how's your kids that kind of things.
- ☞ **[01:28]** And then in your future, what's going to be your career, are you going go to get married, both strive or developmentally rich, we are going to figure out while [?01:44] where you try to hit to.
- ☞ **[01:45]** That's what we focus on, however, for the first half hour, we are going to go the motivational theories and go to then a [?01:53] turn bolt of goal setting.
- ☞ **[01:55]** Because I think it's problematic I got that, I understand that.
- ☞ **[01:58]** That was [?02:00] a ticket to the developmental [?02:01] ,we will do



both.

- 🔊 **[02:05]** So here is the exercise that you got a question.
- 🔊 **[02:12]** And fill where there is a blank page and I need you to generate something.
- 🔊 **[02:17]** You got to reflect and kept clear in mind, look at the big picture.
- 🔊 **[02:50]** [?2:50] everyone get set.
- 🔊 **[02:55]** If you get twelve, I'll give you time...
- 🔊 **[03:05]** I am afraid that everybody's [?3:06], that's not [?3:07] something else.
- 🔊 **[03:08]** It is just for you, I won't look at face no one else is going to [?3:11] switch up , it's just for you.
- 🔊 **[10:56]** Okay, if you are not fine, keep going.
- 🔊 **[10:59]** We are going to get started.
- 🔊 **[11:02]** [?11:09]
- 🔊 **[11:12]** 12 are enough to begin to see patterns in what you are prescribing for that 12 few enough to just have [?11:23] the important stuff, enough to [?11:22] situational specifically.
- 🔊 **[11:28]** So in pattern, we are going to talk about this later.
- 🔊 **[11:29]** You know, there is one moment go down for the questionnaire.
- 🔊 **[?11:41]** Is she a [?11:38] protorionated or origon pointed.
- 🔊 **[?11:43]** Gemonoriated, ammothioriated, spiritual...
- 🔊 **[11:49]** They are kind of this sense for patterns and it scored for the different trajectory what they are it's not so much important goal, this category, once...
- 🔊 **[12:05]** And there is a two things to each goals, this what you are striving for and then there is a question of why you are striving.
- 🔊 **[12:14]** It's the motive behind the goal.

- 🔊 **[12:16]** [?12:16] in the same thing, what you are striving for and why you are striving for and [?12:18].
- 🔊 **[12:19]** And to be [?12:21] at the same goal [?12:23] never had been applied and so forth.
- 🔊 **[12:26]** Before, look at that, I want that heavy...
- 🔊 **[12:36]** Before we talk about the category step, have you your personal goal think about it we will get there.
- 🔊 **[12:37]** Where we start, I want basics.
- 🔊 **[12:41]** Where does this motivation come from?
- 🔊 **[12:43]** Why do you get up, off the couch, wake up in the morning, go strive for your personal goal.
- 🔊 **[12:48]** Where does this energy in [?12:49] this purpose come from?
- 🔊 **[12:52]** Okay, we will start where psychology started back in the 70s, with the...very basic, very powerful motivational process that called discrepancies.
- 🔊 **[13:04]** Here's your question, very basic every day, goal or purpose of behavior, brushing your teeth, cleaning the house, walking into the store.
- 🔊 **[13:19]** There are some motive while the behavior gets initiated.
- 🔊 **[13:21]** The point it is, frankly it is, um when you stop, where did you get started, how do you know to stop.
- 🔊 **[13:43]** Because one day call a motivation get started and a lot of these have been caught and you just keep behaving and saying " Am I done, am I done, no, am I done, am I close to the goal, not enough, well hundred meters to go, hundred kilometers to go to Busan.
- 🔊 **[13:53]** If you are not there, then they keep driving, 15 kilometers, right behind, I am almost arrived in beside it, haha I am beside it.
- 🔊 **[14:01]** I arrived at the sea, blah blah blah, and I [?14:02] stop there right.
- 🔊 **[14:03]** Very basic, that's what all these happened to deal with.

- 🔊 **[14:07]** It's just a discrepancy you behave for [?14:11] evident.
- 🔊 **[14:13]** For those discrepancies, you made yourself.
- 🔊 **[14:20]** What are the concepts of discrepancies, it's just the most basic way of all to motive somebody if you have created an ideal state in their mind, ask them.
- 🔊 **[14:29]** Where would you like to be, where would you like to accomplish in the future, what would be a better life for you, you know that type of thing.
- 🔊 **[14:39]** It's just, people are in a present state, you have some level of [?14:44] help, some level of all these things [?14:45] previous state, and then we say well what would be an ideal state?
- 🔊 **[14:49]** You just find out that ideal state that creates a discrepancy.
- 🔊 **[14:57]** Here is what I am aim-graduated school, and here is what I like to be, graduated, so this is discrepancy.
- 🔊 **[15:01]** I got a private state, this discrepancy from my ideal state and I would like to achieve that ideal state.
- 🔊 **[15:07]** So I have to work to get rid of the narrow, the narrow discrepancy.
- 🔊 **[15:12]** So if no one comes along that, what would you like to do?
- 🔊 **[15:17]** What is your ideal state, then I am fine and happy, content in my present state.
- 🔊 **[15:20]** But as soon as someone comes along, it could be a conversation, but it could be not for a social comparison.
- 🔊 **[15:29]** I see somebody I admire, I wish I can be like her, she is so something, she is so [?15:37] constituent so hard.
- 🔊 **[15:37]** I wish I can work that hard and I will tell you how to satisfy with my level of work.
- 🔊 **[15:44]** I wish I can be something like that.
- 🔊 **[15:49]** Then in a private state hope for being the ideal state, then we have this discrepancy that hope that [?15:56] work out to get rid of becomes motivational properties.

- 🔊 **[15:58]** Everybody thinks that I have this GPA, I have this skill, it's kind of mediocre.
- 🔊 **[16:06]** I am not a member of a team, I've never written a book.
- 🔊 **[16:08]** But I like to do these things [?16:10] and this ?[16:12] you that like a itch, like a mosquito bite, like a pain, like somebody pushing you in the side.
- 🔊 **[?16:15]** Did you want it to get rid of it and then you will be happy again.
- 🔊 **[16:20]** So this the arrow is not a person, it is just a noise, a bother.
- 🔊 **[16:27]** You just have to do whatever case that...
- 🔊 **[16:30]** The house is a mess and my ideal state, it would be cleaning the house.
- 🔊 **[16:33]** I just keep cleaning the house until it's not messy, creating and [?16:41] pretending an ideal state.
- 🔊 **[16:43]** Very basic motivation.
- 🔊 **[16:44]** This is a TOTE unit, it kind of explains the emotion of process.
- 🔊 **[16:57]** TOTE unit was for your time, but it's when computer language, computer science was very first beginning.
- 🔊 **[17:01]** The very first program they wrote, [?17:05] crap of head cards and all that went through that...to correct the program.
- 🔊 **[17:09]** But you call a TOTE unit, task, you ask computer to do something like type of sentence, compute two numbers, something really basic.
- 🔊 **[17:21]** So first you test it is the [?17:23] equal, the ideal state.
- 🔊 **[17:25]** You know they knock people, so to operate is motivational word ever or coping or just efforts, so do whatever it takes in order to get rid of the [?17:21]headed test deposit or rather negative of discrepancy.
- 🔊 **[17:42]** So is that a discrepancy, the house of a mess then it operate you to clean the house.
- 🔊 **[17:49]** And then actually clean the house for a while you say 'Is the house still

a mess?', and then it's still a mess, then you keep test, operate, test, operate, test, operate, test, operate.

- 🔊 **[18:02]** It's the not TOTE, it's TOTE, TOTE, TOTE, TOTE, TOTE... finally you get to the E where you can exit and you say 'yes'.
- 🔊 **[18:07]** Present state is the ideal state like that.
- 🔊 **[18:09]** So this is the, am I Busan?
- 🔊 **[18:10]** No drive, am I busan, No drive, and finally I am there, good quit driving, that's the basic.
- 🔊 **[18:18]** Corrective motivation people do this research said it's kind of computer science, it's kind of mechanical, people are not machines.
- 🔊 **[18:30]** Because they just said 'it is not that simple that we just have discrepancy and work, work, work, work, work'.
- 🔊 **[18:35]** Motivation is pretty simple, the thing is sometimes people go back and change their efforts, they go back and revise their plan.
- 🔊 **[18:44]** They say that was a stupid plan or circumstances change, or unrealistic, or something like that, and they change the ideal state.
- 🔊 **[18:54]** So that [18:56], they get modified then.
- 🔊 **[18:59]** So that's all corrective motivation is.
- 🔊 **[19:02]** I need to do it over, it's necessary, there is a discrepancy in order to resolve a discrepancy.
- 🔊 **[19:08]** It does not have to be an effort, work harder, if it could be a revised plan.
- 🔊 **[19:16]** It's get rid of the discrepancy too.
- 🔊 **[19:17]** So keep work what [19:18] general corrective motivation to [19:24]... work harder.
- 🔊 **[19:29]** Now we are trying to get from to 70s up to 80s and they say you know there are two types of discrepancy.

- 🔊 **[19:36]** This is discrepancy that we are studying, discrepancy reduction where a teacher, or a role model, or article in newspaper, something in the society comes along and make you aware of your discrepancies.
- 🔊 **[19:51]** Use this some kind of, I wish I could be better than I am so I can work hard, so now I got to work hard.
- 🔊 **[19:57]** This could be like a for starter, my ideal state, so that's one type.
- 🔊 **[20:03]** But there is another type where people [?20:08] there and time spends, nothing comes upon them and I don't have letters in the mail that creates discrepancy.
- 🔊 **[20:13]** that just I would like to practice experiences of this group, they generate their own spontaneously set their own goals.
- 🔊 **[20:21]** For no reasons, other than maybe achieving motivation maybe [?20:26] comes from that we got, we talked about today.
- 🔊 **[20:28]** Put people create instead having just ideal states that discrepancy structure upon them and then you have to... boss comes into this.
- 🔊 **[20:43]** Here is your performance level, I am sorry.
- 🔊 **[20:42]** It's not satisfactory, we need you to get to this level because we got a new program, we got a new competition or if you want that rage, you have to perform at this level.
- 🔊 **[20:54]** So the boss give you discrepancy so that I can work harder.
- 🔊 **[20:56]** [?20:56] employees just stood and say, 'I am going to work harder, I am going to increase my efficiency.'
- 🔊 **[21:05]** What do they do that?
- 🔊 **[21:06]** You know, that's what we talked about it.
- 🔊 **[21:07]** This is plan motivated behavior and this is now discrepancy goal setting by research that people create and set their own goal.
- 🔊 **[21:21]** But the point is it is created, people intentionally created it.
- 🔊 **[21:30]** [?21:30]... for feedback.

- 🔊 **[21:32]** So make up this talking to people [?21:35]
- 🔊 **[21:36]** Let's get to real topic and go little fast make up your all types of goals.
- 🔊 **[21:42]** We are not going to talk about achievement goal, [?21:46] today.
- 🔊 **[21:49]** That's going to be actually weird for the weekend, our next topic.
- 🔊 **[21:52]** [?21:52] What are the whole week on that?
- 🔊 **[22:01]** No one likes definition but if you come up better one, mine like this is an occupation[?22:07] whatever is if you find at home.
- 🔊 **[22:11]** If I ask you what you are trying to do [?22:14~17] negative goals. These are examples.
- 🔊 **[22:27]** Here is a logic of a goal setting.
- 🔊 **[22:30]** This is why they called on, it is why people got inside, why people do so much research, it really [?22:38] stuck well to the organization or industrial psychology, work motivation, sport psychology.
- 🔊 **[22:45]** It really spoke well to those people who are interested in [?22:48] , perform better.
- 🔊 **[22:49]** We got an increased sale, we got an increased efficiency, we got more [?22:53]winds on more athletic fields.
- 🔊 **[22:56]** It is a theory of performance.
- 🔊 **[22:58]** So here you are, pages of performer, worker an employee, and athlete.
- 🔊 **[23:06]** Here is the level, it doesn't really matter, really what does the [?23:08] but we can measure that performance and there are 80 something percent of and this is their typical performance.
- 🔊 **[23:17]** And what we want is them to perform at a higher level.
- 🔊 **[23:20]** So what goal setting says so just [?23:21] 86 point, 3 percent.
- 🔊 **[23:29]** As what you know, we want you to perform at 92 level.
- 🔊 **[23:31]** If I'd be great at finals [?23:34] it might be weekly attendance, [?23:41] it's just the, who want to increase some performance?

- 🔊 **[23:49]** An athlete with [?23:47] what would be in 90 something?
- 🔊 **[23:52]** If you are a tennis player we want to get that percentage of your 1st served in or something like that.
- 🔊 **[23:58]** All you have to do is to get rid of red line after the green line is to [?24:02] in difficult to specific goal.
- 🔊 **[24:08]** And let them figure out.
- 🔊 **[24:09]** How they need a job or perform at that level?
- 🔊 **[24:12]** [?24:10] go back at and ... fundamentally change the way you perform or approach the task and rearrange it.
- 🔊 **[24:22]** [?24:23] ... sergeant it works.
- 🔊 **[24:25]** If they ever you got[?24:23] nonchalant, do your best kind of performance, highly difficult specific goals.
- 🔊 **[24:37]** Here's a active one from the article that is optional, just give me that [?24:40] research.
- 🔊 **[24:41]** So somebody here is at no goal condition.
- 🔊 **[24:47]** This is, I just want to say [?24:52]... recent people come and get what marks said everyone
- 🔊 **[25:00]** If you have people to do their best they don't do their best.
- 🔊 **[25:03]** They do mediocre, that they [25:07]... culture...
- 🔊 **[25:03]** Go to the job interview, come one, do your best, ah no, they do their best, when they have their specific different goal.
- 🔊 **[25:16]** [?25:16] ... want you to [?25:23]...
- 🔊 **[25:25]** I think it's truck drivers and how much, the beginning doesn't matter how much wave they got in there.
- 🔊 **[25:30]** How efficiently they drove their trucks whatever it is.
- 🔊 **[25:33]** So their performance some level and then somebody says that efficiency is no longer the standard.

- 🔊 **[25:39]** The cost of the government regulations [25:44] efficiency or something like that.
- 🔊 **[25:47]** So it's their performance 63 at 70.. 90? how do they do it?
- 🔊 **[25:57]** So people love, 90 people love goal setting theory.
- 🔊 **[26:06]** Nothing is more important than achievement, performance and efficiency and blah, blah, blah.
- 🔊 **[26:13]** It's so simple.
- 🔊 **[26:16]** Set a goal, increase performance, that's a secret.
- 🔊 **[26:26]** So athlete, people run at paper race, at secret time, set a goal, higher goal.
- 🔊 **[26:34]** It's actually important.
- 🔊 **[26:37]** Some ideas about fundamental graph [26:41] having everyone to talk, if you set a low goal, won a first stage [26:49] set up for 2 minutes.
- 🔊 **[26:49]** If you can exercise, [26:55] or jump ropes.
- 🔊 **[26:56]** Do it for the 2 minutes, do your best or low goal.
- 🔊 **[27:01]** Make the person to do it in 2 minutes.
- 🔊 **[27:07]** Okay, now, what I want you to do, make sure you do at least 30 sit ups.
- 🔊 **[27:13]** Okay I will give you 2 minutes, make sure you do at least 50 sit ups.
- 🔊 **[27:22]** May you do 46, but they were almost always, as this guy does, does more than this guy does.
- 🔊 **[27:40]** Just and then um, people let alone [27:41] some type [27:42] so they can maneuver the performance.
- 🔊 **[27:45]** And that's what the goal setting people want to do, we want you to perform at mediocre level, we want you to perform at this level.
- 🔊 **[27:53]** So expert, professional whatever.
- 🔊 **[27:57]** And then this actually isn't very important, it looks like very important graph.

- 🔊 **[28:02]** But uh, what they find in the research people are very optimistic, and if you get on this very high, seemingly impossible goal like the students who is dropping out, students who are in verge of [28:14] failure.
- 🔊 **[28:15]** They come class 50% at time, they have passed the class 2 semesters, and they say, I tell you what I want you to make all [28:23] , it's typical.
- 🔊 **[28:27]** There's no evidence that person could do at that level, but they don't perceive that's impossible.
- 🔊 **[28:36]** Take it seriously, and [28:41] put a lot of effort, get rid of this game thing.
- 🔊 **[28:48]** It's amazing how optimistic people are that they can do it. They can't do these things.
- 🔊 **[28:57]** it's only to the [28:59] say that's unrealistic. I can't do 1000 jump ropes in two minutes.
- 🔊 **[29:04]** Let's say joke, right? Then I am not even yet started. That's unrealistic. This research, this graph, this line the harder the goal better, and other one is, this line goes lot longer than you think.
- 🔊 [Students speaking]
- 🔊 **[30:08]** And unfortunately it was kind of decreasing stuff. I didn't put that research in here about hit falls, all that kind of things she is worried about.
- 🔊 **[30:16]** It sounds so easy but it got all side-effects. One of them is things like [30:22] and big thing is goal conflict like teacher wants me to perform at this level, my daughter wants me to be perfect father, and of course to be the perfect something else.
- 🔊 **[30:38]** But parents and everybody wants me to work full time, and then I gave him everything. And it really creates stress, burnouts, and people really underperform.
- 🔊 **[30:48]** Because even on while I am trying to work on one task, I go over all anxiety, and reflect thing, there's real [30:56] in there.
- 🔊 **[30:58]** People pursue this goal, [31:06] and we can go through the list.
- 🔊 **[31:15]** But uh, stay on the optimistic track, why if it work, I think it works, you do it better now. It's great job, very strong. Why they work, one is standard, if it this is ideal stake, it chose you what excellence is, if you shoot for, some might

convince that you push up whatever they asked me to do.

- 🔊 **[31:53]** Another is, it gives us the definition, what is the criteria for proper [32:01]. So if you perform at this level, we will give you a bonus check, if you make As we will give you a scholarship or some kind of extrinsic consequences where it gives some incentive..
- 🔊 **[32:15]** It's not only a standard, but it's a cut-off for kind of consequences.
- 🔊 **[32:21]** Ideal stake, it usually gives [32:30]. This is a why and how to, why, somehow it says we perform at this level, but we need you perform at that level, that's what people do it, while they are doing, they go back to their office and they say how can I.
- 🔊 **[32:49]** If I am a salesperson, I sold ten cars this month. I am a great seller I sell then the boss says you know I am sorry.
- 🔊 **[33:07]** We need you to sell 20 cars. I wanted A. if you sell 20cars, if you earn bonus check. But how the person goes back to their office and put their hand on the head.
- 🔊 **[33:23]** I thought I was doing so well in for [33:23] the everyone and now I got to sell 20.
- 🔊 **[33:29]** I've got a change myself. So here is what people do. If the goal is difficult like seven of 20car, come on, I've just got to work hard.
- 🔊 **[33:37]** I've got to make a call more, I've got to do more contacts, I've got to work later, I've got to follow up with Emails, advertising program, I've just got to work harder and longer.
- 🔊 **[33:53]** More effort. Persists with just more effort more. That part of it I would explain why people do sit ups.
- 🔊 **[34:08]** So if you do it your best you go on, I've got 20 sit ups. Actually good, pretty good.
- 🔊 **[34:15]** You can keep doing your caught, it's experimental. I kind of lay back. But if the goal is 30 I don't stop at 20.
- 🔊 **[34:30]** Even if I am tired, even if I'm hurting, I have fatigue, I make myself at 22, 23, I make myself.
- 🔊 **[34:35]** And then if it's specific, like 20 in a month, if you look at calendar very specific, I mean no more video games, I am not going to read the paper that in work, I have to give up the only church in Sunday, I've got to prioritize.

- 🔊 **[34:57]** This is one I do, one I think about, this what I work, the other clutter needs to get cut.
- 🔊 **[35:13]** I was focused, I was concentrating, I work harder and longer, and I sold 16 cars. It worked but I didn't sell 20. And I miss then I think what can I do for, what would work? And people figure it out.
- 🔊 **[35:30]** And they keep trying, they just knows [?35:35] until they figure it out. So it's like I tried to exercise, I am not losing weight.
- 🔊 **[35:43]** Try didn't work, it keeps you to as long as you, this discrepancy, it kept saying I got to do more.
- 🔊 **[36:13]** 3 months go by, nothing is working I tried everything, it just keeps on it to come up with real solution, to how to perform at this level.
- 🔊 **[36:27]** And that's like their explanation, for why difficult isn't solved, lead to this magic land, so goals don't let you to work harder and longer or focused or smarter, they won't translate in that term yet.
- 🔊 **[36:47]** Might be think would be difficult they are always saying goals would be difficult, difficult, it needs you to work harder.
- 🔊 **[36:56]** In specific, it needs you to work harder. Basically, performance doesn't increase didn't so much, whatever it is. I didn't question it.
- 🔊 **[37:20]** Well, if performance didn't increase, go back to the cause, the effort increases. Persistent increase that's not [?37:33] did they have a, they try to isolate of Michael work and Michael don't.
- 🔊 **[37:46]** So additional kind of things it calls can do I just mentioned about goal setting, one thing that you could do is structure task, it can tell you if task is complicated, so hard, way hard.
- 🔊 **[38:03]** It's not about entertaining people, it's not about, it's about performing right.
- 🔊 **[38:16]** The task, studying, running, doing sit ups, selling car, by really boring but it's kind of exciting, achievement and engaging, it take the most boring task in a world, cleaning a house, mowing a lawn, and driving a car.
- 🔊 **[38:36]** You can feel like adult, goal like [?38:37] and it goes straight to the goal. Look at sports, the tasks are really tightness and [?38:58] I think that in any sport, and all people, like baseball players earn so much money.
- 🔊 **[39:06]** You hit with a stick and you run around the bats but it's all about the

goals and challenge of a task rather than actually get you do it.

- 🔊 **[39:24]** So also baseball, for basketball, just throw it. The one is the most of all goal. But it is challenging, this goal, you look at the goal you look at sports it's all about goals and you always get objective feeling.
- 🔊 **[40:00]** So the feedback in morning that keeps me, they create a emotional consequence so let me give your feedback.
- 🔊 **[40:16]** If you really want your goal to translate your performance, they found well, [40:30] it has to be there, it needs not only goal.
- 🔊 **[40:36]** So these feedback to help a person as they are trying to cope, you want a sit up, like it's one thing that have a goal, I'm trying to do 30 sit in 2 minutes, it's very helpful.
- 🔊 **[40:47]** If you give me the clock, and you have somebody count for, one, two, three, then as it count now 59,58,57,4,5 I'm much more like if my goal, if you give me a goal, a clock that's what I am counting.
- 🔊 **[41:04]** You tell me if I am asked standard, so I get to the one minute mark, I've not done 15 yet, I got 16 or 17. If I want to get 12, uh oh, I am really going to double my effort now.
- 🔊 **[41:24]** And feedback will tell you that you just do your performance. So here's the complicated model. This is always this. Is this picture again.
- 🔊 **[41:42]** This is exactly [41:44]. Here's the left side. So we have a difficult specific [41:52] tension, and different consequences.
- 🔊 **[41:57]** It gives you motivation, it gives you energy and direction and therefore you perform better. But then as you perform at the feedback, and the feedback if you are low level, then increase motivation, it create a sense of annoying, dissatisfaction, and payment [42:20] side.
- 🔊 **[42:21]** So this dissatisfaction makes people aware of the discrepancy and case of that what I need more plan. So it's good that somebody tells you that you are behind in the race, you are behind in the goal.
- 🔊 **[42:38]** That says uh oh, I have to work hard, smarter, so it's good. You get negative feedback. But it's also good.
- 🔊 **[42:48]** If you get a low level feedback, you've got 18 sit ups in 1minute past, what happens this, it will satisfying.
- 🔊 **[42:57]** It's only 2 weeks to the month, I am already sold 14 cars, I feel very

good of myself as a salesperson.

- 🔊 **[43:05]** What that does, is it create your discrepancy read action? That's the plan, that's the thing inside, and discrepancy creation people said, come on 20 that's laugh.
- 🔊 **[43:23]** So actually it formed your feedback at your goal level, people say efficiency, call it competence, calls it [?43:29] you know, I am going to shoot for a hour goal.
- 🔊 **[43:33]** I can do more. I can run faster, I can sell more I can do more whatever I am interested and then, so if I make my goal more difficult, if I create a more difficult goal, then increased effort, increased persistence, make more priority, come up with better plans.
- 🔊 **[43:56]** So either way, we feedback you give back to this four goal components.
- 🔊 **[44:02]** Negative feedback [?44:04] passion [?44:05] based on.
- 🔊 **[44:07]** Positive feedback, efficacy based [?44:09]
- 🔊 **[44:12]** Researching including [?44:13] research in Europe shows this ring between goal attainment, increase efficacy and hard physical
- 🔊 **[44:27]** Cycle over... spiral...
- 🔊 **[44:34]** Set goal, [?44:35]
- 🔊 **[44:43]** [?44:43] focus on right performance.
- 🔊 **[44:48]** So many of [?44:39]
- 🔊 **[44:52]** Goal mechanisms, we need those, we need feedback.
- 🔊 **[44:57]** So, take your manager, your teacher, your parents, your athletic coach and you try to performance so that Korea green is now
- 🔊 **[45:04]** Goal have to be difficult, no easy goal,
- 🔊 **[45:08]** They have to be specific.
- 🔊 **[45:09]** No fade, do your best goals, and has to feedback
- 🔊 **[45:14]** As my job is manager, you'll go three things

- 🔊 **[45:19]** How you want to increase GPA or whatever, as teacher, biology teacher, I mean difficult, specific goal [45:25] much more like [45:30]
- 🔊 **[45:33]** Another concept [45:35] education is possible.
- 🔊 **[45:36]** So I just want to mention it.
- 🔊 **[45:38]** What Teachers and parents role models do, so you go along with students in the class and with your present state, [45:47] and somebody comes along and [45:50] biology, I would be like that person.
- 🔊 **[45:56]** Police officer, that could be musician, could be engineer, could be a politician, somebody comes in that
- 🔊 **[46:05]** They got little bit exciting life... I don't like to have
- 🔊 **[46:10]** So what happen is, let's say, in your [46:15] my attributes, near my characteristic, near my talents has native.
- 🔊 **[46:18]** Look at this over guy tracked wrong model
- 🔊 **[46:22]** They got better attributes, better characteristic, better abilities things that will be nice to me to have.
- 🔊 **[46:27]** So I'm now wear the discrepancy.
- 🔊 **[46:29]** So they gave me the work [46:31] I say, things like...
- 🔊 **[46:32]** Well, it's hard to read.
- 🔊 **[46:33]** What will I need to do?
- 🔊 **[46:35]** What education [46:15].
- 🔊 **[46:37]** What activities work for students
- 🔊 **[46:38]** What talents and what skills is right, and need for students?
- 🔊 **[46:40]** So this area this awareness just role model, comedian, and journalist, [46:47] blah, blah, blah.
- 🔊 **[46:49]** I like this journals, too
- 🔊 **[46:51]** So this discrepancy, I'm not a journalist, like to be a journalist,

- 🔊 **[46:55]** Basically discrepancy [46:56]
- 🔊 **[46:58]** So I ask her a question and let me get started the goal mechanisms.
- 🔊 **[47:03]** And then, I say [47:05] attributes characteristics and talents things like this.
- 🔊 **[47:08]** Now I've got goals, plans, and strategies.
- 🔊 **[47:11]** So I go, work go hard try to realize that ideal thing.
- 🔊 **[47:15]** So one thing that educators often do is to introduce...[47:19]
- 🔊 **[47:24]** This, for example, let's say, in this music class, is the science class, is the math class, [47:31], and if they don't kids [47:35]
- 🔊 **[47:43]** Then the teacher was said this class, [47:45] getting [47:47] ,want to be, so maybe video, may be testimonies, may be speakers., maybe all kind of things introduce exciting people.
- 🔊 **[48:01]** And also you got some motivation punch in the class you didn't have before.
- 🔊 **[48:08]** Original [48:10] where the discrepancy come from, come from upper social comparison then
- 🔊 **[48:20]** So we're going for goals now, so long term goal.
- 🔊 **[48:23]** This is pace along time it takes high school career, in order to translated from students to journalist, well, I got rearrange everything [48:33] high school in order to reconfirm college student, be a journal
- 🔊 **[48:38]** So, that's long term over the years what have to do.
- 🔊 **[48:42]** So now, getting to a long term stop.
- 🔊 **[48:46]** And here's concept that I asked you to read article on...
- 🔊 **[48:54]** [48:54] personal student goal is translated via [48:57] make sense, better [49:00] importance with their core authentic self.
- 🔊 **[49:04]** And that's different psychological [49:04]
- 🔊 **[49:07]** But the core [48:08] self.

- 🔊 **[49:12]** But the needs intrinsic values and preferences that feel like [?49:17]
- 🔊 **[49:21]** Somebody else feel like your offer along these goals and references.. person somebody feel.... [?49:27]
- 🔊 **[49:31]** So, if [?49:32] diagram, just their diagram.
- 🔊 **[49:35]** So, I look in whatever your personal goal is, like that example.
- 🔊 **[49:42]** [?49:42] women's goal was become a teacher.
- 🔊 **[49:45]** And then I would want to say, that's a good goal, but why?
- 🔊 **[49:49]** Why you want to become a teacher?
- 🔊 **[49:52]** And then I listen and hear what the reason was.
- 🔊 **[49:55]** As it comes out of course self-introduce to her needs, just already want to be a teacher on passion about.. love experience in the classroom, have deep care of kids.
- 🔊 **[50:11]** It doesn't matter.
- 🔊 **[50:12]** It doesn't really come in from my heart
- 🔊 **[50:14]** She really wanted to be a teacher and it's really [?50:16] hard to felt.
- 🔊 **[50:18]** So she's really come in out of herself.
- 🔊 **[50:20]** That is well, you know, teaching, you know, don't get pay much but hard work.
- 🔊 **[50:25]** It's not interesting
- 🔊 **[50:28]** But it's so important
- 🔊 **[50:29]** You go [?50:30] mean and seem to come out of... seem to not come rather the [?50:36]center of itself.. [?50:37]
- 🔊 **[50:38]** It's a value.
- 🔊 **[50:39]** It's not interesting.
- 🔊 **[50:41]** It is not my self-definition

- 🔊 **[50:43]** But it is certainly important and [?50:45]... instrumental like recycle..
- 🔊 **[50:48]** No one says...
- 🔊 **[?50:52]**
- 🔊 **[50:55]** So They really say that's why [?50:59]
- 🔊 **[51:00]** It's [?51:02] be an artist or a musician.
- 🔊 **[51:05]** It's [?50:05]
- 🔊 **[51:08]** But no one that I know says about recycling or some other things like that.
- 🔊 **[51:13]** But still, it is really intriguing value that really it's become part of them
- 🔊 **[51:20]** You know, of course, so it comes out of....
- 🔊 **[51:23]** It doesn't matter itself.
- 🔊 **[51:27]** [?51:27] push in there, they call inter-directing
- 🔊 **[51:31]** When you can tell, the first is conflict.
- 🔊 **[51:35]** I don't want to do... but have to.
- 🔊 **[51:38]** I feel guilty..... become a teacher, you know, become a teacher, what else [?51:44]... parents down.
- 🔊 **[51:46]** But that's okay.
- 🔊 **[51:47]** But there is a [?51:51] concept that go through and kind of close into the goal often pressure, guilty, shame, disappointment.
- 🔊 **[52:00]** This [?52:01] I thinks [?52:03] still [?52:04] otherwise [?52:08].
- 🔊 **[52:15]** [?52:15] some not at all question self, character self, with the external.
- 🔊 **[?52:22]**
- 🔊 **[52:26]** So go back to the feature and [?52:28] ask her why you want to become a teacher and she said and I gave some talented manager [?52:34] with her goal.

- 🔊 **[52:42]** Consistent and inconsistent.
- 🔊 **[52:45]** [?52:45] model, this is in the paper, but here's model [?52:51] talk about it
- 🔊 **[52:52]** So you take the Individual and I measure.
- 🔊 **[52:54]** It doesn't matter what you say your personal striving is.
- 🔊 **[52:58]** The content doesn't matter in this research
- 🔊 **[53:01]** I know what matter to you
- 🔊 **[53:03]** Research doesn't matter what you said.
- 🔊 **[53:05]** I want to become a teacher, I want to lose weight, or I want to be a president.
- 🔊 **[53:08]** It doesn't matter what they said.
- 🔊 **[53:10]** Well, how then I ask you why, why you want to become a president of the [?53:16].
- 🔊 **[53:20]** And the point is the more essential...
- 🔊 **[53:25]** More essential the goal is to yourself how you work at it.
- 🔊 **[53:29]** More effort.
- 🔊 **[53:30]** So this is not, it's difficult, it's specific goal.
- 🔊 **[53:33]** That's goal strategy and reason why you get this [?53:36] effort [?53:37] goal is difficult.
- 🔊 **[53:40]** Here, that place is not [?53:42] difficult it's because insistent with some...
- 🔊 **[53:48]** But the things that represent your core, you work hard and on
- 🔊 **[53:54]** Things that are peripheral yourself.
- 🔊 **[53:58]** You do maybe happy, too
- 🔊 **[54:00]** So this is error there, [?54:03]

- 🔊 **[54:05]** That's the [?54:06]
- 🔊 **[54:07]** How do you work [?54:08] attain a goal
- 🔊 **[54:09]** You attain a goal, and give you, hence well-being.
- 🔊 **[54:15]** So, [?54:16] self and usually what the mechanism, mediator explain attainment, well-being [?54:26]
- 🔊 **[54:33]** This [?54:34] come interesting
- 🔊 **[54:37]** The more we attain self-important goals it supposed to psychological [?54:42] well-being.
- 🔊 **[54:42]** It's not really big pay-off
- 🔊 **[54:45]** Be obtain goals better... [?54:48]
- 🔊 **[54:54]** If you take in [?54:56] goal it's not kind of [?54:57]
- 🔊 **[54:59]** So the basic [?55:00] self [?55:01]
- 🔊 **[55:02]** So they try to explain mainly well-being but also performance pertaining goal so practical theory, and then [?55:10]
- 🔊 **[55:22]** Did you think better?
- 🔊 **[55:30]** Well, you know you almost need the same variables...
- 🔊 **[55:34]** Same box up before efforts goal attainment.
- 🔊 **[55:38]** They have psychological [?55:39] satisfaction have other indicators of other function.
- 🔊 **[55:38]** They [?55:39] keep evidence struck being out of the school in this study.
- 🔊 **[55:48]** So theoretical model is on the top and also model are on the bottom and it really doesn't matter.
- 🔊 **[55:48]** This aero has three stars, three aspects.
- 🔊 **[55:56]** So [?55:56] better on my screen [?55:59] things like 36...
- 🔊 **[55:48]** It's 34, self [?55:39] goal effort ... adolescence [?55:39] drop in out of

school.

- 🔊 **[56:14]** The reference is seen the part of...
- 🔊 **[56:19]** Point 34, and they goal effort, goal progress how do you work more likely you're pertain your goal [?55:26]...
- 🔊 **[56:29]** Point 73 and then they have school engagement and school [?56:32] burn out.
- 🔊 **[56:33]** Makes two goal, defects it for strong
- 🔊 **[56:39]** [?56:39] You'd read it in right inside of the successful educational transition, high school, college, the late in the studies, [?56:48] for example, educational aspiration [?56:49]...
- 🔊 **[56:52]** Again, there is peered educators who care very much about the right hand side of the figure.
- 🔊 **[57:00]** I want this to be engaged, not burned out
- 🔊 **[57:03]** I want to continue the study, high school, college, classmate, [?57:10] things like this.
- 🔊 **[57:03]** That's what they care about and they have to be promote successful transition in school , or [?57:20] educating itself..
- 🔊 **[57:23]** Doesn't I guess.
- 🔊 **[57:27]** Theological the model, as follow a particle, [?57:33] Eliot but eligible, [?57:35] 2 years record
- 🔊 **[57:39]** But here's logic each other.
- 🔊 **[57:43]** They try to just like goal set in [?57:44] and lock with the goal performance.
- 🔊 **[57:47]** They try to get as far, they try to get as far as well.
- 🔊 **[57:53]** So, if you have self-attaining goal and work really hard and you attain a goal [?57:58]...
- 🔊 **[58:00]** You get this peripheral well-being enhancement
- 🔊 **[58:04]** It's kind of [?58:05] but that's not look in at here, look in at here

- 🔊 **[58:10]** What happens if you feel more confident?
- 🔊 **[58:12]** Whatever you doing like [?58:13] much more confident, more [?58:14] then you more likely to tomorrow satisfied before the goal.
- 🔊 **[58:19]** Rather than a discomforted goal.
- 🔊 **[58:21]** And if it more likely just aero happen to your goal become more self-importance, your personal detail more integrate into [?58:34].
- 🔊 **[58:35]** You become more self-important here then you here.
- 🔊 **[58:38]** Personality development, personality integration of personal growth at lease self-importance.
- 🔊 **[58:44]** Remove your complex in your goals.
- 🔊 **[58:47]** And you get my [?58:49].
- 🔊 **[58:51]** And the mechanism again isn't hence self-important
- 🔊 **[58:59]** So more question? More asking?
- 🔊 **[59:02]** Who [?59:02] set the goal
- 🔊 **[59:05]** As group question in the literature have been there for twenty years who guess set your goal... question.
- 🔊 **[?59:14]**
- 🔊 **[59:18]** Teachers [?59:18] ...
- 🔊 **[59:21]** They can see your future the way you can't.
- 🔊 **[59:24]** They talk biology for sixteen years.
- 🔊 **[59:26]** They know standards of performance.
- 🔊 **[59:28]** They've seen sixteen years students got literate.
- 🔊 **[59:30]** Maybe they just set their goals
- 🔊 **[59:36]** That motivation magic [?59:37] in self rather than imposed [?59:40]... the researcher...

- 🔊 **[59:43]** There is question about who should set goals
- 🔊 **[59:46]** What they do now is [?59:47] teacher [?59:48] recommendation and ask students in that context set goals...
- 🔊 **[60:03]** My favorite question of all of the research is when difficulties come from, it's great question, really hard to answer.
- 🔊 **[?60:10]**
- 🔊 **[60:15]** But becomes a supervisor, Manager, CEO, the [?60:20]... with twenty cars.
- 🔊 **[60:23]** This not important question in the world of work.
- 🔊 **[60:28]** As taken for granted.
- 🔊 **[60:30]** You are an employee that tell what to do, what goal to set, efficiency [?60:27] on like that.
- 🔊 **[60:40]** That's different in education in anything like personal development.
- 🔊 **[60:45]** [?60:45] athletics with goals become directed from coach or [?60:51].
- 🔊 **[60:54]** Run faster than other guy, obviously[?60:56].
- 🔊 **[61:00]** But things that are personal education [?61:02] figure out why.
- 🔊 **[61:08]** Where they come from.. [?61:10].
- 🔊 **[61:15]** Take the first goal on your list or any goal on the list and see if you know where and from.
- 🔊 **[61:21]** Where did that goal come from?
- 🔊 **[61:23]** I know it's a personal striving.
- 🔊 **[61:24]** Take the example and call the goal.
- 🔊 **[61:27]** Where the goal come from?
- 🔊 **[61:28]** Do you know, you aren't tell me.
- 🔊 **[61:31]** Do you know, where the goal came from.

- 🔊 **[61:35]** You know, the source.
- 🔊 **[61:37]** And come somewhere, and I think the great question but ask him [61:44] doesn't matter [61:48].
- 🔊 **[61:55]** That's the point of self-important skill.
- 🔊 **[61:57]** They argue pre-strongly.
- 🔊 **[62:13]** Then ask you to read this one as the one I can.
- 🔊 **[62:15]** Attaining personal goals self-important... people success [62:27] performing well.
- 🔊 **[62:31]** So I show three or four slides in a row.
- 🔊 **[62:37]** It's just tables on this article.
- 🔊 **[62:38]** We have talked about, maybe [62:39].
- 🔊 **[62:42]** Basically it take self-studies here what... seven... seven studies, seven findings and put over them together.
- 🔊 **[62:52]** And see collectively for the affect side on the line averages seven studies basically.
- 🔊 **[62:59]** You pull your data and in one big part of [63:01]...
- 🔊 **[63:04]** So very small amount of ... [63:07] they go through.
- 🔊 **[63:08]** Basically they go through, prime to say.
- 🔊 **[63:12]** What is effects of self-importance goal progress?
- 🔊 **[63:18]** Ah, performance and enhancement.
- 🔊 **[63:20]** [63:20] model, self-importance, effort, goal attainment.
- 🔊 **[63:24]** So this is like goal attainment, progress for goal attainment.
- 🔊 **[63:28]** That come out things.
- 🔊 **[63:30]** So, some will talk about next, implementation attentions, this is decrease sample it's just a sample.. you know plain...

- 🔊 **[63:39]** If you say...
- 🔊 **[63:41]** My goal is expert [?63:42]
- 🔊 **[63:43]** I mean is they, here's [?63:45] where going to do it how I'm going to do it, you have to list specific plan how you going to do it [?63:53].
- 🔊 **[63:57]** Does that help people making go far in.
- 🔊 **[63:59]** These effects will be good.
- 🔊 **[64:00]** Psychological research, effects [?64:01].
- 🔊 **[64:12]** Goal progress changes psychological well-being so you make progress on your goal, does make happier, make satisfied [?64:21].
- 🔊 **[64:26]** D is the major affect side.
- 🔊 **[64:28]** Hemi-standard deviation [?64:30].
- 🔊 **[64:39]** [?64:39] study, I know it's hard to read, but let me tell you about simple methodologies.
- 🔊 **[64:46]** Study 1, well, [?64:47] need to do how much change this side. But I do to say the weak is coming up, I'd like you to think to reflect on this and set three goals for yourself this weekend.
- 🔊 **[65:04]** What are you doing classes [?65:04] offices between?
- 🔊 **[65:06]** Write a paper, read a newspaper, every section of newspaper, and I'm going to.... exercise [?65:18] three goals and, ok
- 🔊 **[65:20]** And then I measure a lots of variables and then you got three goals you identify and I ask how difficult is each goal.
- 🔊 **[65:28]** Very rough [?65:28] More difficult...more likely
- 🔊 **[65:06]** How much commitment do you have but I'm sure at the end of the weekend it all happen.
- 🔊 **[65:38]** It's very important goal.
- 🔊 **[65:40]** That's kind of goal important
- 🔊 **[65:42]** How much habitably appropriate are you read a paper, exercise and

then self-importance

- 🔊 **[65:47]** Why? Why do you want to read a newspaper?
- 🔊 **[65:50]** Exercise or some like that, so I measure all...
- 🔊 **[65:53]** And so you need your regression analysis, who [?65:55] attaining their goals.
- 🔊 **[65:59]** I think this is kind of embarrassing because this kind of comparison I think goal setting that [?66:02] magnify something good.
- 🔊 **[66:04]** But self-importance are predictable in this model and then [?66:07] kind of experimental conditions.
- 🔊 **[66:10]** [?66:10] access... assessment over regulations, some for asking.
- 🔊 **[66:14]** And then they do in action here and it's hard to read, the only one is actually [?66:09] difficult and important efficacy of self-importance.
- 🔊 **[66:23]** So, if a person has both implementation intention.
- 🔊 **[66:27]** I'm going to exercise on Saturday at noon, with my friend, at the source of gym, implementation intention and it was [?66:35] courted to itself exercise an hour then people to [?66:42] Implementation intention
- 🔊 **[66:46]** So what they try to say is first that if you want to accomplish your goal, you need make sure self-importance and you have to have a plan.
- 🔊 **[66:53]** So it makes one say new year's resolution.
- 🔊 **[66:57]** So, here, to in the States at the education system both carried out.
- 🔊 **[67:06]** But the semester, the first semester, fall semester, goes through about Christmas and then there two, three week break.
- 🔊 **[67:16]** And then you pick up semester again in January.
- 🔊 **[67:19]** That's U.S., Canadian system.
- 🔊 **[67:22]** So what they do is that everybody get out in December.
- 🔊 **[67:26]** In a week [?67:26] the finals over and everybody be gone, a year, new year come, you happen to new year's resolution.

- 🔊 **[67:34]** Tells us what the new year's resolution.. I want to eat healthy, I write down my new year's resolution
- 🔊 **[67:41]** Then I major another things, then a month goes by, and you come back in the late January and I just want to know how successful you were at accomplishing your new year's resolution.
- 🔊 **[67:56]** That's deep in your major goal progress, even goal attainment, goal resolution, new year's resolution.
- 🔊 **[68:00]** Here's one weekend, and here's one month trying to accomplish...
- 🔊 **[68:06]** [?68:06] say if their resolution is completed, if it really came out your core self and if you have implementation intention, [?68:20]
- 🔊 **[68:24]** So that's [?68:26] attaining your goals, your weak in goals, new year's resolution, you need self-importance, you need information attentions
- 🔊 **[68:36]** So do like goals people says it is with difficult and specific.
- 🔊 **[68:43]** So here's another concept [?68:45] which one is covered up first.
- 🔊 **[68:48]** But that's not complicated concepts, I'm going to [?68:50] on research on that.
- 🔊 **[68:57]** About the [?68:56] Afkin shefman, but the categories are...
- 🔊 **[69:06]** If you like chemistry research...
- 🔊 **[69:10]** The next one is implementation intentions...
- 🔊 **[69:15]** Here's definition what it is a plan to carry out one's goal directing.
- 🔊 **[69:19]** That's the easy definition.
- 🔊 **[69:06]** It's like more complicated about it.
- 🔊 **[69:22]** The after says methodologically when you going to do it, where you going to do.
- 🔊 **[69:28]** It's like your mom or your coach [?69:28] fit into you hang on.
- 🔊 **[69:31]** You say you got this general [?69:34] goal.
- 🔊 **[69:36]** I graduate.

- 🔊 **[69:37]** I put in the room
- 🔊 **[69:38]** I do exercise
- 🔊 **[69:41]** That gets specific.
- 🔊 **[69:34]** When are you going to play your room or exercise, where, how long you give me all the details.
- 🔊 **[69:49]** That's the implementation intentions.
- 🔊 **[69:51]** So something you do in advance of the goal striving so you make a very clear plan, detail plan, it's almost...
- 🔊 **[70:00]** They start about this research for the [?70:03] into mechanical.
- 🔊 **[70:04]** It's almost like instant habit.
- 🔊 **[70:06]** Where you say, I'm going along and [?70:09]here comes though... it's between like a large part go on and I have to go do my goal striving.
- 🔊 **[70:18]** First that I said conceptualize it very mechanical.
- 🔊 **[70:23]** So you say this attentions exactly nine O' clock, not nine O [?70:28] worry.
- 🔊 **[70:29]** That's from you start cleaning the room.
- 🔊 **[70:31]** So you going to watching TV, you read a magazine, talking on the phone, not [?70:34] up, all have to stop.
- 🔊 **[70:36]** I've got it now, time to clean the room.
- 🔊 **[70:38]** That's how they first conceptualize it.
- 🔊 **[70:41]** But it's productive, it help people... [?70:46] you read distractions.
- 🔊 **[70:49]** That's implementation intention.
- 🔊 **[70:52]** Take in the effort, not only set a goal, but the plan have to goal striving.
- 🔊 **[70:58]** So what the.. what is [?70:59] ork so, one thing, set the goal.
- 🔊 **[71:02]** It did not as [?71:02], go and...

- 🔊 **[71:06]** It is one thing that set the goals, I think, attainment.
- 🔊 **[71:09]** And that's two different things they try to [71:09].
- 🔊 **[71:11]** I'm going to... details better [71:16] then... are you going to be in, what are you going to need, all those kind of questions.
- 🔊 **[71:23]** All have to do one of these.
- 🔊 **[71:27]** So, [71:27] your goal and focus on the contents what are you going to do.
- 🔊 **[71:30]** That's a kind of things you wrote down [71:32] high, second one is how are you going to do, tell me [71:36] process...
- 🔊 **[71:41]** This seems to be almost important ingredient to the goal setting in itself if you want to translate....
- 🔊 **[71:48]** Why it's work, in help because if you set the goals, I'm going to read a book, read a journal article, before class, that's my goal, but it's hard to get started.
- 🔊 **[72:05]** That takes couple of hours.
- 🔊 **[72:13]** It's hard to get started sometimes.
- 🔊 **[72:15]** So help implementation says 'Friday morning, you reserve your schedule.'
- 🔊 **[72:21]** 'Friday morning is journal read time' whatever is.
- 🔊 **[72:27]** It help get started... implementation intention...
- 🔊 **[72:34]** It helps you persist in the phase of difficult [72:37].
- 🔊 **[72:37]** What have to article boring.
- 🔊 **[72:40]** What it is confusing a madder now [72:42] it's the immortal is in...
- 🔊 **[72:49]** But it's Friday, it's time to read an article... [72:53]
- 🔊 **[72:56]** And also it's a very important one, it helps you get back on test if half of you get interrupted.
- 🔊 **[73:03]** You get an e-mails you get tell phones call knock on a door, you get

interrupted.

- 🔊 **[73:09]** Either come long term goals.
- 🔊 **[73:12]** This one two hours to read an article but eat healthy.
- 🔊 **[73:17]** That's a place [73:17] out over a month.
- 🔊 **[73:20]** So, you can fall off the wagon they call it alcoholics.
- 🔊 **[73:26]** You can go to a party and have a open sweets and [73:28] try to eat sweets...
- 🔊 **[73:29]** Okay, I got get back
- 🔊 **[73:31]** I got a resume my healthy e-mail again.
- 🔊 **[73:35]** It help implementation intention.
- 🔊 **[73:39]** So three kinds of [73:40] why you need implementation intention
- 🔊 **[73:43]** First you have to get started
- 🔊 **[73:45]** I'm sure I want to exercise but,..
- 🔊 **[73:48]** I got some of things I going to do.
- 🔊 **[73:50]** But implementation attention, no, no, no.
- 🔊 **[73:52]**
- 🔊 **[73:54]** That's Friday morning
- 🔊 **[73:55]** It's exercise.... persist and resume...
- 🔊 **[73:58]** So here's everything get together.
- 🔊 **[74:00]** First, goal setting process from the talk which is very like and the bottom is goal striving which is very information attention like.
- 🔊 **[74:10]** It's very goal which you like.
- 🔊 **[74:13]** And I want to go one more slide because lock does not do this things like this.

- 🔊 **[74:19]** But you have to self-importance and then you want to really have a process of work, I think
- 🔊 **[74:24]** So I have one more boxes and [74:25].
- 🔊 **[74:27]** Here's 8 boxes and another 9 boxes.
- 🔊 **[74:30]** I just add a green one [74:32] different colors.
- 🔊 **[74:34]** So this five steps in the goal setting process and it stored in goal striving, implementation [74:39].
- 🔊 **[74:41]** So that's... it's secret to success if you want to have a higher GPA , you know, some kind of average of the first grade somebody performed at this level and you want to get at this level.
- 🔊 **[74:54]** This is the process [74:55] have to set a goal.
- 🔊 **[75:03]** Where is that goal and why do you want to be nice?
- 🔊 **[75:10]** I want to be... really meaningful and according me and then once I get a goal, really hard [75:17] felt.
- 🔊 **[75:15]** And it [75:18] difficult and it needs to be specific why because for goal mechanisms and need feedbacks about how to do this and then all set.
- 🔊 **[75:30]** But implementation people said what [75:32] procrastinate, [75:33] put it off and get distracted blah, blah, blah.
- 🔊 **[75:36]** So I think it's very important process that people are talk too much [75:40]...
- 🔊 **[75:41]** Let me just check.
- 🔊 **[75:42]** Especially if you have set the goals, teacher set for you, company set for you, let me just check is my goal, your goal.
- 🔊 **[75:51]** So the coach for say.
- 🔊 **[75:54]** I want you to learn, that's four hundred meters in this time.
- 🔊 **[76:00]** You just check that your goals.
- 🔊 **[76:00]** [76:00] is not.

- 🔊 **[76:06]** The parents would say how want you to hit into [?76:11] after school I want you to ask your goal.
- 🔊 **[76:16]** Oh yeah yeah.
- 🔊 **[76:18]** You [?76:18] need go to with your friends
- 🔊 **[76:21]** I'm going to get different goals altogether
- 🔊 **[76:24]** I'm doing something else.
- 🔊 **[76:25]** They need check on this.
- 🔊 **[76:26]** See if goals been accepted or maybe eternalized.
- 🔊 **[76:30]** This is just.. strategies as actually people have a lot of good attentions.
- 🔊 **[76:36]** I really want to get in [?76:38] I want to save a lot of money, I want to increase my GPA, or I want to get healthy,
- 🔊 **[76:43]** I know I want to [?76:45] I just don' t know how to do it.
- 🔊 **[76:46]** Read books and talk to wise people and people retain a goal in the past.
- 🔊 **[76:52]** Here's the secret.
- 🔊 **[76:55]** And guess strategies, one step this strategies implementation intentions and feedback.
- 🔊 **[77:03]** Did you always think your project will [?77:04]...
- 🔊 **[77:10]** This article that you interested in.
- 🔊 **[77:13]** This was the optional, you know, if you want to [?77:15]... article and goal [?77:19] saving theory...
- 🔊 **[77:20]** I recommend that one, the other one.
- 🔊 **[77:20]** This one is a... [?77:22]
- 🔊 **[77:32]** It's all basic, you know, it's a first book so it's just [?77:36] kind of interesting
- 🔊 **[77:37]** This is their effort [?77:38] research



- 🔊 **[77:43]** So they want to [77:44] massive literature together and one thing and look at all the variables that matter.
- 🔊 **[77:50]** Feedback, goal acceptance, goal difficulty, and bla bla bla, and check these variables [77:55]
- 🔊 **[78:07]** And there's three articles...
- 🔊 **[78:12]** Then implementation attention [78:14] these the articles...
- 🔊 **[78:18]** Then I have couple of slides on, for new year's resolution and weak in goals
- 🔊 **[78:24]** It's a kind of comprehensive [78:26]
- 🔊 **[78:32]** [78:32] this is the follows up, there are lots of things to follow up since but this is the part of it...
- 🔊 **[78:45]** Personal striving, so how we take a break...
- 🔊 **[78:58]** Fifteen... sixteen or seventeen will be a.... [79:04] after 5 pm.
- 🔊 **[79:11]** The first step was a kind of fundamentals of basic warm-up and now topic of week.
- 🔊 **[79:22]** Definition, this is [79:23] it was for goals, [79:26]
- 🔊 **[79:46]** Couple of similar articles you came up this idea [79:52] Robert Ennings, Canna Mintorsh, Sheldon and Keter...
- 🔊 **[79:56]** Read first article and I recommend that one, always like first article and [80:01] inside the book [80:03]...
- 🔊 **[80:04]** You guess the scoring manual like that goal.
- 🔊 **[80:09]** You can find the plenary manual here.
- 🔊 **[80:11]** You know [80:12] this article maybe guess a detail [80:15] exact...
- 🔊 **[80:22]** Other bit different from goal.
- 🔊 **[80:24]** What other things questions how this concept similar to how this concept different from...[80:32] goal and implementation was different goal, first striving.

- 🔊 **[80:43]** It's not a goal, it's a super goal, categories goal like be healthy is general striving of purpose, kind of statement, and then there are also specific individual objective behaviors outcome.
- 🔊 **[80:58]** They unified by personal striving.
- 🔊 **[81:00]** So, in the question is where the goal came from, this answer will be goals, specific goals, come from general personal striving.
- 🔊 **[81:09]** It cause [?81:10] that's why have this goal [?81:12] where this come from.
- 🔊 **[81:16]** Other answers to that environment can give you [?81:18].
- 🔊 **[81:21]** But I think that important thing is that goals direct [?81:26] outcomes specific details.
- 🔊 **[81:31]** Strivings are state of purpose, meaning of purpose.
- 🔊 **[81:37]** But they are different from abstract conflict purpose, personal outcome.
- 🔊 **[81:44]** How do you know you are healthy?
- 🔊 **[81:46]** How do you know if your [?81:50].
- 🔊 **[82:00]** I think this is [?82:00] this is something [?82:03] anybody in the room believes but the research supports.
- 🔊 **[82:08]** It's very controversial statement.
- 🔊 **[82:10]** This is not help people think.
- 🔊 **[82:12]** But this would be, research says,
- 🔊 **[82:17]** Happiness, subjective well-being, personal adjustment
- 🔊 **[82:19]** It's not about which retain in life
- 🔊 **[82:24]** It's just about what they strive for.
- 🔊 **[82:28]** if you look at who's well, I'm sure there is evidence [?82:30] it's not who attains all the goals, for my favorite studies on the kind of well-being... supermodels, [?82:45] glorious life.
- 🔊 **[82:53]** But you measure a psychological well-being, supermodel, this very

poor, that [?82:56].

- 🔊 **[82:53]** They live a rough life, you would believe it at all because it's so famous [?83:00] so much but they really struggle in terms of well-being...
- 🔊 **[83:10]** So they attained a lot [?83:12].
- 🔊 **[83:14]** I'm famous, I'm really not psychological well, it will be said.
- 🔊 **[83:20]** But it's not reach attain.
- 🔊 **[83:22]** It's not [?83:22] reach GPA is, successful.
- 🔊 **[83:28]** It's just simple. [?83:30].
- 🔊 **[83:36]** So, categories what people strive for, thus analyze not what people striving for.. [?83:42].
- 🔊 **[83:44]** Here is category system and fortunately, I can get one slide [?83:49].
- 🔊 **[83:50]** It's too slice.
- 🔊 **[83:54]** So, I just want to look at your personal striving.
- 🔊 **[83:56]** It will take you good 30 minutes.
- 🔊 **[84:00]** Goal through with [?84:01].
- 🔊 **[84:01]** I just want to have a make sense a little bit.
- 🔊 **[84:04]** So if you are interested in[?84:06] so.
- 🔊 **[84:07]** So, take your first goal, second goal, and third goal, some goal...
- 🔊 **[84:14]** That's characterized.
- 🔊 **[84:17]** And we'll say that you got three or four goals that fit into the categories.
- 🔊 **[84:21]** So first we just try to take would my [?84:25] specific goal put into the general categorie [?84:27].
- 🔊 **[84:39]** So that follows that classic, McClaren Atkins research on a psychological needs there's four big ones, [?84:50].
- 🔊 **[84:55]** That like give a TNT, [?84:57] achievement, [?84:58] power, [?85:00]

ratios and.

- 🔊 **[85:06]** You look at people's goal whose happy which one is goals you think a lot of these goals.
- 🔊 **[85:13]** They are happy which one [?85:14].
- 🔊 **[85:18]** And you have three or four personal goal on your list and you feel well-being [?85:28].
- 🔊 **[85:40]** [?85:40] personal growth, health, and put these together, because definitions how [?85:46] example what help develop, enhancement , improve, extend [?85:50] self for your health, happiness, overcome anxiety, becoming [?85:57].
- 🔊 **[86:02]** I think people [?86:02] achievement [?86:03].
- 🔊 **[86:13]** So presentation make a [?86:14] self- sufficiency, [?86:08].
- 🔊 **[86:31]** General activity, this is very much far where this came from, [?86:42].
- 🔊 **[86:36]** Becomes partly from McClaren Atkinson, and also from [?86:40] general activities [?86:50].
- 🔊 **[86:52]** And then I think that's kind of unique [?86:55].
- 🔊 **[88:00]** And then intrapersonal versus [?88:03] pretty think it's a psychological well.
- 🔊 **[88:05]** People that intrapersonal goal, working on myself or [?88:10] goal, working on the relationship.
- 🔊 **[88:23]** And the reason why is kind of funny thing that it is why should I make this up but then what the difference is intrapersonal goal turned out to be a lot harder than [?88:33] goal.
- 🔊 **[88:34]** So people strive for, they don't maintain them.
- 🔊 **[88:40]** There is a intrapersonal goal developing a relationship with another ... something something, it actually works.
- 🔊 **[88:48]** But I would like to, you know, develop myself something like as hard.
- 🔊 **[88:55]** So it is not the intrapersonal goal to try to make...
- 🔊 **[89:01]** It is hard to have the answer something like...



- 🔊 **[89:07]** Okay, that's [89:10] system.
- 🔊 **[89:10]** Another point system is a children [89:13]acashured who accounted next generation at inexperienced research, all need people to study.
- 🔊 **[89:23]** But I don't know if you can see, maybe you can, maybe you can't.
- 🔊 **[89:26]** How do take this for instance and if you are graduate student and you try to improve it, refine it, and you go a lot of feedback from data what is important what is not important, this kind of the the second generation of prior novel.
- 🔊 **[89:46]** And look at this categories, affiliation, community, image help some acceptance [89:56] this is a second generation thought.
- 🔊 **[90:00]** New to improve and then to produce an inscription is an example of kind of people think or write on personal scribe, of course new.
- 🔊 **[90:10]** People still use image spose, but they also this one as well.
- 🔊 **[90:17]** This is kind of an interesting describing culture, you see the article go context across ... including the reproduce.
- 🔊 **[90:33]** And here is the two by two, probably two up to the research that you know, logically [90:41]페뮤너스
- 🔊 **[90:42]** So it is basically people you know they are kind of... thinks like it's eleven.
- 🔊 **[90:51]** Let them into the categories of eleven, basically other eleven categories or other just two.
- 🔊 **[91:02]** So they had this intrinsic extrinsic kind of... meta category and sub transistence and physical, so... make a category.
- 🔊 **[91:15]** They file this goal on two part, to graph and then that works.
- 🔊 **[91:21]** Basically let say, now they just really want them into one, it is hard to get this dimension work out at the important research, pretty interesting.
- 🔊 **[91:33]** So it kind of cluster these two history together, except the personal grow, community, relationship they call the intrinsic goal and then a claim of positive reach and excessful American dream they call it a temptation.
- 🔊 **[91:51]** This ... looks old-fashioned and this is a ... so intrinsic, extrinsic goals.

- 🔊 **[92:03]** Basically they are kind of just work them in work them in.
- 🔊 **[92:06]** This is obviously this is one reason we are talking about, this is [92:14], it's hard to believe.
- 🔊 **[92:16]** It is hard to make sense, it is just slap in the face kind of fining.
- 🔊 **[92:20]** But let me walk in through this research.
- 🔊 **[92:26]** The idea, they have a goal striving questionnaire called the aspiration index.
- 🔊 **[92:31]** If you are interested in private questionnaire online, wait and you can find it.
- 🔊 **[92:37]** So fill out the questionnaire, and it measures this, let me this... how important it is to you per personal growth and have items of few is this one of your goals, you agree or disagree, as a goal it is a goal how important it is and how it entertain does it entertain a lot.
- 🔊 **[93:04]** It is personal goal in a personal relationship, community involved in, and that's for community...relationship, oh physical health.
- 🔊 **[93:17]** They don't use this physical health, they dropped this.
- 🔊 **[93:22]** The reason they dropped this, it's kind of... it's something really... [93:29] dropped it.
- 🔊 **[93:32]** How important these kind of goals to your mind?
- 🔊 **[93:36]** Then how important these kind of goals?
- 🔊 **[93:37]** I can read it there, the mind, fame, and age.
- 🔊 **[93:42]** So rich, fame, popular.
- 🔊 **[93:50]** So how important these goals in your life and then the more important these kind of goal how do you want to be rich already popular already famous?
- 🔊 **[93:58]** If they are important, as much more likely [94:00].
- 🔊 **[94:02]** Is this likely that you actually become? Rich and famous and popular.
- 🔊 **[94:05]** If these are, this is kind of a range of your life, so you go to business school, and your friends are stock brokers or whatever or that sort of stereotype,

this kind of idea.

- 🔊 **[94:16]** Um... a transic importance, these are kind of goal how you arrange of life if you become an artist or whatever.
- 🔊 **[94:24]** You more likely let say attain a goal more 51 especially top [?94:87] seven.
- 🔊 **[94:30]** So things that people really, I am saying, important when they are interested in graduate of, they are actually likely to attain a goal.
- 🔊 **[94:37]** And this is surprising, the intrinsic goal, if they attain goals I always wanted be an artist, I wanted to help my community, getting scholarship fund, bringing kids and an psychological wealth if I attain, if I become more connective in my community, if I attain personal goals.
- 🔊 **[94:57]** 47 percent is pretty strong effect and if I don't attain these things, it mentioned ill.
- 🔊 **[95:03]** If I do attain them, it prevents depression and anxiety and all these kind of things, it keeps psychological illness.
- 🔊 **[95:13]** Within this structure, 56, 77, pretty strong builds well being.
- 🔊 **[95:19]** The things are really importantly devised, they are intrinsic and you attain them and it is not surprising...
- 🔊 **[95:25]** But this is also surprising what people get the fortune and the money all this.
- 🔊 **[95:30]** It is a positive [?95:33], pretty good fit.
- 🔊 **[95:34]** It actually become famous like a super models and you are ill, it hurts.
- 🔊 **[95:41]** It screws you up.
- 🔊 **[95:43]** You really evaluate stuff what is important, you work really hard, you sacrifice, you change your life who your friends are, career that you have, where you live, everything, how you raise your kids,...[???
- 🔊 **[96:05]** Not even think you are, if you are not popular, rich enough, you may think you are cynical and it does not help at all.

- 🔊 **[96:15]** I don't know why this is [?96:16]



- 🔊 **[96:20]** It does not help any... that's one of the reason [96:30] personal striving ...[???
- 🔊 **[96:40]** (student speaking) inaudible
- 🔊 **[96:42]** No...
- 🔊 **[96:56]** I guess it's important.
- 🔊 **[96:58]** Inaudible
- 🔊 **[97:18]** Like a all the goals are [97:20] that correlation have that core goals with [97:22] goals.
- 🔊 **[97:33]** Okay, so the answer to it is a twelve correlations, you know what I mean?
- 🔊 **[97:42]** I had a three intrinsic correlation with a four extrinsic, here's the goal for us.
- 🔊 **[97:38]** [97:38]one twelve, one ten, then you have three agreeable two or three or seven.
- 🔊 **[97:59]** (student speaking) What was it, it's the...
- 🔊 **[98:08]** I believe you have never seen, a few accordance.
- 🔊 **[98:15]** A lot of people are trying to both follow your goal,[98:21] want , do something else.
- 🔊 **[98:28]** Okay, one more classification system.
- 🔊 **[98:30]** This is self recording system model, so it's weird.
- 🔊 **[98:34]** Here somebody do the both, it's the same research [98:38] , questioning the different methodology.
- 🔊 **[98:41]** Here's the... look at the goals in this classifications here, lift the goal [98:44] self re-accordance.
- 🔊 **[98:48]** This is just the same figure, configured form.
- 🔊 **[98:57]** It showed up pretty well on a screen.
- 🔊 **[98:58]** I mean look at this computer, it showed up pretty well, I mean here.

- 🔊 **[99:03]** Also this underline in the make a point.
- 🔊 **[99:11]** These reds, they are associated well with well being, so...
- 🔊 **[99:21]** I just want to ask you about the personal strivings, let say why, what's the motivation, what is the motif behind, when it is accomplished that goals?
- 🔊 **[99:24]** Let say you are pursuing the striving because some else wants you to, or it bounds your situations and that's a definition of it, or you are pursuing the striving whatever your choice of striving on the list.
- 🔊 **[99:40]** I'm trying to figure out what you are trying to do, what you are going to be a teacher, pursuing other chain you will be or something else you didn't have as a striving and then identify it.
- 🔊 **[99:53]** It is valuable, important, meaningful to you and intrinsic is personal satisfying, it' fun, entertaining, it's enjoyable.
- 🔊 **[100:12]** So you have this classification system is just topic score your personal strive.
- 🔊 **[100:18]** Often in the research, it is kind of a controversial to have the research, goal to personal striving and score them.
- 🔊 **[100:27]** I have done this before, and I think I can score them pretty well.
- 🔊 **[100:33]** But what they turned you now is that before him ask participance themselves.
- 🔊 **[100:37]** You tell us why you have this goal.
- 🔊 **[100:39]** So you fill out questionnaire from the [?100:41] ahead of it.
- 🔊 **[100:43]** Something in words like this.
- 🔊 **[100:47]** So if I ask you four questions that why you want to become a teacher.
- 🔊 **[100:57]** The first one would be you are pursuing it because someone else want you to situation sit commended, its prior of [?100:56], one to seven scales, and then put out of three.
- 🔊 **[101:00]** And then I will compute this index if I weigh the four factors and I can find them and I get an overall intrinsic to extrinsic score.
- 🔊 **[101:10]** So each one you're strives, [?101:13] can be [?101:10] rated on

where it is on the continuing, make sense?

- 🔊 **[101:21]** I want to [?101:20] move what , why?
- 🔊 **[101:24]** And then uh... my styles, this is about my fat, if it is six I feel guilty, I would change my body image 6.
- 🔊 **[101:38]** It is important viable 6, that does really help to group7, it's really important.
- 🔊 **[101:43]** But it's not...
- 🔊 **[101:47]** So I got a got 12, 9 to 7, it's kind of negative 5, negative 4, that's a direct one.
- 🔊 **[101:50]** But I would get a negative 4, extrinsic 4.
- 🔊 **[101:53]** And why do you want to become a teacher?
- 🔊 **[101:58]** I will have 2, I would feel guilty.
- 🔊 **[101:58]** It's important, sort of five or just [?102:01] this is what I would get.
- 🔊 **[102:04]** So the high score of intrinsic.
- 🔊 **[102:07]** Yes, over there.
- 🔊 **[102:08]** (student speaking) If I say however[?102:09] what I am trying to be, there is [?102:16] in goal confidence, goal reasons.
- 🔊 **[102:20]** (student speaking) Which means that I have a intrinsic goal contents, however, if I adopted because of the controlled reasons.
- 🔊 **[102:29]** (student speaking) And then in your explanation, goal concept is not very important?
- 🔊 **[102:39]** Yes, they drop immediately.
- 🔊 **[102:40]** (student speaking) Yes, but sometimes it is actually consent [?102:52] and tedious I think.
- 🔊 **[102:53]** I don't know how you have scored it.
- 🔊 **[102:55]** Um...like keep in array your goal all kind of factors, self accordance, difficulties, or intrapersonal [?103:04], you have accomplished the goal how

challenge it might be and you can measure those kinds of things.

- 🔊 **[103:16]** How would you contrast the motive versus the content of the goal itself.
- 🔊 **[103:21]** How do you score content of goal?
- 🔊 **[103:23]** Other than this score system...
- 🔊 **[103:29]** Well how about you [?103:31] example, how about example?
[103:34] (student speaking) For example, I want to um...I was become a volunteer for my community.
- 🔊 **[103:41]** (Student Speaking) Because of my parents want to do it, for them it's a intrinsic goal contents, however, I adopted and control the way, then it's the reason why [?103:57]
- 🔊 **[103:58]** But I would like to also score this, this is important to my mom, my mom checks up on me and decide that you contributed to community.
- 🔊 **[104:06]** Did you go on Saturday and then this kind of a internalization of the guilt kind of the... and then personal disappointment.
- 🔊 **[104:16]** So I think of 7, 1, 1, 7, that's possible like over time.
- 🔊 **[104:22]** If you keep push [?104:23] 1, 1, 4, 7 that balances.
- 🔊 **[104:28]** We can capture that this...
- 🔊 **[104:35]** So what they do, they say go content it doesn't matter [?104:40] it doesn't matter why you have it for.
- 🔊 **[104:43]** Although it does have an article, Sheldon have an article, that all represents your assistance.
- 🔊 **[104:49]** Or it says content and motif, goal matter a lot, that was actually representing an article.
- 🔊 **[104:57]** But it doesn't have this type of article the content or motif, I wish I can do [?105:05].
- 🔊 **[105:09]** Here is an article about four culture that is just what are you striving for and then fill out the questionnaire why?
- 🔊 **[105:22]** And also like fill out the questionnaire by sense section it's like a

logical wealth thing, positive effect, how happy are you, negative effect, how frustrated, stressed, how unhappy are you and [105:38] section.

- 🔊 **[105:36]** Compared to ideal article is that why to your present life.
- 🔊 **[105:42]** And this is an just an [105:45] of it.
- 🔊 **[105:45]** It could reverse this course and then you can summon, so this one origins from some, combination of those three course, as the bottle over here.
- 🔊 **[105:48]** I'm sorry it's really hard to read.
- 🔊 **[106:00]** But self-accordance set your goal, predicts [106:03] agrigats of subjective well being.
- 🔊 **[106:08]** What is subjective well being is operation defined by your average of these three scores.
- 🔊 **[106:11]** Overall I think this regards as three, pretty [106:15] by people feel happy, just research a reason why they are happy.
- 🔊 **[106:19]** Then more external it is um...
- 🔊 **[106:28]** Okay, make do to negative sign at it.
- 🔊 **[106:29]** I can't see these all like on the slide.
- 🔊 **[106:31]** Can you see on the print, those all negative?
- 🔊 **[106:32]** (student speaking) Yeah.
- 🔊 **[106:33]** These are all negative incident, they need a more positive, incident here...
- 🔊 **[106:42]** Crossed boarded cultural [106:45] Korea had Korea, China, Taiwan, and then Canada or United States.
- 🔊 **[106:57]** So it's not only true, in overall that each individual's specific goal, you have a goal, it is interjected, it's... your sacrifice well being pursue goal.
- 🔊 **[107:08]** And it is really hard to read, it shows up pretty well if you... how do they show up?
- 🔊 **[107:21]** Alright, I will tell you how it is.

- 🔊 **[107:22]** Now, here is the four countries, United states, Korea, China, and Taiwan.
- 🔊 **[107:28]** So I will just start up with Korea because I [?107:30]
- 🔊 **[107:37]** So just got before right hand side, you are right hand side, does the paragraphs of subjected well being.
- 🔊 **[107:40]** The overall self accordance well being correlation for Koreans is 24.7.
- 🔊 **[107:44]** That is got modeled because [?107:47] levels.
- 🔊 **[107:48]** That is negative fourteen for external, here is the big plane Korea, negative 23, interjection.
- 🔊 **[107:56]** I did not find it does help.
- 🔊 **[107:57]** 4, 5 is not significant, intrinsic counts a little bit, 13 is pretty...
- 🔊 **[108:03]** The big thing is most of the interpretations here, people are losing well being by pursuing extrinsic goals.
- 🔊 **[108:14]** It does not really help, it does a little bit, 4,5 or 13 to pursue intrinsic goals, the real explanation of subjected well being, but these Korean representatives, they are pursuing extrinsic goal.
- 🔊 **[108:30]** And sacrifice well being in those accordance for negative...
- 🔊 **[108:38]** I think it is also true in Taiwan, but not Chinese.
- 🔊 **[108:44]** Chinese are really, I don't understand, it is really, the intrinsic goals, it's really [?108:49] of it, even though it's not over, they drop by [?108:57]
- 🔊 **[109:00]** But then for U.S. it makes sense, but extrinsic goal is really harder and intrinsic goal is really helpful.
- 🔊 **[109:10]** And then if you want to look at to the specifically, at positive effect, you know the relationship are, doesn't explain Korean's positive effect much.
- 🔊 **[109:20]** It does explain the negative effect pretty well and it explains a lot of satisfaction.
- 🔊 **[109:25]** Doesn't explain why Korean's happy, it does explain why the negative effect.

- 🔊 **[109:35]** Negative effect, depression, anxiety, including anger, resentment, unhappy these kinds of things.
- 🔊 **[109:43]** This is a river of [?109:48], that's positive and negative effect schedules, that's the positive, negative effect.
- 🔊 **[109:57]** This is just [?110:00] goal through this.
- 🔊 **[110:00]** If you wanted it because the way that a teacher or coach, something I want a prescription or how to set up the goal setting program.
- 🔊 **[110:09]** That's in, we wanted to go through with, this is how to set up the goal setting program that hands out the people's performance.
- 🔊 **[110:20]** Here are the nine steps, those are, it's the same figure we had earlier then we had find a goal setting and goal striving and this goes through.
- 🔊 **[110:32]** Here is the set of sequence and here is an example, just made it up.
- 🔊 **[110:35]** For a biology teacher would say to get to people, to the high school students to perform well in their learning.
- 🔊 **[110:45]** I think it's a part of a... I want you to learn all parts of the cell, or wherever I can see in the microcells or learn all the muscles of the ear.
- 🔊 **[110:57]** So you, two step three one or two step three, I'll go through it.
- 🔊 **[111:01]** Specify the objective that teacher might say.
- 🔊 **[111:05]** What will you do in classes, what part of the cell?
- 🔊 **[111:07]** They facilitate self-concordance, why is that interesting, why it might be idle, make it difficult, [?111:19] no one is laughing and some like that.
- 🔊 **[111:22]** Goal specificity, pronounces it, find it, spell it.
- 🔊 **[111:30]** You know this will be assessed on this, [?111:34] check the goal acceptance, it's our teachers' goal not students' goal.
- 🔊 **[111:44]** Real controversy [?111:46] because you may think about this or if you take this idea out to the field, they would run with different opinion.
- 🔊 **[111:56]** By far not some people but everybody, I find them in the schools, community centers everywhere.

- 🔊 **[112:02]** There're also five goals you should set, if moderately challenging goal.
- 🔊 **[112:07]** Not too hard, not too easy.
- 🔊 **[112:08]** Because if it's too hard, they will be frustrated, and quit.
- 🔊 **[112:13]** If too easy they won't go far.
- 🔊 **[112:15]** They have to give them a reasonable goal of moderately difficult goal.
- 🔊 **[112:21]** Every teacher should set reasonable goal.
- 🔊 **[112:23]** And this research is very clear that is not very recommendation.
- 🔊 **[112:30]** Give them difficult, specific goals.
- 🔊 **[112:31]** Ask them why, risk failure, give them a kind of support and instruction, offer learning [?112:35] all kind of resource to meet the goal.
- 🔊 **[112:40]** But they don't say give moderately difficult goal.
- 🔊 **[112:43]** This researchers they are [?112:44].
- 🔊 **[112:44]** Ask them to turn up to high level.
- 🔊 **[112:51]** They maybe in the real world.
- 🔊 **[112:52]** Teachers know something that this goal setting people don't know about how really [?112:55] that one is [?112:57] no one needs [?112:58].
- 🔊 **[113:00]** Discuss strategies it is really hard.
- 🔊 **[113:01]** [?113:03] how to pronounce it, go on Google and then [?113:09] excellent [?113:11].
- 🔊 **[113:14]** Implementation attention of foresee back and then the question is did your goal work?
- 🔊 **[113:20]** If the kids in your class actually learn all the parts of the cell, that you did and a lot of didn't then you say, well did they increase effort and increase their favorite part and the other part?
- 🔊 **[113:31]** No it was, they didn't.

- 🔊 **[113:35]** Do they have attention in [?113:34] over the past and in a weekend.
- 🔊 **[113:38]** Well it's specific [?113:41], learning part of the cell [?113:51].
- 🔊 **[113:53]** So waiting.
- 🔊 **[113:58]** Can you ask teen questions about personal striving life [?114:00] questions?
- 🔊 **[114:05]** Precise, motive[?114:04] as personal strive.
- 🔊 **[114:09]** Also definition.
- 🔊 **[114:12]** Where does it come from?
- 🔊 **[114:14]** Where the goal and personal [?114:13] come from?
- 🔊 **[114:17]** That's the hard.
- 🔊 **[114:18]** They develop and changes overtime how they change over time across situation between culture.
- 🔊 **[114:23]** Why do they change?
- 🔊 **[114:25]** Is it mostly [?114:27]have traded for estate?
- 🔊 **[114:34]** How does it similar and different from implementation attention and goal.
- 🔊 **[114:38]** What increased they say about?
- 🔊 **[114:42]** Why the educators and cares so much about?
- 🔊 **[114:46]** Was it predicted?
- 🔊 **[114:48]** Two answers.
- 🔊 **[114:49]** Performer, well being, how do they measure?
- 🔊 **[114:52]** We talked about little bit of measure.
- 🔊 **[114:56]** What does successful intervention look like?
- 🔊 **[114:58]** He wanted to facilitate healthy personal striving and your child and your worker, students.

- 🔊 **[115:04]** So the answer, goal setting that are specifically gave you [?115:09] whatever the personal strive.
- 🔊 **[115:22]** So what do you think about, we talked about personal striving?
- 🔊 **[115:35]** (Students speaking) There is a focus, a core focus, any goal setting for personal strive theory.
- 🔊 **[115:58]** Let me just point out, let me just listen, it doesn't sound like performance.
- 🔊 **[116:06]** But it is the goal attainment.
- 🔊 **[116:09]** This definition of successful versus unsuccessful, I want to do something and I set my own criteria, always difficult and if I measure this attainment.
- 🔊 **[116:22]** So [?116:24] research said 3 goals for the weekend, and then they come back after the weekend, did you attain them or not?
- 🔊 **[116:29]** That's a kind of measure of performance.
- 🔊 **[116:30]** Did you exercise or did you blow it up?
- 🔊 **[116:35]** Did you actually read the book or not read the book?
- 🔊 **[116:38]** Did you make a friend or did you not make your friend?
- 🔊 **[116:42]** This is kind of performance measure.
- 🔊 **[116:45]** So it just is bearable in the goal attainment, index performance.
- 🔊 **[116:48]** They are very much interested, it looks like only a well theory on well being.
- 🔊 **[116:54]** But well being comes from make progress and success [?117:02].
- 🔊 **[117:04]** Look how it's qualified, if you perform really well, make sure your goal [?117:08].
- 🔊 **[117:22]** So [?117:23] performance and well being.
- 🔊 **[117:34]** We are talking about what you are trying to do in life, what the answers come from, trying to perform better.

- 🔊 **[117:51]** I want to be succeed... whatever it is...
- 🔊 **[117:57]** There's no wisdom in there.
- 🔊 **[117:59]** Whatever they are very interested in couple of things... [?118:08]
- 🔊 **[118:22]** Make a big issue with uh, who you married is a big issue to student.
- 🔊 **[118:29]** And this model, it's not who you married, it's why you married and it's actually marriage happy [?118:37].
- 🔊 **[118:38]** Why do you married?
- 🔊 **[118:58]** There is a pop issue that profession says.
- 🔊 **[119:28]** Just figure out the children how Korean parents...
- 🔊 **[119:36]** You should become a doctor, you should become a top surgeon in hospital, and reach in the finest [?119:41] and Kangdong wherever the 5 million dollar apartment.
- 🔊 **[119:48]** Those people aren't happy.
- 🔊 **[119:54]** At last, they have a passion to be a doctor.
- 🔊 **[120:00]** This certainly, if you challenge, it's satisfying professional, it's the passion, it's the important.
- 🔊 **[120:06]** A doctor and lawyer [?120:10].
- 🔊 **[120:38]** Now next two weeks, not next but now the two weeks we will like, it's just like you go along with people got very interested in goal setting, a research like a title of the book in 1986.
- 🔊 **[120:53]** A motivational technique that works, like all the [?120:57] they are saying.
- 🔊 **[121:00]** So people got excited, it kind of split it off in the person strive [?121:05], there are still goals in a research.
- 🔊 **[121:09]** If you read the journals in [?121:11] work and industrial organization stuff like that.
- 🔊 **[121:15]** Personal human factors that produce a lot of goal setting, or just a very popular theory that research a lot.

- 🔊 **[121:22]**[?121:24] then he had a [?121:25] shoot off theory about type of goal, here's the [?121:35].
- 🔊 **[121:38]** So the goals are specific one setting. The goals in an achievement setting, in particular they kind of goal you will set for yourself like opposed upon you of goal setting.
- 🔊 **[121:51]** If you are in a school, they hope you will earn your grades.
- 🔊 **[121:54]** They are been, they are athletes [?122:00]... championships achievement situation but if they say in advance, they will going to be outcome at the end of all this effort.
- 🔊 **[122:07]** Here you'll win or lose.
- 🔊 **[122:08]** That confines the achievement set.
- 🔊 **[122:13]** People got [?122:13] shouldn't study in the goal and in that contents.
- 🔊 **[122:17]** Overview the next week, is a question, I let you to decide.
- 🔊 **[122:25]** There's two options.
- 🔊 **[122:29]** One is we read with a topic but research ideas what you've worked through, get everybody [?122:35] vertical around, for 15 minutes and you present your idea, and you revise it.
- 🔊 **[122:50]** So that's one thing.
- 🔊 **[122:52]**Let you working out and develop your idea in a group setting.
- 🔊 **[122:57]**Or we don't need opinion, you work it on your own, I want you to decide, all is possible about your life, schedule, what you do in next week.
- 🔊 **[123:06]** And what do you read [?123:09] from your paper, when you have idea, these all kind of that all you [?123:11] of our, and piece of paper.
- 🔊 **[123:16]**So check marks based [?123:20] on your need, and everybody present the idea, and papers get feedback on, or we don't need.
- 🔊 **[123:25]** So X in your own time, they come up with an idea, formulate the harder working on.
- 🔊 **[124:26]** This is the check or X.

- 🔊 **[124:50]** Go ahead, yeah.
- 🔊 **[124:53]** Okay.
- 🔊 **[125:01]** And you keep it anonymous and fold it.
- 🔊 **[125:06]** There's a little social desire, [?125:08].
- 🔊 **[125:11]** So please fold, I won't count them either.
- 🔊 **[125:18]** But this the check, I will probably want it on class, or here by else's, research topic [?125:20].
- 🔊 **[125:24]** We got so many people, I will split you up or I will be going to [?125:30] have the independent time, and it's not okay.
- 🔊 **[126:02]** Okay, if it's really close, I will have a little discussion.
- 🔊 **[126:06]** If 16, if this is like a 9 versus 7, but if it is [?126:13] figure, what do I do in standard norm?
- 🔊 **[126:18]** [?126:18] because it's the tiger, it's the tiger.
- 🔊 **[127:33]** Rest is enough of majority.
- 🔊 **[127:37]** I know that if you still close, so we will not be going to make it [?127:42].
- 🔊 **[127:45]** This five people, how about me?
- 🔊 **[127:48]** That's fine, just come here to the office, we will talk, okay?
- 🔊 **[127:47]** We can sit around the table, [?127:52] I am trying to [?127:57].
- 🔊 Two things to think about. Personal striving thing because first, look at your personal goal list and reflect on it.
- 🔊 **[128:16]** And save you can, save behind the [?128:17], it kind of blurry your eyes. I'm not looking at better striving or [?128:23]. Here's some category, 2 or 3 categories think about that.
- 🔊 **[128:32]** Any other one is there something that surprising? I don't want you to make a progress on your goal, it's to think about [?128:38] the implementation in future.

- 🔊 **[128:39]** People always talked about and said, no, set a goal, make it specific, blah, blah, blah.
- 🔊 **[128:46]** They never have these implementation teaching in here.
- 🔊 **[128:49]** They just try their goal, if you wake up in the morning and you have your to-do list something like this.
- 🔊 **[128:54]** The to-do list is list of goal and also the one day try for complete your goals explicit implementation intention.
- 🔊 **[129:03]** And see it at the end of the day, those goals didn't get them yet.
- 🔊 **[129:10]** [?129:08] it just, it's hard to say it, uh simple plan has repowered the rest.
- 🔊 **[129:12]** And this is much more [?129:18].
- 🔊 **[129:21]** Just take a minute, maybe couple of minutes think about [?129:24] and setting implementation.
- 🔊 **[129:40]** So we will begin in two weeks, officially.