

## Week 5: Self-knowledge and Realistic Goal-setting

---

### ► OUTLINE

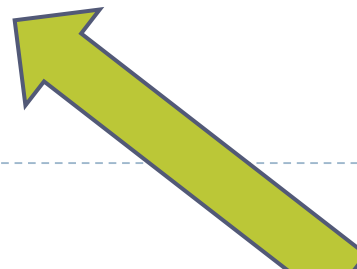
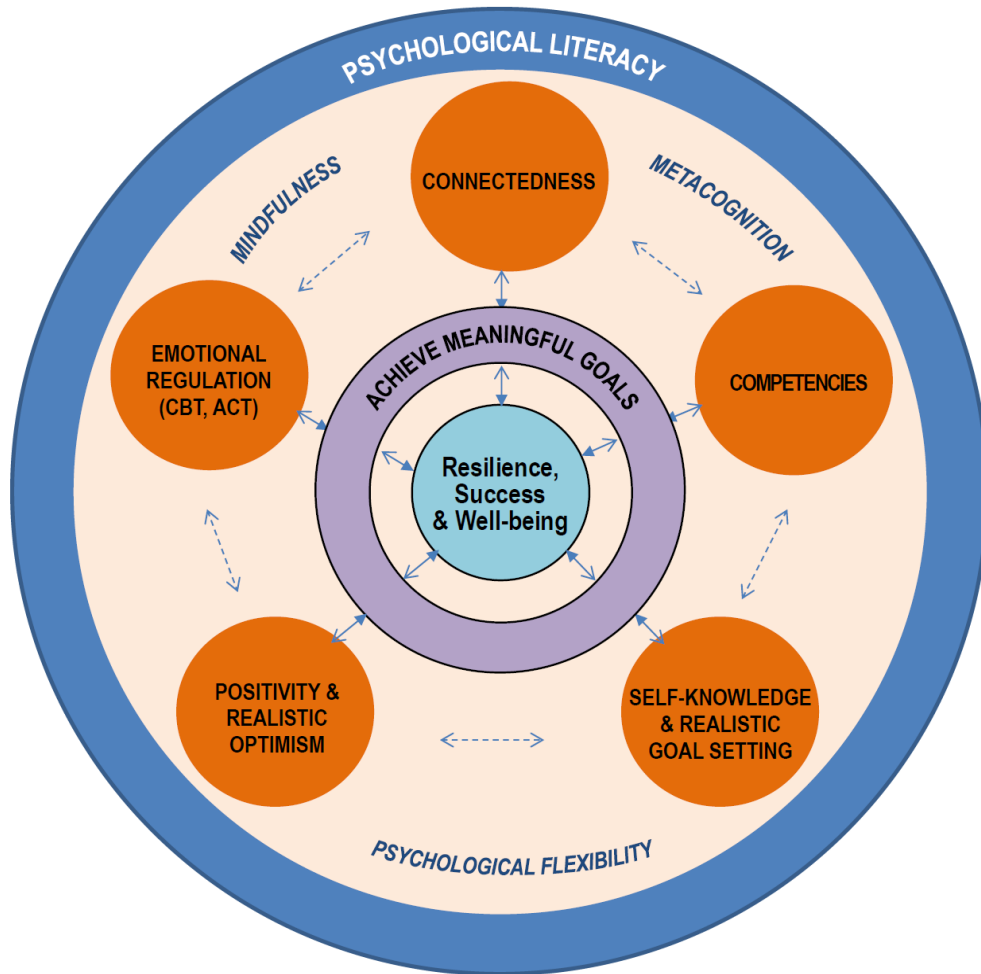
- Survey feedback (10 mins)
- Goals and the GROW model (3 min)
- Self-knowledge: Wilson reading (25 min)
- Strengths (20 min)
- Goals (25 min)
- Student identity, success and life-cycle (5 min)
- Pre-practical tasks for Week 6 (5 min)
- Group work (5 min)

### ► EXPECTED OUTCOMES:

- Knowledge about strengths, competencies, values and personal characteristics relevant to self awareness and goals
- Knowledge and skills relevant to realistic goal setting

# Resilience Strategies (buckets)

---



# Pre-practical tasks for Week 5: Summary

---

1. Strengths tasks
  2. DESK: goals
  3. Read Tim Wilson “Know thyself”
  4. SDT readings – (a) Sheldon et al. (2010), pp 39-41; Ng et al. (2012) pp. 326-327 (focus on psychological needs)
-

# Reflection: Survey Feedback for homework

---

NB: You do NOT need to disclose your scores, just whether they were higher or lower than you expected

On Moodle, in 150-200 words:

- ▶ What did you think of your TIPI scores (eg compared to the norms)? Did you agree with the scores? What are the plusses and minuses of TIPI as a personality measure? (Extraversion, Agreeableness; Conscientiousness; Emotional Stability; Openness to Experiences)
  - ▶ What did you think of your BRS score (eg compared to the norms)? Did you agree with the scores?
  - ▶ What did you think of your Warwick Well-being score (eg compared to the norms)? Did you agree with the scores? What are the plusses and minuses of the scale as a well-being measure?
-

# Goals and the GROW model

---

- ❖ Focus on what academic and/or nonacademic goals you want to achieve over the next 4 weeks
- ❖ Using the GROW model, identify the following:
  - **Goal** – what are they?
  - **Reality** – what is your current reality (eg conflicting goals)
  - **Options & Obstacles** – brainstorm all options (strategies) for achieving your goal(s).  
Consider advantages and disadvantages of each option, other factors or considerations, obstacles or barriers
  - **Way Forward/Wrap up** – specific actions you need to do to achieve your goal(s)
    - —write them down!

**Homework** for Week 6: Submit to Moodle a copy of your goals for next 4 weeks, plus your “actions”, plus the first completed Self-Efficacy (GSES) and Well-being (WEMWBS) measures

**[Homework** for Week 10: Submit to Moodle a brief report on your goals & your second completed Self-Efficacy (GSES) and Well-being (WEMWBS) measures]

---

# What is Self Knowledge

---

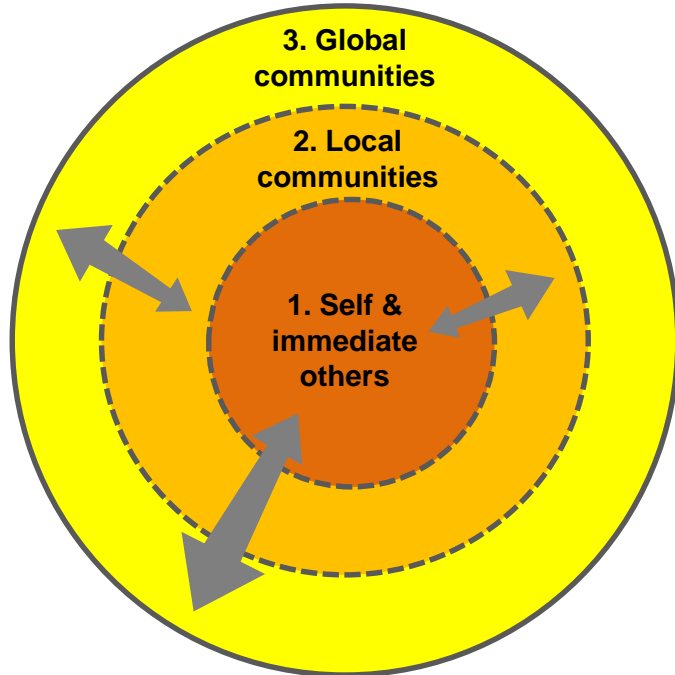
- ▶ *Reflection and introspection* about your attitudes, beliefs, values, emotions, traits, motives, memories, strengths, competence, goals
- ▶ Encompasses both general (eg I am generally quiet) and context-specific tendencies (eg I am talkative at parties)
- ▶ By understanding your strengths and areas for improvement, you can adjust to situations, acquire extra knowledge/capabilities when needed, and make optimal decisions
- ▶ Goal setting and developing competence are key strategies



See Wilson (2009),  
Carlson (2013)

# Psychological Literacy

---



**WHERE PSYCHOLOGICAL PRINCIPLES ARE APPLIED**  
(domains or levels):

**Level 1:** application of psychological principles adaptively to **oneself** and one's immediate set of **family** members and **friends**. (self-knowledge)

(Cranney & Morris, 2011)

**“Know thyself”**

γνῶθι σεαυτόν *gnōthi seauton*

*Temple of Apollo at Delphi*

**“...ultimately to understand oneself is to understand other humans as well...”**



# Self Knowledge

---

- ▶ **Personal identity**
  - ▶ a sense of who we are as individuals
  - ▶ what we feel is unique about ourselves eg values, traits, abilities, aspiration, life history.
- ▶ **Social identity =**
  - ▶ a perception that we are part of a larger social group and share with group members salient attributes eg values, meanings, goals
  - ▶ helps define our place in the world
  - ▶ satisfies our **need** to be part of a wider group.
  - ▶ we each have **multiple** social identities.
- ▶ **Ethnic identity =**
  - ▶ members of an ethnic group identify “us” in relation to “them” using aspects of shared culture, language and religion. Shared sense of “people-hood”.
- ▶ **National identity, Global identity, Facebook identity, others...**
- ▶ Part of METACOGNITION!!!

---

(partly adapted from Burton et al., 2012)



# How well do people know themselves?

- ▶ there is a moderate relationship between **self-reports** and **criteria that reflect a person's actual personality** (Vazire & Carlson, 2010, 2011).
  - ▶ e.g, self-perceptions of the Big Five traits are moderately correlated with behaviour in a social interaction in the laboratory ( $r = .34$ ; Back et al, 2009), and with behaviour measured in everyday life ( $r = .27$ ; Mehl et al, 2006)
  - ▶ e.g., people's beliefs about how they are seen by others are associated with how others actually see them (mean  $r = .32$ ; Carlson et al, 2011).
- ▶ however, “people's capacity to evaluate themselves and **predict their behaviour** is usually quite modest and often much more meagre than common intuition would lead one to believe” (Dunning et al., 2004, p. 70)
  - ▶ e.g, people are often unaware of how they behave (e.g., Gosling et al, 1998), why they make certain decisions (Nisbett & Wilson, 1977), what motivates them (Schultheiss & Brunstein, 1999), and how they will behave and feel in the future (Diekmann et al, 2003, Wilson & Gilbert, 2005).
  - ▶ e.g., others may know more than the self about certain personality traits (eg communal traits such as agreeableness and conscientiousness) and behaviors (Carlson et al, 2013)
- ▶ See also Wilson (2009)

# Barriers to Self-knowledge

- ▶ **informational** barriers - quantity or quality of available information impacts self knowledge
  - ▶ e.g., much of personality is hidden from conscious awareness (Wilson, 2002);
  - ▶ e.g., we lack the visual perspective necessary to detect our nonverbal behaviour, which can lead to mis-estimation of the transparency (to others) of our inner states (Barr & Kleck, 1995; Cameron & Vorauer, 2008)
  - ▶ e.g., in cognitively demanding social interactions, people often fail to notice social cues (Gilbert & Osborne, 1989)
- ▶ **motivational** barriers – self-knowledge is influenced by a **self-enhancement** motive (i.e., the desire to perceive one's self positively) and a **self-verification motive** (i.e., the desire to confirm one's identity)
  - ▶ e.g., self-enhancing information is processed more thoroughly than ego-threatening information, which results in a better memory for positive relative to negative information about the self (Green, Sedikides, & Gregg, 2008)
  - ▶ e.g., people perceive feedback as inaccurate when it is more negative or more positive than expected (Swann, 1997)

# Wilson (2009). Know thyself.

*Perspectives on Psychological Science*, 4, 384-389.

*“One might think that “know thyself” would be the central theme in psychological science. Certainly the average person on the street thinks of it as the sine qua non topic of psychology. A desire to figure themselves out is what draws many college students to our introductory–level courses.” (p.384).*

- ▶ In groups of 3, share your 3 key issues in the paper. Was there consensus? Which were common across all of you?
- ▶ Share the 2 issues you didn't understand – see if anyone else in the group did.
- ▶ Share your 1 question – identify the “best” one in your group
- ▶ (5 mins)

FEEDBACK TO WHOLE CLASS (5 mins)

# Wilson (2009): 3 routes

---

- be objective observers of our own behaviour (strengths **and** weaknesses) (self)



- see ourselves through the eyes of other people (others)

- apply findings from psychological science to ourselves (research)



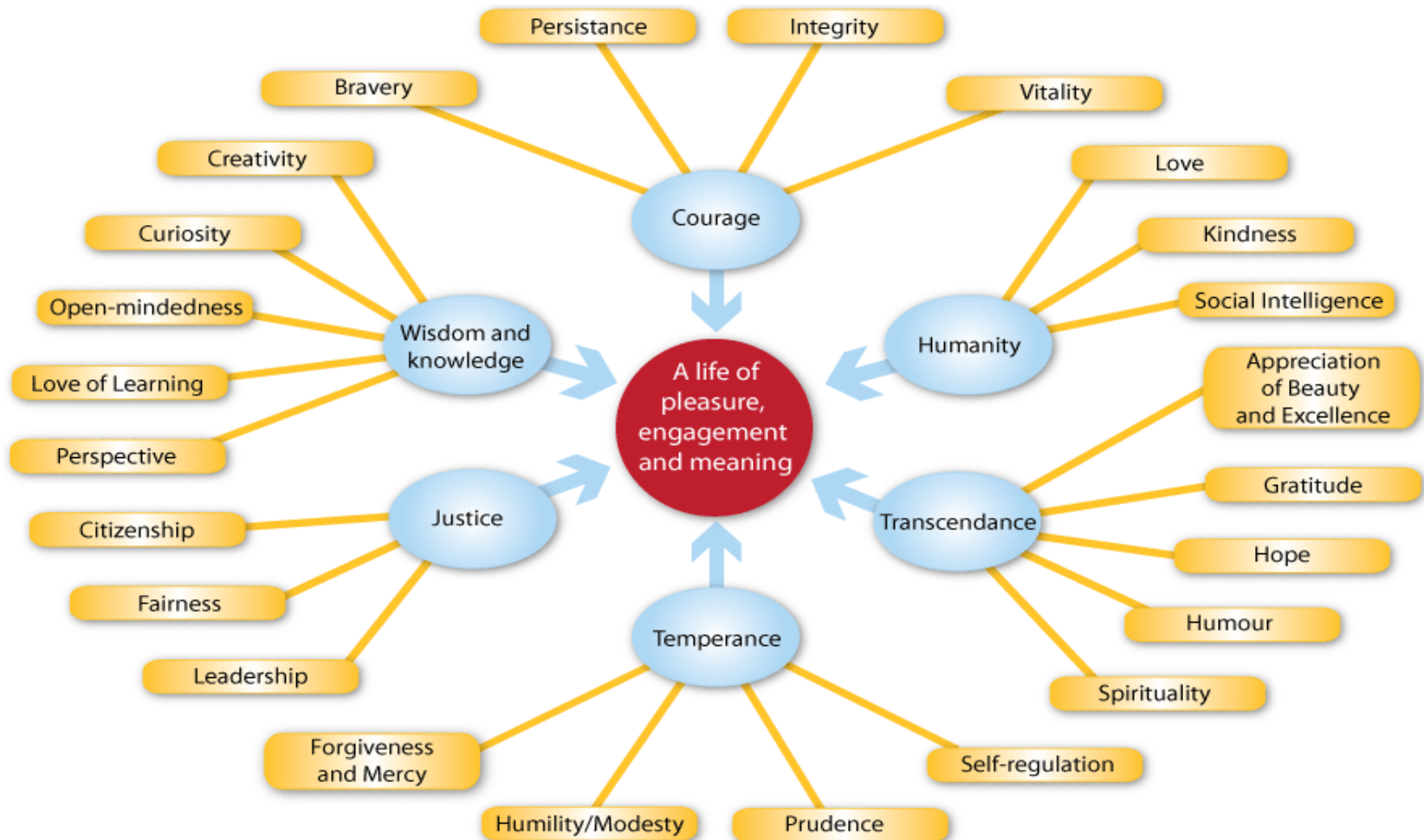
# Develop Self knowledge, problem-solving & goal-setting skills

---

- ▶ Know your strengths, and use these to help you deal with challenges or novelty
  - ▶ Know your weaknesses, and which to accept, and which to work on improving
  - ▶ Know your values, and use these to help guide your goals and strategies
  - ▶ Set realistic and value-led goals, and move towards these. Do something regularly (even if it seems small) that gets you closer to achieving your goals.
  - ▶ Put things in perspective – what is the **best case scenario, the worst case scenario, and the most likely scenario**
  - ▶ Understand your habits of thinking, feeling and acting so you can see what works best for you, and what doesn't
  - ▶ Look at your interpretation of adverse circumstances (eg me-me-me vs them-them-them) to figure out your internal dialogue under stress
  - ▶ Look for opportunities for self-discovery
  - ▶ Pay attention to your own needs and feelings. Taking care of yourself helps to keep your mind and body ready to deal with challenging situations
  - ▶ Accept that change is a part of living, and that things that cannot be changed help you focus on those things over which you do have control.
-

# Self-Knowledge: Strengths

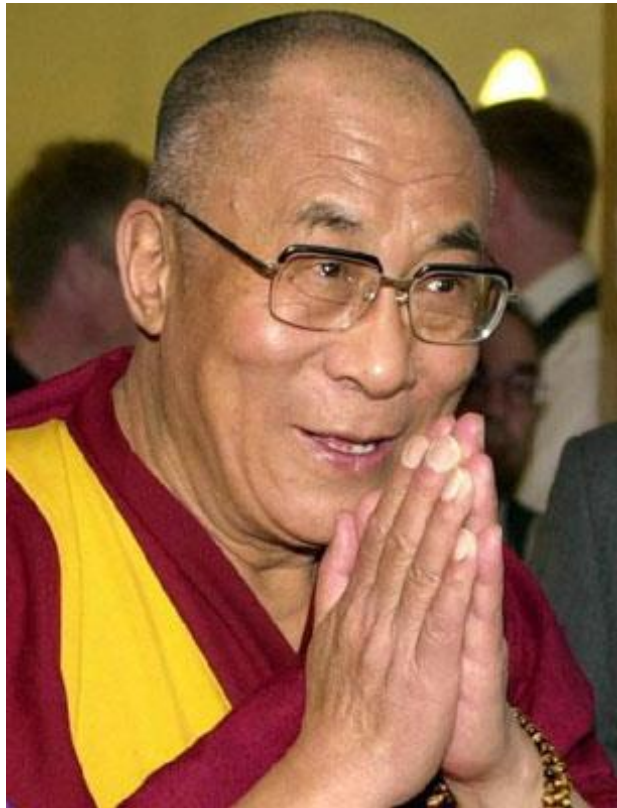
- ▶ Seligman et al (2005) described and classified strengths and virtues that enable human thriving
- ▶ Individuals who use their character strengths experience greater well-being, in terms of both physical and mental health (Seligman et al, 2005)



# What are the Dalai Lama's 3 top strengths?

---

- ▶ **Appreciation of beauty and excellence**
- ▶ **Bravery**
- ▶ **Citizenship**
- ▶ **Creativity**
- ▶ **Curiosity**
- ▶ **Fairness**
- ▶ **Forgiveness and mercy**
- ▶ **Gratitude**
- ▶ **Hope**
- ▶ **Humour**
- ▶ **Integrity**
- ▶ **Judgment**



- ▶ **Kindness**
  - ▶ **Leadership**
  - ▶ **Love**
  - ▶ **Love of learning**
  - ▶ **Modesty and humility**
  - ▶ **Persistence**
  - ▶ **Perspective**
  - ▶ **Prudence**
  - ▶ **Self-regulation**
  - ▶ **Social intelligence**
  - ▶ **Spirituality**
  - ▶ **Zest**
-



# What are Angelina Jolie's 3 top strengths?

---

- ▶ **Appreciation of beauty and excellence**
- ▶ **Bravery**
- ▶ **Citizenship**
- ▶ **Creativity**
- ▶ **Curiosity**
- ▶ **Fairness**
- ▶ **Forgiveness and mercy**
- ▶ **Gratitude**
- ▶ **Hope**
- ▶ **Humour**
- ▶ **Integrity**
- ▶ **Judgment**



- ▶ **Kindness**
- ▶ **Leadership**
- ▶ **Love**
- ▶ **Love of learning**
- ▶ **Modesty and humility**
- ▶ **Persistence**
- ▶ **Perspective**
- ▶ **Prudence**
- ▶ **Self-regulation**
- ▶ **Social intelligence**
- ▶ **Spirituality**
- ▶ **Zest**



# STRENGTHS

---

- ▶ Do you think they would agree with you?
- ▶ What evidence do you have to support your opinions regarding their strengths?

# Pre-Practical Task on Strengths (7 mins)

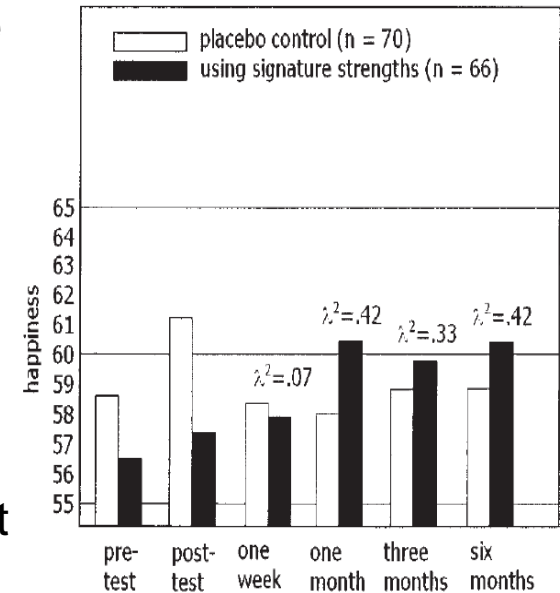
---

## Whole class discussion

- ▶ Did you agree with the VIA survey outcomes?
  - ▶ Why do you think there were differences with what you expected (context, type of data, inter- vs. intra-)?
  - ▶ Were “others” views of your strengths different from your own?
  - ▶ Which of your strengths will enhance your academic success and why?
  - ▶ **DISCUSS WITH YOUR GROUP MEMBERS:** How will your strengths help you with your group project? (NB this when allocating tasks!)
-

# Evidence: VIA Strengths-based Interventions

- ▶ **Using one's signature strengths in a new and unique way is an effective intervention: it increased happiness and decreased depression for 6 months (Seligman, Steen, Park, Peterson, 2005).**
- ▶ **Strengths** helps us to progress **goals**, and to meet our basic **needs for autonomy, relatedness, and competence (Linley et al., 2010) (WEEK 5)**
- ▶ The use of signature strengths increases an individual's tendency to **engage in important activities** that are part of the **individual's identity**, which leads to higher well-being (Forest et al., 2012) **(WEEK 6)**
- ▶ In young people, the use of **signature strengths in novel ways, combined with personally meaningful goal-setting**, led to increases in student engagement and hope (Madden, Green, & Grant, 2011).
- ▶ In a longitudinal study, strengths use was found to be an important predictor of well-being and led to less stress and ~~increased positive affect, vitality, and self-esteem at 3-~~ month and 6-month follow-up (Wood et al., 2011).



# More VIA Strengths based Interventions

---

- ▶ Random assignment to a group instructed to use 2 signature strengths or use 1 signature strength and 1 bottom strength revealed significant gains in satisfaction with life compared with a control group but no differences between the 2 treatment groups (Rust, Diessner, & Reade, 2009).
  - ▶ The identification of signature strengths followed by discussion with a friend about strengths and use of three signature strengths in daily life boost cognitive well-being at three months follow-up (Mitchell, Stanimirovic, Klein, & Vella-Brodrick, 2009).
  - ▶ The use of one's top strengths leads to a decreased likelihood of depression and stress and an increase in satisfaction in law students (Peterson & Peterson, 2008).
-

# Seligman, Steen, Park, & Peterson, (2005)

---

Seligman et al (2005) described and classified strengths and virtues that enable human thriving

## Characteristics of strengths:

- ▶ are widely recognised across cultures
- ▶ are fulfilling— contributes to individual fulfilment, satisfaction, and happiness
- ▶ are valued in their own right and not as a means to an end
- ▶ elevate those who witness them, producing admiration, not jealousy
- ▶ have obvious antonyms that are “negative”
- ▶ are measurable and traitlike — ie be successfully measured by researchers as an individual difference with generality and stability
- ▶ are distinctive from other character strengths
- ▶ are striking in some individuals and entirely absent in others
- ▶ are precociously shown by some children or youths
- ▶ are deliberately cultivated in societal practices and rituals

The **most commonly** endorsed strengths by individuals in 40 different countries are kindness, fairness, authenticity, gratitude, and open-mindedness, and the **least commonly** endorsed strengths consistently include prudence, modesty, and self-regulation.

# Optional: More VIA Strengths based Interventions

---

Strengths approaches used in:

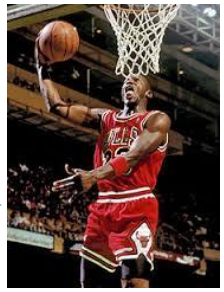
- psychotherapy
- workplaces
- educational organisations

eg work focus:

- ▶ Gallup - Strengthsfinder (USA)
  - ▶ CAPP - Realise 2 (UK) <http://www.cappeu.com/Realise2.aspx>
    - ▶ assesses 60 strengths, 3 dimensions (energy, performance and use), identify where strengths lie in terms of realised strengths, unrealised strengths, learned behaviours and weaknesses
  - ▶ Life satisfaction strengths, spiritual strengths, and community-building strengths do not appear to be overtly encouraged in the workplace; instead it is the temperance and hardworking strengths that are emphasized (Money et al., 2008)
  - ▶ Top 10 (rank order) strengths expressed at work: honesty, judgment, perspective, fairness, perseverance, love of learning, leadership, zest, curiosity, social intelligence (Seligman et al, 2005).
  - ▶ **Elson & Boniwell (2011) - qualitative study examining the use of VIA strengths in the workplace found that subjects derived value from using character strengths at work**
-

# Self-knowledge, Change, and Goals

---



What can be changed?

- ▶ Personality: Can it be changed? eg high extraversion linked to WB— what if you are an introvert (perhaps more common at university)?
  - ▶ <http://www.youtube.com/watch?v=u5wmParkppw>
- ▶ “Intelligence” and general capabilities, skills and strengths

Dweck’s GROWTH approach (cf. Determinism)

- NOT deterministic eg bad at maths, but if appropriately instructed, and motivated, can become better
- The distinguishing feature of geniuses is their passion and the way in which they identify, confront, and work on their weaknesses (Good, Rattan, & Dweck, 2008) - it’s your mindset that matters
- Are there limits??
- Seligman: **know what you can, and cannot, change** (or amount of effort involved! eg losing weight; becoming a star basketball player)
- ▶ This informs “realism” of goals you set ie how achievable

# But first: SDT, Psychological Needs and Well-being

---

## Pop Quiz:

- ▶ What are the 3 needs associated with Ryan & Deci's (2000) Self Determination Theory (SDT), as described in Sheldon et al.'s (2010) paper???



# Self Determination Theory

---

**Ryan & Deci (2000): Well-being is the result of satisfaction of the psychological needs of autonomy, relatedness, and competence.**

**Autonomy:** “needing to feel that one owns and agrees with one’s behavior”; sense of choice & volition in regulation of behaviour.

**Competence:** “needing to feel that one can do things well, or at least improve in one’s abilities”; sense of efficacy one has with respect to both internal and external environments.

**Relatedness:** “needing to feel meaningfully connected to at least some people” (p. 40); feeling connected to and cared about by others.

- ❖ satisfaction of these three needs is directly associated with well-being, and each need contributes uniquely to well-being
  - ❖ e.g., Sheldon et al. (1996) - individuals who experienced greater fulfilment of autonomy and competence needs had greater positive affect and vitality, and less negative affect and physical symptoms
  - ❖ Daily increases in need fulfilment were also associated with greater well-being

<http://www.selfdeterminationtheory.org/>

---

Patrick, H., Knee, C.R., Canevello, A., & Lonsbary, C. (2007). The role of need fulfillment in relationship functioning and well-being: A Self-Determination Theory perspective. *Journal of Personality and Social Psychology*, 92, 434–457

# Sheldon et al. (2010)

Students randomly assigned to *set and pursue particular kinds of personal goals*

IV: type of goal = ***changed circumstances*** vs. ***satisfy need (autonomy, competence, relatedness)***

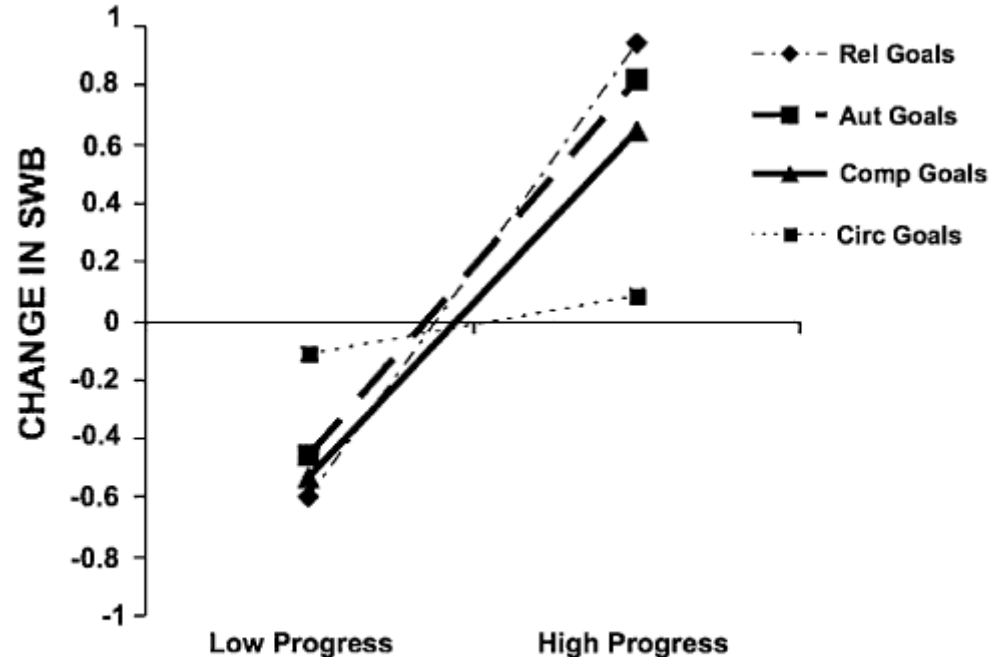
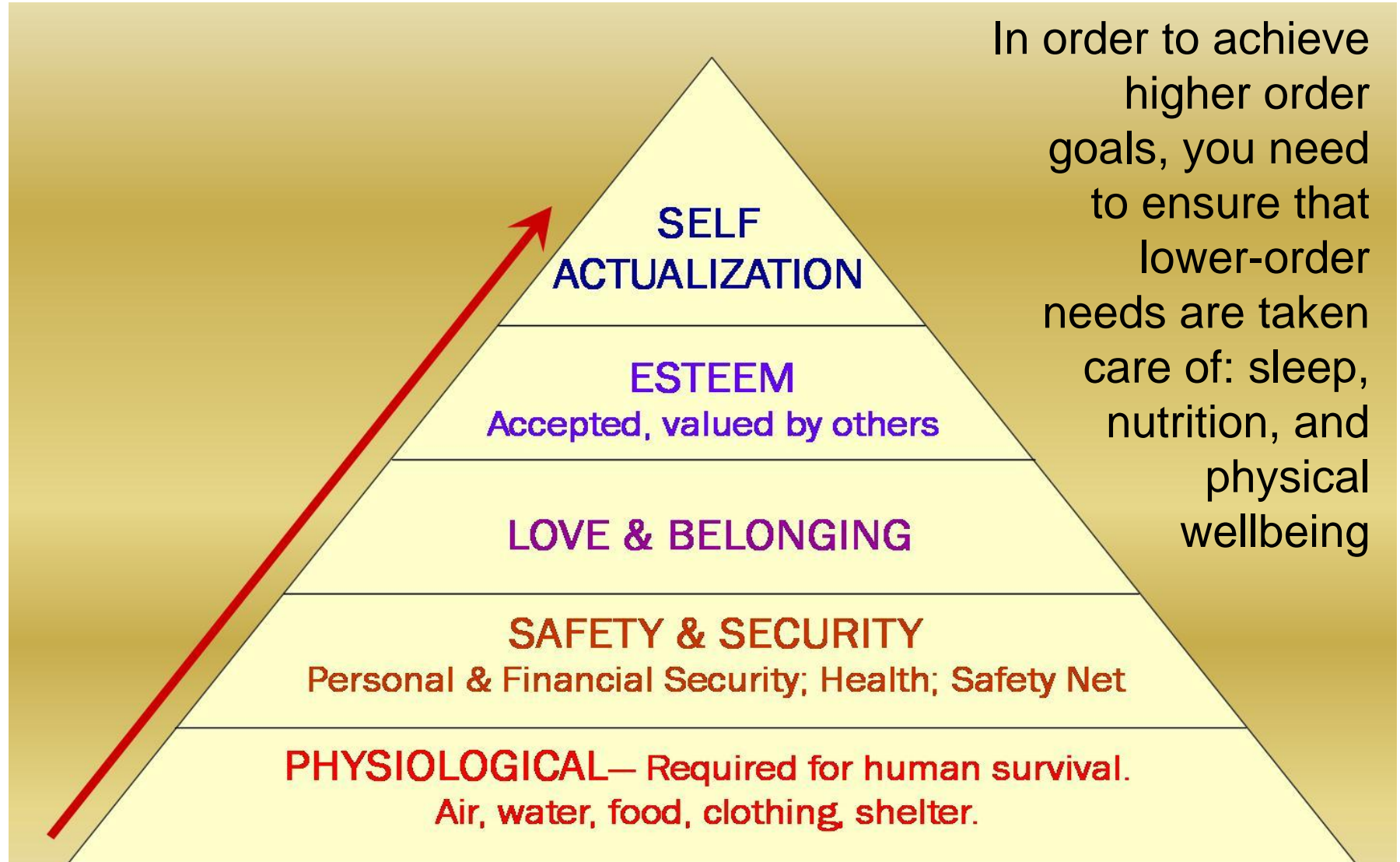


Fig. 1 Predicted effects of progress on changes in SWB from Time 1 to Time 2 in the four goal-type conditions

Found achieving one's goals had positive effects on well-being, but only in the treatment "needs" groups (*ie* not in the "change circumstances" comparison condition).

# How do these needs relate to Maslow's hierarchy?



# Goal attainment, identity and self-efficacy

---

## Goals can play a role in changing oneself, because

- ▶ goals help guide identity development
  - ▶ achieved goals help solidify identity
  - ▶ one can be intentional in self-development by the goals one sets and pursues (Sheldon & Houser-Marko, 2001)
  
  - ▶ Self-efficacy (Bandura)
    - ▶ having confidence one has the capacity to achieve one's goals
    - ▶ is central to **initiating** and **maintaining** goal striving
    - ▶ achieving goals further enhances self-efficacy
  - ▶ an **upward spiral** exists: goal attainment leads to more goal attainment, increased self development, and thus well-being (Sheldon & Houser-Marko, 2001)
-

# Pre-Practical Activity: GOALS

---

- ▶ What does “SMART” stand for?

S =

specific

M =

measurable

A =

attainable (realistic)

R =

relevant

T =

time-bound

Was that schema useful?

- ▶ How does this schema relate to PROCRASTINATION?
  - ▶ What general comments do you have about “The Desk”?
  - ▶ What is your view of the “Goals” section? Was it useful?
-

## Week 5 Pre-Practical Activity: GOALS and SDT

---

In groups of 5 (5 min):

1. Write on Post-it notes each of your goals from pre-work:  
**Orange** = Short term, **Yellow** = Medium Term, **Pink** = Long Term (LT)
2. Leader puts all notes together and shuffles them
3. Leader “deals” three notes to each person
4. Each person reads out the goal, then out loud decides whether that goal will primarily satisfy the need for competence, relatedness, autonomy, or “not aligned to a need”
5. Stick the note onto one of the four A4 labeled pages provided (one per need, plus “not aligned”)
6. If any student disagrees with that classification, discuss it, and re-assign if there is agreement

**Autonomy** = sense of choice & volition in regulation of behaviour

**Competence** = sense of efficacy one has with respect to both internal and external environments

**Relatedness** = feeling connected to and cared about by others.

---

# Week 5 Pre-Practical Task: GOALS and SDT

---

## CLASS DISCUSSION (5 min):

1. Was there general agreement regarding categorization of goals according to psychological needs?
  2. Were there any relationships between ST, MT and LT goals and type of psychological need?
  3. Was there anything in common amongst the “not aligned” goals?
-

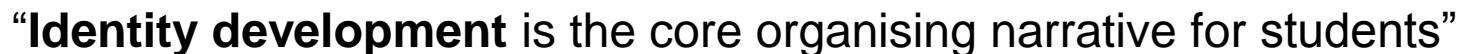
# Further thoughts....

---

- ▶ Be aware of psychological needs and whether and which goals will satisfy those needs (-> well-being)
  - ▶ How do you know when you have achieved your goal?
  - ▶ Usually conflict between goals: have to balance needs and goals, short vs long-term
    - ▶ Note how you respond when your needs are in conflict (eg autonomy vs connectedness) – may relate to Values???
    - ▶ Goal prioritisation
    - ▶ Time management (Week 6)
  - ▶ Set goals to survive, and to thrive (eudamonic goals)
  - ▶ Beware of perfectionism! ...the point of limited returns
  - ▶ “REALITY TEST” your goals— are they realistic, meaningful (don’t sweat the small stuff), step back to see how they relate to your values and long term goals, and try to get some perspective from people you respect
  - ▶ Bottom line: know thyself, and set realistic goals!
-



## Lizzio's (2012) 5 senses of "positive" student success, and the student life cycle



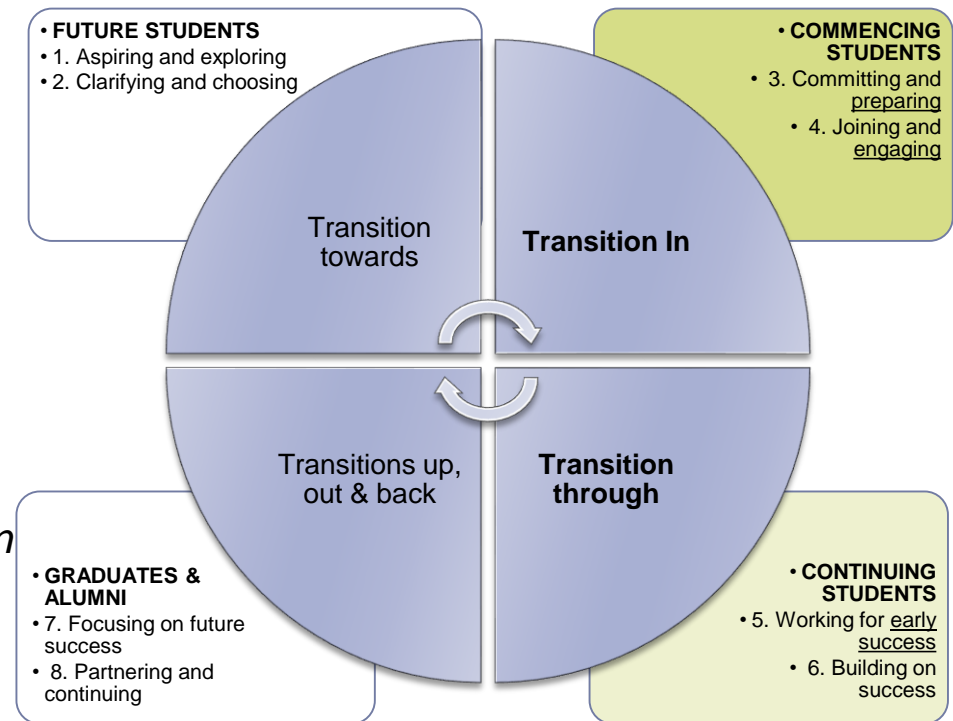
# Student lifecycle

*‘student lifecycle’ refers to the **evolving identities, needs and purposes** as students enter into, move through and graduate from university*

*“The practical implication of a lifecycle perspective is the understanding that students have **different identity-related tasks and needs at different stages**, and that this requires a corresponding matching in the design and culture of the learning environment.”*  
(Lizzio, 2012)

Where are you at in the **life-cycle**? What are your needs, **goals**?

**Bottom line:** the more you know about your strengths, weaknesses, beliefs, and desires, the better you can adjust to change and achieve your goals.



# Pre-practical tasks for Week 6: Summary

---

1. Moodle reflection on Surveys
  2. Watch 2 Stephen Chew videos and answer associated questions.
  3. Reading: Dunlosky et al. (2013) review of study strategies: pp4-6; closing remarks including Table 4 (and you might want to scan sections 8 and 9).
  4. Write a list of ALL the study strategies that you use. Indicate which of these have been discussed in the article, referring to Table 1 in Dunlosky et al. Submit to Moodle, and bring to class
  5. THE DESK: My 168 (under Tools). Complete and submit to Moodle. Bring to class.
  6. Submit goals/activities summary to Moodle and bring one copy to class; complete and bring to Week 6 class to give Annette, the GSE and WEMWBS scales.
-

# Incomplete Bibliography

---

Back, M. D., Schmukle, S. C., & Egloff, B. (2009). Predicting actual behavior from the explicit and implicit self-concept of personality. *Journal of Personality and Social Psychology*, 97, 533–548.

Barr, C.L., & Kleck, R.E. (1995). Self-other perception of the intensity of facial expressions of emotion: Do we know what we show? *Journal of Personality and Social Psychology*, 68, 608-618.

Boniwell, I (2008) Positive Psychology in a Nutshell

Burton, L., Westen, D., & Kowalski, R. (2012). *Psychology: Australian and New Zealand edition* (3<sup>rd</sup> ed.). Brisbane Australia; John Wiley and Sons.

Cameron, J. J., & Vorauer, J. D. (2008). Feeling transparent: On metaperceptions and miscommunications. *Personality and Social Psychology Compass*, 2 (2), 1093–1108

Carlson, E.N. (2013). Overcoming the Barriers to Self-Knowledge: Mindfulness as a Path to Seeing Yourself as You Really Are. *Perspectives on Psychological Science*, 8, 173-186

Carlson, E. N., Vazire, S., & Furr, R. M. (2011). Meta-insight: Do people really know how others see them? *Journal of Personality and Social Psychology*, 101, 831–846.

Carlson, E. N., Vazire, S., & Oltmanns, T. F. (2013). Self-other knowledge asymmetries in personality pathology. *Journal of Personality* 81, 155–170.

Cranney, J., & Morris, S. (2011). Adaptive cognition and psychological literacy. In J. Cranney and D. S. Dunn (Eds.), *The psychologically literate citizen: Foundations and global perspectives* (pp. 251-268). New York: Oxford University Press.

Diekmann, K. A., Tenbrunsel, A. E., & Galinsky, A. D. (2003). From self-prediction to self-defeat: Behavioral forecasting, self-fulfilling prophecies, and the effect of competitive expectations. *Journal of Personality and Social Psychology*, 85, 672–683.

Duckworth et al 2005 Positive psychology in clinical practice *Annual Review of Clinical Psychology* 1, 629 – 51

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4–58.

---

- 
- Dunning, D., Heath, C., & Suls, J. M. (2004). Flawed self-assessment: Implications for health, education, and the workplace. *Psychological Science in the Public Interest*, 5, 69–106.
- Elston, F., & Boniwell, I. (2011). A grounded theory study of the value derived by women in financial services through a coaching intervention to help them identify their strengths and practice using them in the workplace. *International Coaching Psychology Review*, 6(1), 16-32.
- Forest, J., Mageau, G. V. A., Crevier-Braud, L., Bergeron, L., Dubreuil, P., & Lavigne, G. V. L. (2012). Harmonious passion as an explanation of the relation between signature strengths' use and well-being at work: Test of an intervention program. *Human Relations*, 65(9), 1233-1252.
- Gilbert, D. T. & Osborne, R. E. (1989). Thinking backward: Some curable and incurable consequences of cognitive busyness. *Journal of Personality and Social Psychology*, 57, 940-949.
- Gosling, S. D., John, O. P., Craik, K. H., & Robins, R. W. (1998). Do people know how they behave? Self-reported act frequencies compared with on-line codings by observers. *Journal of Personality and Social Psychology*, 74, 1337–1349.
- Green, J. D., Sedikides, C., & Gregg, A. P. (2008). Forgotten but not gone: The recall and recognition of self-threatening memories. *Journal of Experimental Social Psychology*, 44, 547-561.
- Hodges T D & Clifton D O (2004) Strengths-Based Development in Practice, in *Positive Psychology in Practice*, A P Linley & S Joseph.
- Linley, P. A., Nielsen, K. M., Gillett, R., & Biswas-Diener, R. (2010). Using signature strengths in pursuit of goals: Effects on goal progress, need satisfaction, and well-being, and implications for coaching psychologists. *International Coaching Psychology Review*, 5(1), 6-15.
- Lizzio, A. (2012). ?????
- Lopez, S J, Snyder, C R & Rasmussen, H N (2004) Striking the Vital Balance: Towards a Complimentary Focus on Human Weakness and Strength in Positive Psychological Assessment.
- Lopez & Snyder 2003
- Madden, W., Green, S., & Grant, A. M. (2011). A pilot study evaluating strengths-based coaching for primary school students: Enhancing engagement and hope. *International Coaching Psychology Review*, 6(1), 71-83.
-

- 
- Mehl, M. R., Gosling, S. D., & Pennebaker, J. W. (2006). Personality in its natural habitat: Manifestations and implicit folk theories of personality in daily life. *Journal of Personality and Social Psychology*, 90, 862–877.
- Mitchell, J., Stanimirovic, R., Klein, B., & Vella-Brodrick, D. (2009). A randomised controlled trial of a self-guided internet intervention promoting well-being. *Computers in Human Behavior*, 25, 749–760.
- Money, K., Hillenbrand, C., & Camara, N. D. (2008). Putting positive psychology to work in organizations. *Journal of General Management*, 34(2), 21-26.
- Mongrain, M., & Anselmo-Matthews, T. (2012). Do positive psychology exercises work? A replication of Seligman et al. *Journal of Clinical Psychology*, 68(4), 382-389.
- Ng, J. Y. Y., Ntoumanis, N., Thøgersen-Ntoumani, C., Deci, E. L., Ryan, R. M., Duda, J., & Williams, G. C. (2012). Self-determination theory applied to health contexts: A metaanalysis. *Perspectives on Psychological Science*, 7, 325-340
- Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review*, 84, 231–259.
- Patrick, H., Knee, C.R., Canevello, A., & Lonsbary, C. (2007). The role of need fulfillment in relationship functioning and well-being: A Self-Determination Theory perspective. *Journal of Personality and Social Psychology*, 92, 434–457
- Peterson, C (2006) *A Primer in Positive Psychology*.
- Peterson, T. D., & Peterson, E. W. (2008). Stemming the tide of law student depression: What law schools need to learn from the science of positive psychology. *Yale Journal of Health Policy, Law, and Ethics*, 9(2). Available at: <http://ssrn.com/abstract=1277303>
- Rust, T., Diessner, R., & Reade, L. (2009). Strengths only or strengths and relative weaknesses? A preliminary study. *Journal of Psychology*, 143(5), 465-476.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68–78.
-

Schultheiss, O. C., & Brunstein, J. C. (1999). Goal imagery: Bridging the gap between implicit motives and explicit goals. *Journal of Personality*, 67, 1–38.

Seligman, Steen, Park, & Peterson, 2005, *Positive psychology progress: Empirical validation of interventions*. *American Psychologist*, 60, 5, 410-421.

Sheldon, K. M., Abad, N., Ferguson, Y., Gunz, A., Houser-Marko, L., Nichols, C. P., & Lyubomirsky, S. (2010). Persistent pursuit of need-satisfying goals leads to increased happiness: A 6-month experimental longitudinal study. *Motivation and Emotion*, 34, 39-48.

Sheldon, K.M. & Houser-Marko, L. (2001). Self-concordance, goal- attainment, and the pursuit of happiness: Can there be an upward spiral? *Journal of Personality and Social Psychology*, 80, 152-165.

Sheldon, K. M., Ryan, R. M., & Reis, H. (1996). What makes for a good day? Competence and autonomy in the day, and in the person. *Personality and Social Psychology Bulletin*, 22, 1270-1279.

Swann, W. B., Jr. & Gill, M.J. (1997). Confidence and accuracy in person perception: Do we know what we think we know about our relationship partners? *Journal of Personality and Social Psychology*, 73, 747-757.

Wilson, T. D. (2002). *Strangers to ourselves: Discovering the Adaptive Unconscious*. Cambridge, MA: Harvard University Press.

Wilson, T. D. (2009). Know thyself [Special issue: Next big questions in psychology]. *Perspectives on Psychological Science*, 4, 384–389.

Wilson, T. D., & Gilbert, D. T. (2005). Affective forecasting: Knowing what to want. *Current Directions in Psychological Science*, 14, 131–134.

Wood, A. M., Linley, P. A., Matlby, J., Kashdan, T. B., & Hurling, R. (2011). Using personal and psychological strengths leads to increases in well-being over time: A longitudinal study and the development of the strengths use questionnaire. *Personality and Individual Differences*, 50, 15-19.

Vazire, S., & Carlson, E. N. (2010). Self-knowledge of personality: Do people know themselves? *Social and Personality Psychology Compass*, 4, 605-620.

Vazire, S., & Carlson, E. N. (2011). Others sometimes know us better than we know ourselves. *Current Directions in Psychological Science*, 20, 104-108.

---