

Identity, Values and Goals

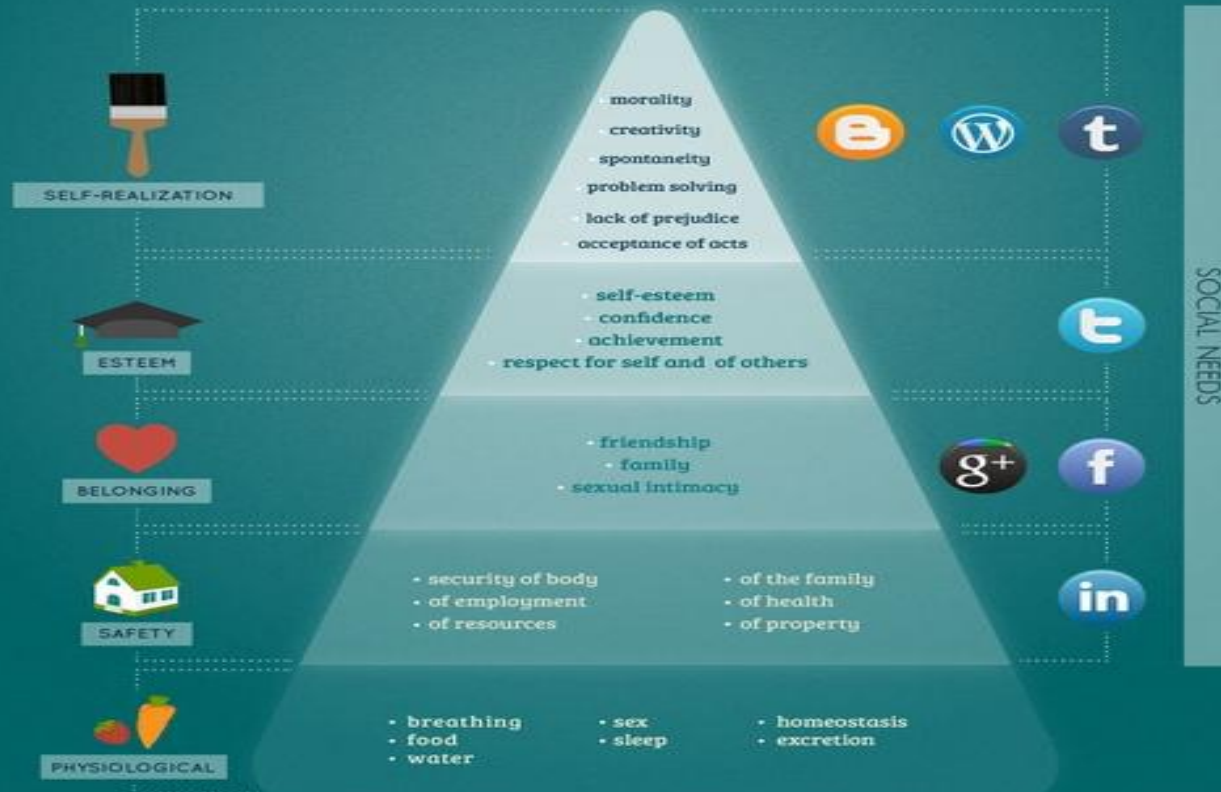
6 Components of Self-Regulation

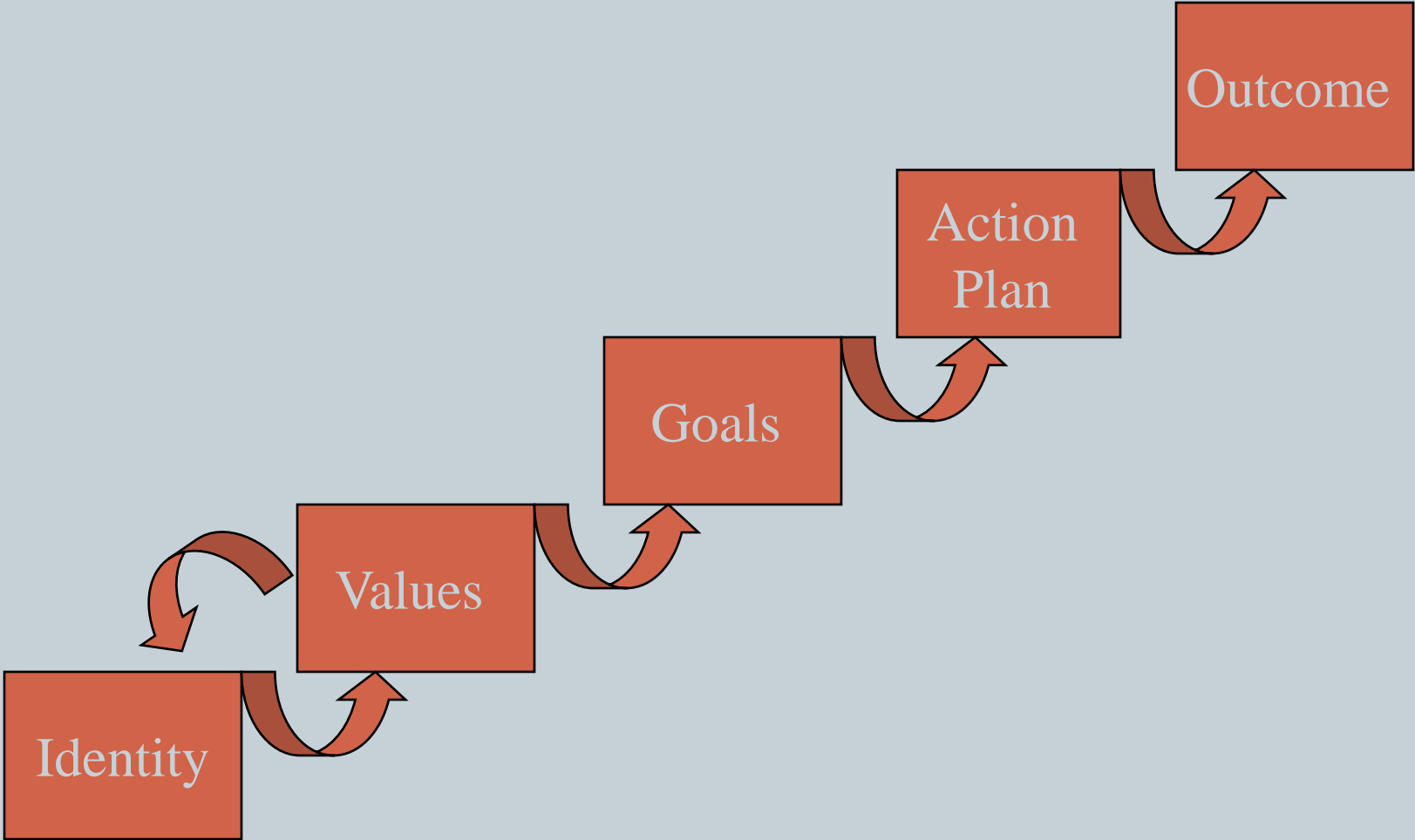
- Motivation (Why?)
- Methods of learning (How?)
- Use of time (When?)
- Physical environment (Where?)
- Social environment (With whom?)
- Monitoring performance (What?)

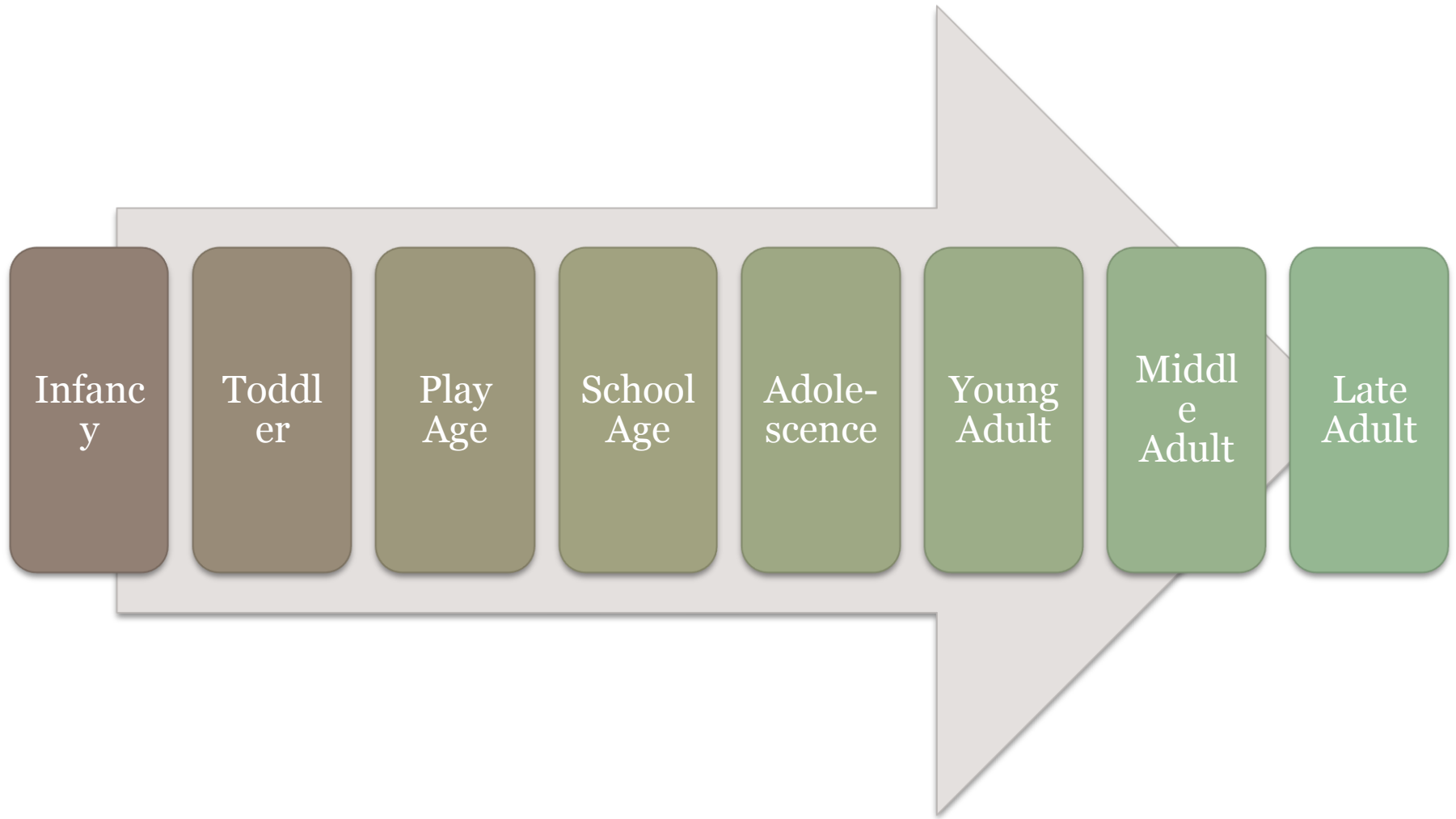
MASLOW'S HIERARCHY OF NEEDS*

AND THE SOCIAL MEDIA THAT FULFILL THEM

ABRAHAM HAROLD MASLOW (1908 – 1970) was an American psychologist known as one of the founders and principal exponents of humanistic psychology, a psychological current that advocates the existence of a basic human tendency toward mental health, which would manifest as a series of ongoing processes of self-actualization and search self-realization.







Erik Erikson (1968)

Infancy

Infancy to
18 mo.

Trust vs.
Mistrust

Need to maximize
comfort w/minimal
uncertainty to trust self,
others, environment

Toddler

18 mo. to
3 yrs.

Autonomy vs.
Shame

Works to master
environment while
maintaining self-esteem

Play Age

3 yrs. to
5 yrs.

Initiative vs.
Guilt

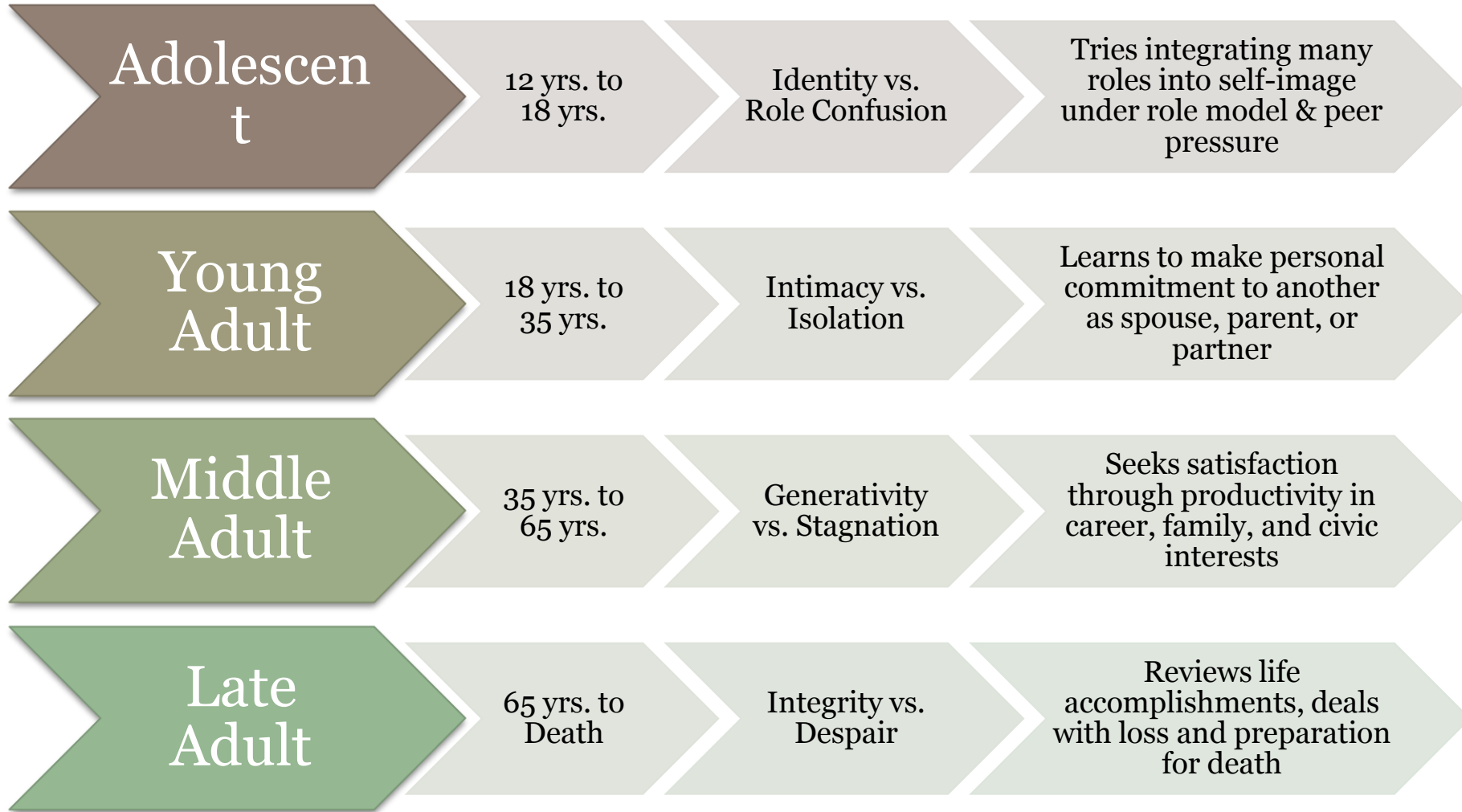
Begins to initiate, not
imitate, activities;
develops conscience and
sexual identity

School Age

6 yrs. to
12 yrs.

Industry vs.
Inferiority

Tries to develop a sense
of self-worth by refining
skills



Adolescent

12 yrs. to 18 yrs.

Identity vs. Role Confusion

Tries integrating many roles into self-image under role model & peer pressure

Young Adult

18 yrs. to 35 yrs.

Intimacy vs. Isolation

Learns to make personal commitment to another as spouse, parent, or partner

Middle Adult

35 yrs. to 65 yrs.

Generativity vs. Stagnation

Seeks satisfaction through productivity in career, family, and civic interests

Late Adult

65 yrs. to Death

Integrity vs. Despair

Reviews life accomplishments, deals with loss and preparation for death

Marcia's Identity Formation



- http://www.youtube.com/watch?v=orInEN7Zq_Q

Marcia's Identity Formation

		CRISIS	
		Yes	No
C O M M I T M E N T	Yes	Achieved	Foreclosed
	No	Moratorium	Diffusion

List three of your reasons for teaching Russian.

- One reason I am teaching Russian is...
- The second reason I am teaching Russian is....
- The third reason I am teaching Russian is...

Value orientation

- ◆ Intrinsic value (= enjoyment one gets from the activity)
- ◆ Extrinsic value (= utility or usefulness in terms of a future goal)
- ◆ Attainment value (= importance of doing well on the task for your self-concept)

–You have different value orientations for different tasks.

–You can also have them all for the same task.

Choice of Career: For Passion or Money?



- In other words: for intrinsic or extrinsic motivation?
- <http://www.youtube.com/watch?v=tNu6on8dk2o>

Identity Activity



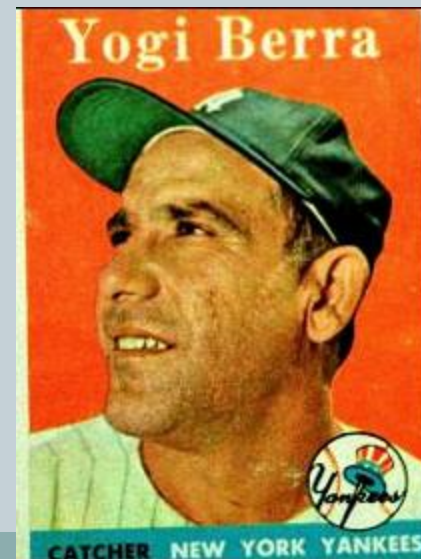
Do you know where you are going?

Goal setting

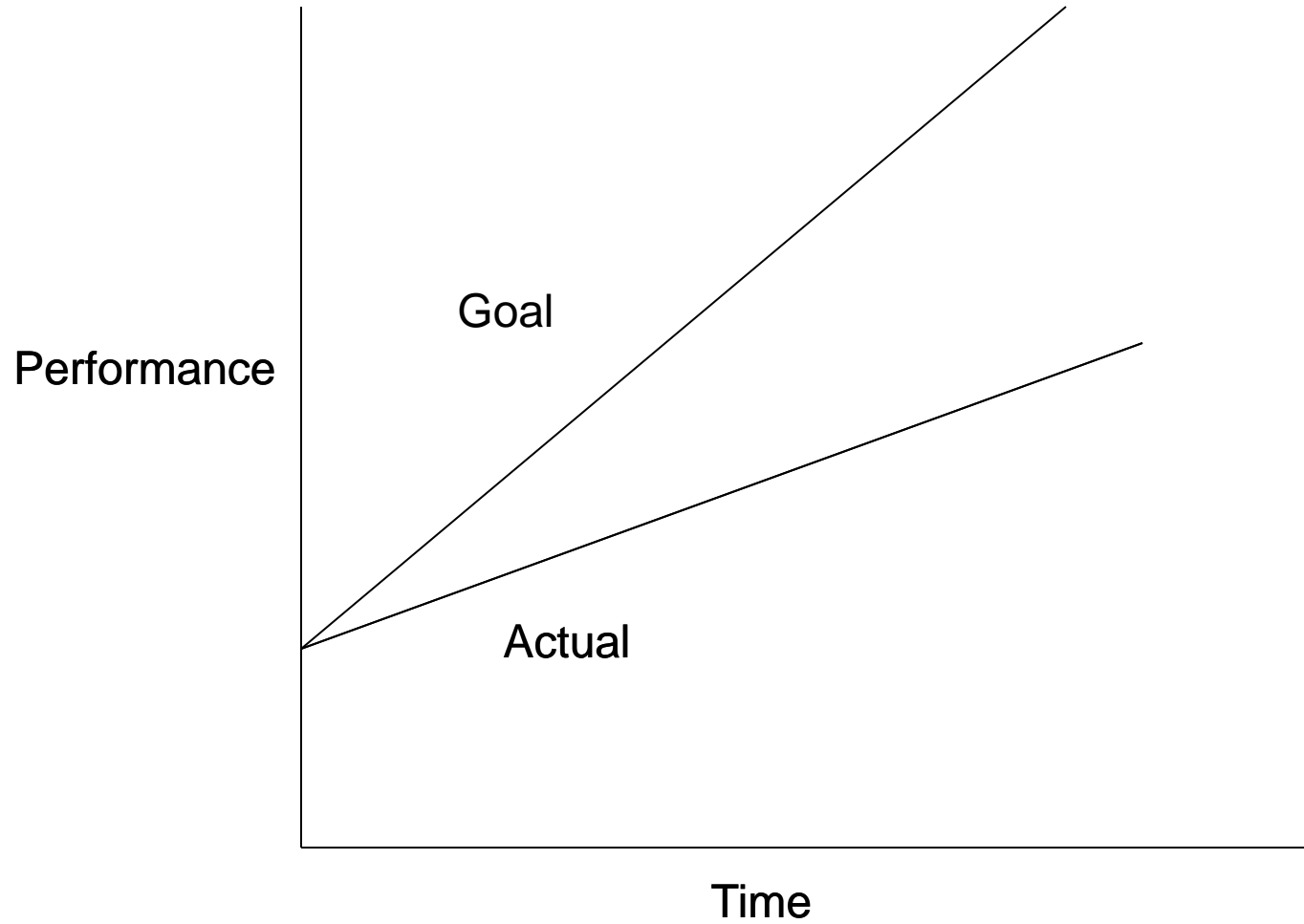


“If you don’t know where you are going,
you might wind up someplace else.”

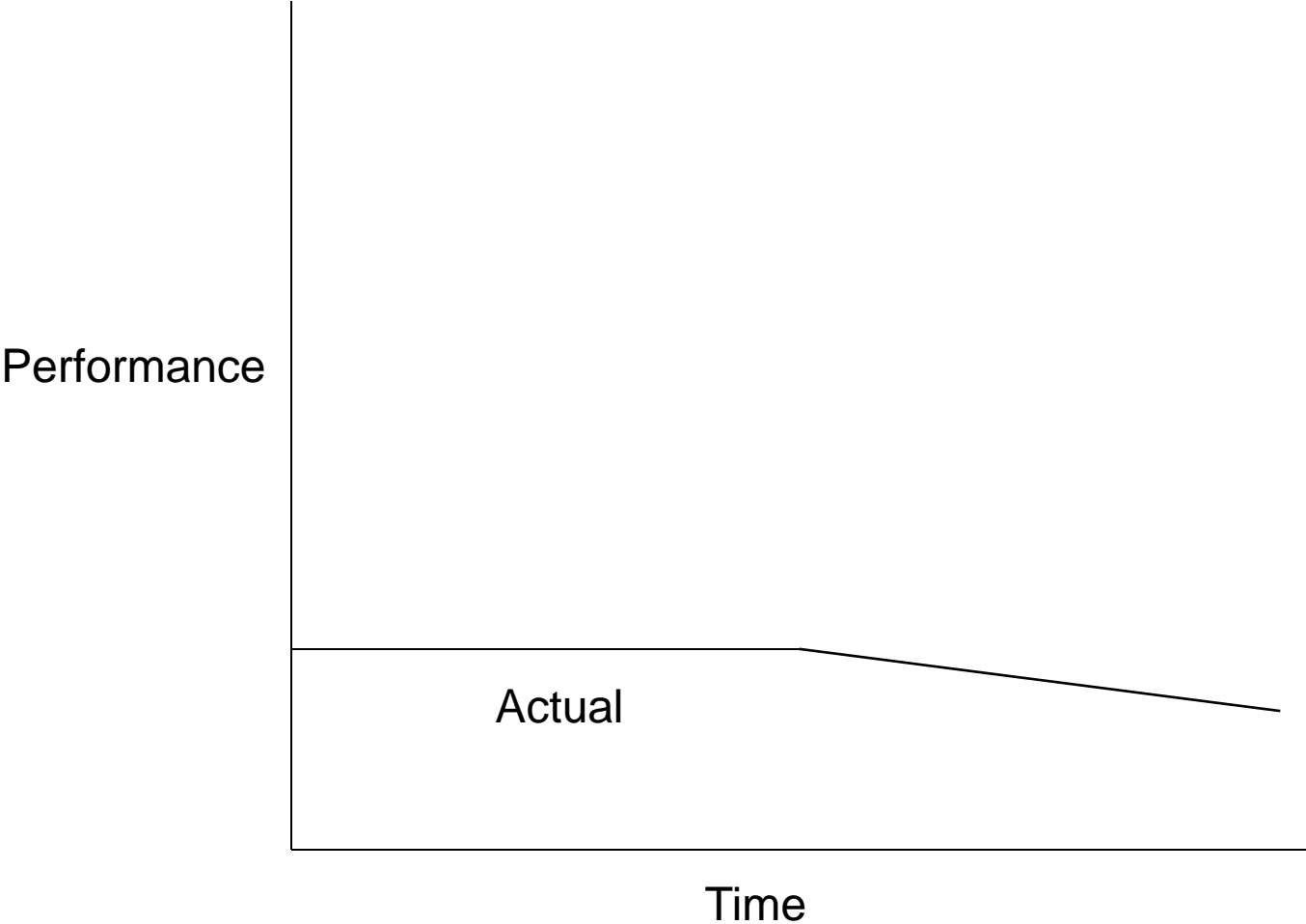
Yogi Berra



In the absence of a goal...



your current performance is the limit.



The Battle Between Goals and Habits

- Literally...they are RIVALS!
- Explicit vs. Implicit Memory
 - Prefrontal cortex vs. Basal ganglia
- What habits can you *create* to support your goal achievement?
- Consistency is key!



The Famous Harvard Goal Setting Study



- In 1979, Harvard Business School graduates were surveyed. It was established that only 3% of graduates set specific goals that they wrote down.
- 20 years later, the same 3% earned 10 times what the rest did.
- There is just one problem....
- The study never happened.
- However, it is cited by motivational speakers from Tony Robbins to Brian Tracy.

A Real Study

(Matthews, Dominican University)



- Group 1- Unwritten Goal
- Group 2- Written Goal
- Group 3- Written Goal & Action Commitments
- Group 4- Written Goal, Action Commitments to a Friend
- Group 5- Written Goal, Action Commitments & Progress Reports to a Friend.
- Morale: Goal setting is just the beginning.

How and why do goals work?

- Effort
- Duration or persistence
- Direction of attention
- Strategic planning
- Reference point



**I DON'T ALWAYS SET
GOALS**

**BUT WHEN I DO THEY ARE
SMARTER**

meme-generator.net

SMART Goals: 5 characteristics



Specific
Measurable
Action-Oriented
Realistic
Timely

Approach or avoidance goals?

Avoidance/negative

- I don't want to fail any of my exams.
- I don't want anything less than a C.
- I don't want to sit at home on Friday night.

Approach/positive

- I want to pass all of my exams this semester.
- I want to earn a C or better in all of my classes this semester.
- I want to find something to do on Friday by asking 3 friends what their plans are.

Bottom line: Focus on what you are striving for, not what you are trying to avoid.

Goals should always be positive.

Are these SMART goals?



- I want to try to learn how to study better.
- I hope to get along better with my parents.
- I would like to get good grades.

Make this a SMART goal

- I want to get good grades by studying harder.
- I want to obtain a 3.5 GPA this semester by setting aside 2 hours per day to study in a quiet environment.
 - **S** = 3.5 GPA
 - **M** = GPA is measurable
 - **A** = I will study in a quiet place for 2 hours a day at minimum
 - **R** = I can make the time to study if I plan my week out. My grades in my classes are all As and Bs currently, so this is reachable.
 - **T** = I will achieve this GPA by the end of this semester.

Make this a SMART goal

- I want to get more sleep.

- By July 12, I want to sleep 8 hours a night between Sunday and Thursday by starting my bedtime routine at 10 pm.

- **S** = 8 hours/night Sun-Thurs

- **M** = time can be measured

- **A** = creating a bedtime routine that will be started 1 hour before lights out.

- **R** = I'm usually home by 10pm and have to get up at 6:30 am

- **T** = I will give myself the next week and a half to get used to the routine.

Your turn!

- Change the following into a SMART Goal:

- I want to get an internship soon.

- On your own...

- Share with your partner

Three Levels of Goals

• **Long-term Goals:**

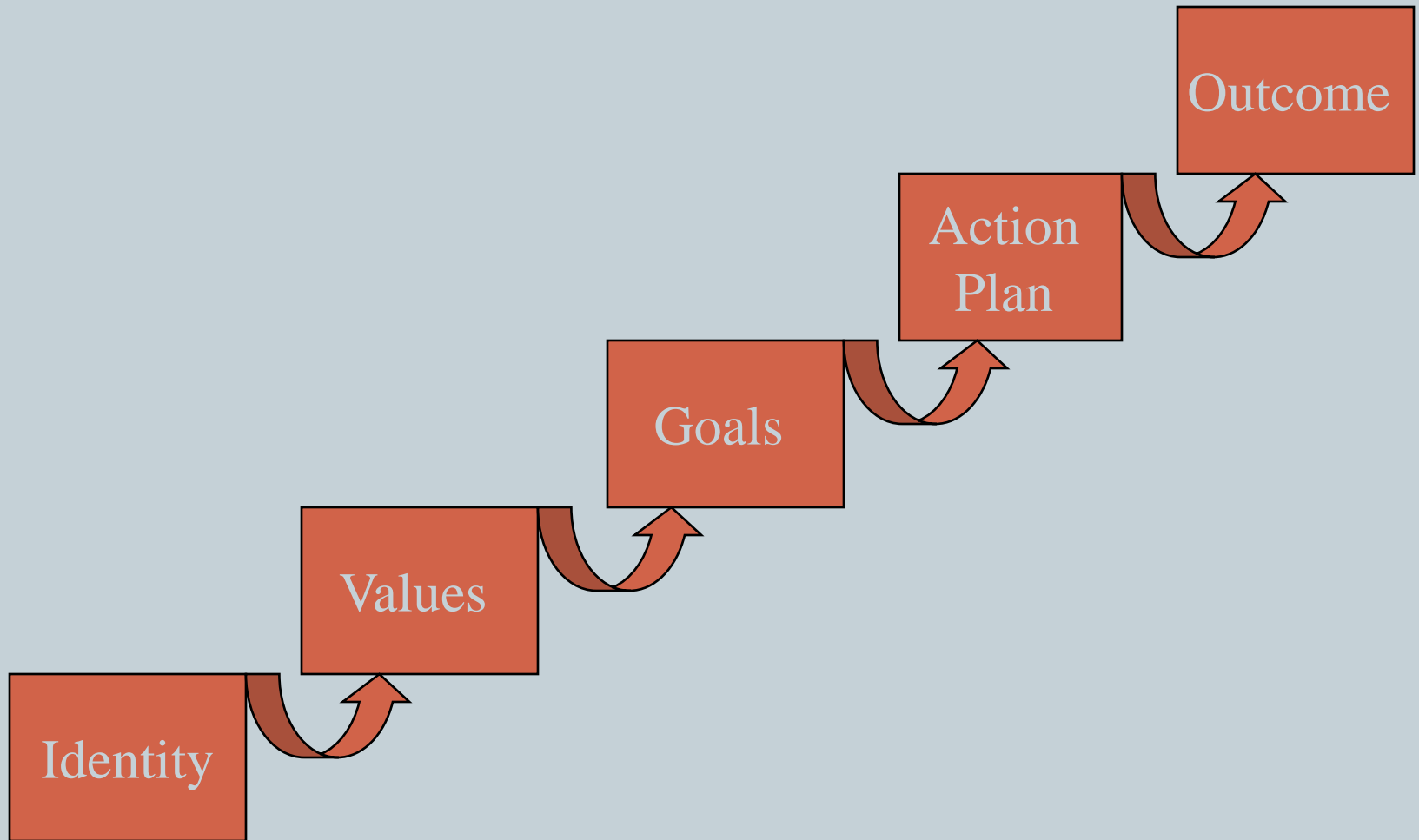
- Take a year or years to accomplish.
- Very broad
- By Fall 2017, I want to get accepted into the USC Gould School of Law by earning an overall GPA of 3.8.

• **Intermediate Goals:**

- Take weeks or months to accomplish
- By May 2013, I want to earn a 3.75 GPA in all of my classes by creating representations to help me learn new information.

• **Short-term Goals**

- Take hours, days, or a couple of weeks to accomplish
- Very specific
- By July 15, 2013, I will be able to effectively use representations when studying by meeting with my TA check my understanding.



Goals Activity

