

KILDER

- 6 **... halvdelen af vores børn giver op** N. Egelund (red.), *PISA 2012: Danske unge i en international sammenligning* (København: KORA – Det Nationale Institut for Kommuners og Regioners Analyse og Forskning, 2013): 61-64.
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- 6 **... de fleste børn har svært ved at fastholde interessen** N. Egelund (red.), *PISA 2012: Danske unge i en international sammenligning* (København: KORA – Det Nationale Institut for Kommuners og Regioners Analyse og Forskning, 2013): 61-64.
- 8 **... vores hjerne er faktisk 'programmeret'** Se beskrivelse i K.T. May, *Kelly McGonigal on why it's so dang hard to stick to a resolution* (2014), <http://blog.ted.com/the-science-of-willpower-kelly-mcgonigal-on-why-its-so-dang-hard-to-stick-to-a-resolution/>.
- 9 **Faktisk bruger vi mennesker tre til fire timer** W. Hoffman, K. Vohs, G. Förster & R.F. Baumeister, "Everyday temptations: an experience sampling study of desire, conflict, and self-control," *Journal of Personality and Social Psychology* 102 (2012): 1318-35.
- 9 **[Mental muskel]** R.F. Baumeister, "Where has your willpower gone?" *New Scientist* 213 (2012): 30-31; Y.Y. Tang, Q. Lu, X. Geng, E.A. Stein, Y. Yang & M.I. Posner, "Short Term Meditation Induces White Matter Changes in the Anterior Cingulate," *Proceedings of the National Academy of Sciences* 107 (2010): 15649-52; B.K. Holzel, J. Carmody, M. Vangel, C. Congleton, S.M. Yerramsetti, T. Gard & S.W. Lazar, "Mindfulness Practice Leads to Increases in Regional Brain Gray Matter Density," *Psychiatry Research* 191 (2011): 36-43; R.F. Baumeister, M. Gailliot, C.N. DeWall & M. Oaten, "Self-Regulation and Personality: How Interventions Increase Regulatory Success, and How Depletion Moderates the Effects of Traits on Behavior," *Journal of Personality* 74 (2006): 1773-802; M. Muraven, R.F. Baumeister & D.M. Tice, "Longitudinal Improvement of Self-Regulation Through Practice: Building Self-Control Through Repeated Exercise," *Journal of Social Psychology* 139 (1999): 446-57; M. Muraven, "Building Self-Control Strength: Practicing Self-Control Leads to Improved Self-Control Performance," *Journal of Experimental Social Psychology* 46 (2010): 465-68.
- 9 **De seneste år har et stort antal studier** Sammenfatning af studier foretaget af K. McGonigal, *The Willpower Instinct. How Self-Control Works, Why it Matters, and What You Can Do to Get More of It* (New York: Avery, 2013). Nedenfor følger henvisninger til hver enkelt undersøgelse i sammenfatningen.
- 9 **... børn og voksne med selvkontrol** J.P. Tangney, R.F. Baumeister & A.L. Boone, "High Self-Control Predicts Good Adjustment, Less Pathology, Better Grades, and Interpersonal Success," *Journal of Personality* 72 (2004): 271-324; A.W. Crescioni, J. Ehrlinger, J.L. Alquist, K.E. Conlon, R.F. Baumeister, C. Schatschneider & G.R. Dutton, "High Trait of Self-Control Predicts Positive Health Behaviors and Success in Weight Loss," *Journal of Health Psychology* (i pressen); A. Bandura, "The Primacy of Self-Regulation in Health Promotion," *Applied Psychology* 54 (2005): 245-54.
- 9 **[Selvkontrol og karrierer]** S.A. Kirkpatrick & E.A. Locke, "Leadership: Do Traits Matter?" *Academy of Management Executive* 5 (1991): 48-60; B. Raabe, M. Frese & T.A. Beehr, "Action Regulation Theory and Career Self-Management," *Journal of Vocational Behavior* 70 (2007): 297-311; C. Frayne & J.M. Geringer, "Self-Management Training for Improving Job Performance: A Field Experiment Involving Salespeople," *Journal of Applied Psychology* 85 (2000): 361-72.

- 9 **... ud i toppen** A.L. Duckworth, T.S. Gendler & J.J. Gross, "Self-Control in School-Age Children," *Educational Psychologist* 49:3 (2014): 199-217; P. Karoly, "Mechanisms of Self-Regulation: A Systems View," *Annual Review of Psychology* 44 (1993): 23-52; J.J. Gross, J.M. Richards & O.P. John, "Emotional Regulation in Everyday Life," i: *Emotion Regulation in Families: Pathways to Dysfunction and Health*, D.K. Snyder, J.A. Simpson & J.H. Hughes (Washington, DC: American Psychological Association, 2006).
- 10 **[Selvkontrol og uddannelse]** A.L. Duckworth & M.E.P. Seligman, "Self-Discipline Outdoes IQ in Predicting Academic Performance of Adolescents," *Psychological Science* 16 (2005): 939-44.
- 10 **[Selvkontrol og social arv]** T. Moffit et al., "A Gradient of Self-Control Predicts Health, Wealth, and Public Safety," *Proceedings of the National Academy of Sciences* (2011), <http://www.pnas.org/content/early/2011/01/20/1010076108>.
- 10 **... bliver vi i stand til at holde os selv op** Se definition af selvkontrol i C. Peterson & M.E.P. Seligman, *Character Strengths and Virtues. A Handbook and Classification* (Washington, DC: Oxford University Press & American Psychological Association, 2004): 500.

Kapitel I

- 17 **[Forsøget på Perry Preschool]** J.J. Heckman, S.H. Moon, R. Pinto, P.A. Savellyev & A. Yavitz, "The Rate of Return to the High/Scope Perry Preschool Program," *Journal of Public Economics* 94:1+2 (2010).
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- 18 **Forklaringen på de opsigtsvækkende resultater** J.J. Heckman, L. Malofeeva, R.R. Pinto & P. Savellyev, *The Effect of the Perry Preschool Program on the Cognitive and Noncognitive Skills of Its Participants*, University of Chicago, Department of Economics. Upubliceret (2007).
- 19 **I USA har man et uddannelsesstilbud** P. Tough, *How Children Succeed. Grit, Curiosity, and the Hidden Power of Character* (New York: Houghton Mifflin Harcourt, 2012); J.J. Heckman, J.E. Humphries & N.S. Mader, "The GED," i: *Handbook of the Economics of Education*, vol. 3, E.A. Hanushek, S. Machin & L. Woessmann (eds.) (Oxford: Elsevier, 2011); J.J. Heckman, J. Hsueh & Y. Rubinstein, "The GED Is a 'Mixed Signal': The Effect of Cognitive and Non-Cognitive Skills: Lessons from the GED Testing Program," *American Economic Review* 91:2 (2001).
- 20 **Mange andre er kommet til samme konklusion** I L. Borghans, A.L. Duckworth, J.J. Heckman & B. ter Weel, "The Economics and Psychology of Personality Traits," *Journal of Human Resources* 43:4 (2008): 972-1059 fremhæves bl.a. følgende: M.R. Barrick & M.K. Mount, "The Big Five Personality Dimensions and Job Performance: A Meta-Analysis," *Personnel Psychology* 44:1 (1991): 1-26; T. Camorro-Premuzic & A. Furnham, "Personality Predicts Academic Performance: Evidence from Two Longitudinal University Samples," *Journal of Research in Personality* 37:4 (2003): 319-38; S.E. Hampson, L.R. Goldberg, T.M. Vogt & J.P. Dubanoski, "Forty Years on: Teacher's Assessments of Children's Personality Traits Predict Self-Reported Health Behaviors and Outcomes at Midlife," *Health Psychology* 24:1 (2006): 57-64; R. Hogan, J. Hogan & B.W. Roberts, "Personality Measurement and Employment Decisions: Questions and Answers," *American Psychologist* 51:5 (1996): 469-77; J. Hogan & B. Holland, "Using Theory to Evaluate Personality and Job-Performance Relations: A Socioanalytic Perspective," *Journal of Applied Psychology* 88:1 (2003): 100-12; S.B. Robbins, J. Allen, A. Casillas, C.H. Peterson & H. Le, "Unraveling the Differential Effects of Motivational and Skills, Social, and Self-Management Measures from Traditional Predictors of College Outcomes," *Journal of Educational Psychology* 98:3 (2006):

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Kapitel 2

- 22 **[Skumfidusforsøget]** W. Mischel, Y. Shoda & M.I. Rodriguez, "Delay of Gratification in Children," *Science* 244 (1989): 933-38. Se også: W. Mischel, *The marshmallow test. Understanding self-control and how to master it* (London: Bantam Press, 2014).
- 23 **De efterfølgende årtier har deltagerne** I.M. Eigsti, V. Zayas, W. Mischel, Y. Shoda, O. Ayduk, M.B. Dadlani, M.C. Davidson, J. Lawrence Aber & B.J. Casey, "Predicting Cognitive Control from Preschool to Late Adolescence and Young Adulthood," *Psychological Science* 17 (2006): 478-84; W. Mischel, Y. Shoda & P.K. Peake, "The Nature of Adolescent Competencies Predicted by Preschool Delay of Gratification," *Journal of Personality and Social Psychology* 54 (1998): 687-96.
- 23 **... mest opsigtsvækkende studier** T. Moffit et al., "A Gradient of Self-Control Predicts Health, Wealth, and Public Safety," *Proceedings of the National Academy of Sciences* (2011), <http://www.pnas.org/content/early/2011/01/20/1010076108>.
- 23 **... selv forskerne bag blev overraskede** Interview med Terrie Moffit: L. Frank, "Nej, jeg må ej!" *Weekendavisen* (17. februar 2012).

24 **I skolen betyder det dobbelt så meget** A.L. Duckworth & M.E.P. Seligman, "Self-Discipline Outdoes IQ in Predicting Academic Performance of Adolescents," *Psychological Science* 16 (2005): 939-44.

24 **... den personlige egenskab** R.N. Wolfe & S.D. Johnson, "Personality as a predictor of college performance," *Educational and Psychological Measurement* 55 (1995): 177-85; A.L. Duckworth & K.M. Allred (2012), "Temperament in the classroom," i: M. Zenter & R.L. Shiner (eds.), *Handbook of temperament* (New York: Guilford, 2012): 627-44; A.L. Duckworth & S.M. Carlson, "Self-regulation and school success," i: F.M.E. Grouzet, U. Müller & B.W. Sokol (eds.), *Self-regulation and autonomy: Social and developmental dimensions of human conduct* (New York: Cambridge University Press, 2013): 208-30.

24 **[Selvkontrol og børns sociale relationer]** N. Eisenberg, C. Hofer, M.J. Sulik & T.L. Spinrad, "Self-regulation, effortful control, and their socioemotional correlates," i: J.J. Gross (ed.), *Handbook of emotion regulation* (New York: Guilford, 2014): 157-72; N. Eisenberg et al., "Longitudinal relations of children's effortful control, impulsivity, and negative emotionality to their externalizing, internalizing, and co-occurring behavior problems," *Developmental Psychology* 45 (2009): 988-1008; J.P. Tangney, R.F. Baumeister & A.L. Boone, "High Self-Control Predicts Good Adjustment, Less Pathology, Better Grades, and Interpersonal Success," *Journal of Personality* 72:2 (2004): 271-324; B.C. Murphy & N. Eisenberg, "Young children's emotionality, regulation, and social functioning and their responses when they are a target of a peer's anger," *Social Development* 6 (1997): 18-36; P. Maszk, N.G. Eisenberg & I.K. Guthrie, "Relations of children's social status to their emotionality and regulation: A short-term longitudinal study," *Merrill-Palmer Quarterly* 45 (1999): 468-92.

25 **[Selvkontrol og sundhed]** E. Tsukayama, S.L. Toomey, M.S. Faith & A.L. Duckworth, "Self-control as a protective factor against overweight status in the transition from childhood to adolescence," *Archives of Pediatrics and Adolescent Medicine* 164 (2010): 631-35; A.W. Crescioni, J. Ehrlinger, J.L. Alquist, K.E. Conlon, R.F. Baumeister, C. Schatschneider & G.R. Dutton, "High Trait of Self-Control Predicts Positive Health Behaviors and Success in Weight Loss," *Journal of Health Psychology* 16:5 (2011): 250-59.

- 25 ... **mindre tendens til at udskyde opgaver** A.L. Duckworth & M.E.P. Seligman, "Self-Discipline Outdoes IQ in Predicting Academic Performance of Adolescents," *Psychological Science* 16 (2005): 939-44.
- 25 ... **mindre tilbøjelighed til at ryge drikke, alkohol og tage stoffer** T.A. Wills & M. Stoolmiller, "The role of self-control in early escalation of substance use: A time-varying analysis," *Journal of Consulting and Clinical Psychology* 70 (2002): 986-97.

Kapitel 3

- 27 ... **helt konkret kommer til udtryk hos skolebørn** Alle eksemplerne baserer sig på observationer beskrevet i A.L. Duckworth, T.S. Gendler & J.J. Gross, "Self-Control in School-Age Children," *Educational Psychologist* 49:3 (2014): 199-217.
- 30 **Indtil for få år siden** Overvejelserne og konklusionerne baserer sig på forskningen i sammenhængen mellem selvkontrol og følelsen af autonomi, som viser, at mennesker udviser en større grad af selvkontrol, hvis de selv føler, at de har indflydelse på og bliver inddraget i de handlinger, som kræver selvkontrol af dem. Se fx: M. Muraven, M. Gagné & H. Rosman, "Helpful Self-Control: Autonomy Support, Vitality, and Depletion," *Journal of Experimental and Social Psychology* 44:3 (2008): 573-85; M. Muraven, "Autonomous Self-Control is Less Depleting," *Journal of Research in Personality* 42:3 (2008): 763-70; T.F. Stillman et al., "Personal Philosophy and Personnel Achievement: Belief in Free Will Predicts Better Job Performance," *Social Psychological and Personality Science* 1 (2010): 43-50; M. Muraven, "Lack of Autonomy and Self-Control: Performance Contingent Rewards Lead to Greater Depletion," *Motivation and Emotion* 31:4 (2007): 322-30; B.J. Schmeichel & K. Vohs, "Self-Affirmation and Self-Control: Affirming Core Values Counteracts Ego Depletion," *Journal of Personality and Social Psychology* 96:4 (2009): 770-82.

Kapitel 4

- 39 **I dag forstår vi strukturen i hjernen** K.T. May, *Kelly McGonigal on why it's so dang hard to stick to a resolution* (2014), <http://blog.ted.com/the-science-of-willpower-kelly-mcgonigal-on-why-its-so-dang-hard-to-stick-to-a-resolution/>. Derudover er dynamikken i hjernen beskrevet mange forskellige steder og på mange forskellige måder. Se fx

K. McGonigal, *The Willpower Instinct. How Self-Control Works, Why it Matters, and What You Can Do to Get More of It* (New York: Avery, 2013); D. Khaneman, *At tænke – hurtigt og langsomt* (København: Lindhardt og Ringhof, 2013); W. Mischel, *The marshmallow test. Understanding self-control and how to master it* (London: Bantam Press, 2014).

- 40 **[Beskrivelse af vores automatiske valg]** D. Khaneman, *At tænke – hurtigt og langsomt* (København: Lindhardt og Ringhof, 2013). Eksemplet med 24 gange 45 er også inspireret af D. Khaneman.
- 40 ... **ubevidste reaktioner er et halvt sekund hurtigere** D. Rock, *Your Brain at Work. Strategies for Overcoming Distraction, Regaining Focus, and Working Smarter All Day Long* (New York: HarperCollins, 2009).
- 41 **[Beslutninger vedrørende mad]** Gengivet i K. McGonigal, *The Willpower Instinct. How Self-Control Works, Why it Matters, and What You Can Do to Get More of It* (New York: Avery, 2013). Oprindelig kilde: B. Wansink & J. Sobal, "Mindless Eating," *Environment and Behavior* 39 (2007): 106-23.
- 41 **Hjernen vil altid gerne spare energi** D. Khaneman, *At tænke – hurtigt og langsomt* (København: Lindhardt og Ringhof, 2013).
- 41 **Menneskelige følelser er komplekse** Beskrivelsen af det limbiske system og trussels-/gevinstreaktioner baserer sig på: D. Rock, *Your Brain at Work. Strategies for Overcoming Distraction, Regaining Focus, and Working Smarter All Day Long* (New York: HarperCollins, 2009).

Rock henviser bl.a. selv til Dr. Evian Gordon, der er stifter af Brain Resource Company og en række andre kilder.

- 43 **Når lysterne tager over** Beskrivelsen af valg, der baserer sig på forudindtagelser: D. Khaneman, *At tænke – hurtigt og langsomt* (København: Lindhardt og Ringhof, 2013).
- 44 **[For mere information om forskellen på at tænke kortsigtet og langsigtet]** Se: K. McGonigal, *The Willpower Instinct. How Self-Control Works, Why it Matters, and What You Can Do to Get More of It* (New York: Avery, 2013).

Kapitel 5

- 48 **[Beskrivelsen af den præfrontale cortex]** Baserer sig på, D. Rock, *Your Brain at Work. Strategies for Overcoming Distraction, Regaining Focus, and Working Smarter All Day Long* (New York: HarperCollins, 2009).
- 49 **[Beskrivelsen af selverkendelse (self-awareness)]** Baserer sig på: D. Rock, *Your Brain at Work. Strategies for Overcoming Distraction, Regaining Focus, and Working Smarter All Day Long* (New York: HarperCollins, 2009); K. McGonigal, *The Willpower Instinct. How Self-Control Works, Why it Matters, and What You Can Do to Get More of It* (New York: Avery, 2013); D. Goleman, *Focus. The Hidden Power of Excellence* (London: Bloomsbury Publishing, 2013). Tidlige videnskabelige studier i selverkendelse (self-awareness): Se fx socialpsykologiske studier beskrevet i bl.a. S. Duval & R.A. Wicklund, *A Theory of Objective Self-Awareness* (New York: Academic Press, 1972).
- 50 **Den præfrontale cortex kræver nogle ret specifikke betingelser** Se fx forskning fra Amy F.T. Arnsten, der er professor i neuroscience og psychology ved Yale University. Fx: A.F.T. Arnsten,

"Stress Signalling Pathways That Impair Prefrontal Cortex Structure and Function," *Nature Reviews Neuroscience* 10 (2009): 410-22.

- 51 **[Forbrænding af energi og ego-svækkelse]** Se fx R.F. Baumeister, E. Bratlavsky, M. Muraven & D.M. Tice, "Ego Depletion: Is the Active Self a Limited Resource?" *Journal of Personality and Social Psychology* 74 (1998): 1252-65. Se også meta-analyse af forskningen i ego-svækkelse: M.S. Hagger, C. Wood, C. Stiff & N.L.D. Chatzisarantis, "Ego Depletion and the Strength Model of Self-Control: A Meta-Analysis," *Psychological Bulletin* 136 (2010): 495-525. Forskningen er desuden formidlet mere enkelt i: R.F. Baumeister & J. Tierney, *Willpower. Rediscovering the Greatest Human Strength* (New York: The Penguin Press, 2011). Forskningen gengives også i: D. Khaneman, *At tænke – hurtigt og langsomt* (København: Lindhardt og Ringhof, 2013).
- 51 **[Snickers-reklame]** Se eksempler på firmaets YouTube-kanal: <https://www.youtube.com/user/SnickersBrand>.
- 51 **[Overtrætte børn]** Det er bl.a. dokumenteret, at ego-svækkelse gør behov stærkere og følelser mere intense: K.D. Vohs, R.F. Baumeister, L. Mead, S. Ramanathan & B.J. Schmeichel, "Engaging in Self-Control Heightens Urges and Feelings". Manuskript indleveret til udgivelse.

Kapitel 6

- 54 **[Forsøg, hvor mennesker øger deres selvkontrol]** M. Oaten & K. Cheng, "Longitudinal Gains in Self-Regulation from Regular Physical Exercise," *British Journal of Health Psychology* 11 (2006): 717-33; M. Oaten & K. Cheng, "Improved Self-Control: The Benefits of a Regular Program of Academic Study," *Basic and Social Psychology* 28 (2006): 1-16; M. Oaten & K. Cheng, "Improvements in Self-Control from Financial Monitoring," *Journal of Economic Psychology* 28 (2006): 487-501. Fænomenet ser også ud til at virke

- omvendt: Manglende selvkontrol smitter også negativt af på vores vaner. Se mere i: M. Oaten & K. Cheng, "Academic Examination Stress Impairs Self-Control," *Journal of Social and Clinical Psychology* 24 (2005): 254-79. Se også: D.T.D. de Ridder, G. Lensvelt-Mulders, C. Finkenauer, F.M. Stok & R.F. Baumeister, "Taking Stock of Self-Control: A Meta-Analysis of How Trait Self-Control Relates to a Wide Range of Behaviors," *Personality and Social Psychology Review* 16 (2012): 76-99.
- 54 ... gang i positiv spiral** Professor Todd Heatherton citeret i C. Duhigg, *The power of habit. Why we do what we do and how to change* (London: Random House, 2012).
- 54 ... selvkontrol kan ses som en mental muskel** Se også forskning fra: R.F. Baumeister, "Where has your willpower gone?" *New Scientist* 213 (2012) 30-31; Y.Y. Tang, Q. Lu, X. Geng, E.A. Stein, Y. Yang & M.I. Posner, "Short Term Meditation Induces White Matter Changes in the Anterior Cingulate," *Proceedings of the National Academy of Sciences* 107 (2010): 15649-52; B.K. Holzel, J. Carmody, M. Vangel, C. Congleton, S.M. Yerramsetti, T. Gard & S.W. Lazar, "Mindfulness Practice Leads to Increases in Regional Brain Gray Matter Density," *Psychiatry Research* 191 (2011): 36-43; R.F. Baumeister, M. Gailliot, C.N. DeWall & M. Oaten, "Self-Regulation and Personality: How Interventions Increase Regulatory Success, and How Depletion Moderates the Effects of Traits on Behavior," *Journal of Personality* 74 (2006): 1773-802; M. Muraven, R.F. Baumeister & D.M. Tice, "Longitudinal Improvement of Self-Regulation Through Practice: Building Self-Control Through Repeated Exercise," *Journal of Social Psychology* 139 (1999): 446-57; M. Muraven, "Building Self-Control Strength: Practicing Self-Control Leads to Improved Self-Control Performance," *Journal of Experimental Social Psychology* 46 (2010): 465-68.
- 54 ... vores hjerne er bemærkelsesværdig responsiv** Fænomenet kaldes for neuroplasticitet. Eksempler på studier: M. Taubert, B. Draganski, A. Anwander, K. Müller, A. Horstmann, A. Villringer & P. Ragert, "Dynamic Properties of Human Brain Structure: Learning-Related Changes in Cortical Areas and Associated Fiber Connections," *Journal of Neuroscience* 30 (2010): 11670-77; H. Takeuchi, A. Sekiguchi, Y. Taki, S. Yokoyama, Y. Ymogida, N. Komuro, T. Yamanouchi, S. Suzuki & R. Kawashima, "Training of Working Memory Impacts Structural Connectivity," *Journal of Neuroscience* 30 (2010): 3297-303; E.A. Maguire, D.G. Gadian, I.S. Johnsrude, C.D. Good, J. Ashburner, R.S. Frackowiak & C.D. Frith, "Navigation-related structural change in the hippocampi of taxi drivers," *Proceedings of the National Academy of Sciences* 97:8 (2000):4398-403. Se også beskrivelse af fænomenet i: D. Rock, *Quiet Leadership. Six Steps to Transforming Performance at Work* (New York: HarperCollins, 2006); K. McGonigal, *The Willpower Instinct. How Self-Control Works, Why it Matters, and What You Can Do to Get More of It* (New York: Avery, 2013).
- 55 ... collestuderende fik mere selvkontrol** M. Muraven, R.F. Baumeister & D.M. Tice, "Longitudinal Improvement of Self-Regulation Through Practice: Building Self-Control Through Repeated Exercise," *Journal of Social Psychology* 139 (1999): 446-57.
- 56 ... "ingen reel ulempe ved at have for meget selvkontrol"** C. Peterson & M.E.P. Seligman, *Character Strengths and Virtues. A Handbook and Classification* (Washington, DC: Oxford University Press & American Psychological Association, 2004): 515.
- 56 ... ikke fundet nogen tegn på** C. Peterson & M.E.P. Seligman, *Character Strengths and Virtues. A Handbook and Classification* (Washington, DC: Oxford University Press & American Psychological Association, 2004).
- 56 ... betydning for vores kreativitet** Dr. David Rock beskriver dette fænomen og henviser bl.a. til forskning fra Dr. Stellan Ohlsson fra University of Illinois i D. Rock, *Your Brain at Work. Strategies for Overcoming Distraction, Regaining Focus, and Working Smarter All Day Long* (New York: HarperCollins, 2009).
- 57 "Den største udfordring for os alle** W. Mischel, *The marshmallow test. Understanding self-control and how to master it* (London: Bantam Press, 2014): 272.

Kapitel 7

- 66 Nødt til at give den rutine nok opmærksomhed** D. Rock, *Quiet Leadership. Six Steps to Transforming Performance at Work* (New York: HarperCollins, 2006). Se desuden beskrivelse af begrebet "opmærksomhedsdensitet" i D. Rock, *Your Brain at Work. Strategies for Overcoming Distraction, Regaining Focus, and Working Smarter All Day Long* (New York: HarperCollins, 2009).
- 67 Studier har vist, at det aktivitetsmønster** D. Khaneman, *At tænke – hurtigt og langsomt* (København: Lindhardt og Ringhof, 2013).
- 68 Det fænomen har forskere bl.a. observeret hos elitesportsudøvere** J.G. Milton, S.S. Small & A. Solodkin, "On the Road to Automatic Dynamic Aspects in the Development of Expertise," *Journal of Clinical Neurophysiology* 21 (2004): 133-227.
- 69 ... giver os en god følelse, når vi benytter** D. Rock, *Quiet Leadership. Six Steps to Transforming Performance at Work* (New York: HarperCollins, 2006).

Kapitel 8

- 73 Den proces, som hjernen gennemgår** Figuren er inspireret af den amerikanske psykolog Abraham Maslows fire læringsstadier.
- 74 ... dokumenteret af en amerikansk forskergruppe** J.S. Moser, H.S. Schroder, C. Heeter, T.P. Moran & Y.H. Lee, "Mind your er-rors: evidence for a neural mechanism linking growth mind-set to adaptive post error adjustments," *Psychological Science* 12 (2011):

1484-89. Billedet af hjernescanningerne er taget direkte fra slides til en keynote, professor Carol S. Dweck afholdt på en konference i Malmö, Sverige, afholdt af Challenging Learning 3. september 2014.

- 76 ... ahaoplevelser rent fysisk frigiver** D. Rock, *Quiet Leadership. Six Steps to Transforming Performance at Work* (New York: HarperCollins, 2006).
- 84 ... selvværd ikke er nøglen til at klare sig godt** Se bl.a. en stor gennemgang af tusindvis af studier udført for Association for Psychological Science: R.F. Baumeister, J.D. Campbell, J.I. Krueger & K.D. Vohs, "Does High Self-Esteem Cause Better Performance, Interpersonal Success, and Happiness, or Healthier Lifestyles?" *Psychological Science in the Public Interest* 4 (2003): 1-44. Den er desuden udgivet i kortere udgaver i *Scientific American* og *Scientific American Mind*.
- 87 [Effekten af belønning]** Forskningen i belønning og motivation (bl.a. ældre forskning fra forskerne i psykologi Harry Harlow og Edvard Deci) beskrives bl.a. i D. Pink, *Drive: The Surprising Truth About What Motivates Us* (New York: Riverhead Books, 2009).
- 88 Forskning tyder på, at det, der er svært** P.C. Brown, H.L. Roediger III & M.A. McDaniel, *Make It Stick: The Science of Successful Learning* (Cambridge, MA: Harvard University Press, 2014).

Kapitel 9

- 90 ... en gruppe 6.-klasseselever** F. Autin & J.-C. Croizet, "Improving Working Memory Efficiency by Reframing Metacognitive Interpretation of Task Difficulty," *Journal of Experimental Psychology* 141:4 (2012): 610-18.
- 90 ... collegeelever, der skulle op til eksamen** J.P. Jamieson, W.B. Mendes, E. Blackstock & T. Schmader, "Turning the knots in your

- stomach into bows: Reappraising arousal improves performance on the GRE," *Journal of Experimental Social Psychology* 46 (2010): 208-12.
- 91 Ved første øjekast** K. McGonigal, *The Upside of Stress. Why Stress is Good for You (and How to Get Good at It)* (London: Vermilion, 2015). Se også: D.S. Yeager & G.M. Walton, "Social-Psychological Interventions in Education: They're Not Magic," *Review of Educational Research* 81:2 (2011): 267-301.
- 91 ... ét, hvor man påvirkede deltagerens stress-mindset** Forsøget er beskrevet i: K. McGonigal, *The Upside of Stress. Why Stress is Good for You (and How to Get Good at It)* (London: Vermilion, 2015).
- 91 [Forskellen på, hvordan vi roser børn]** C.S. Dweck, *Mindset: How You Can Fulfil Your Potential* (London: Constable and Robinson, 2012).
- 92 De kører på autopilot i nogle år** Forelæsning af C.S. Dweck: https://skylinecollege.edu/stafftraining/assets/mathtraining/Dweck_FixedVsGrowthMindsets_v2.pdf.
- 92 [Betydningen af "ikke endnu"]** Præsenteret i en keynote givet af professor Carol S. Dweck på en konference i Malmö, Sverige afholdt af Challenging Learning 3. september 2014.
- 92 ... ikke længere fortæller sig selv, at fejl, udfordringer og anstrengelse** D.S. Yeager & C.S. Dweck, "Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed," *Educational Psychologist* 47:4 (2012): 302-14. Se også: L.S. Blackwell, K.H. Trzesniewski & C.S. Dweck, "Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention," *Child Development* 78:1 (2007): 251.
- 93 ... og på den måde øger vi børnenes incitament** Forskellig forskning har vist, at det, vi siger til os selv, påvirker vores selvkontrol. Se fx: M. Muraven & E. Slessareva, "Mechanisms of Self-Control Failure: Motivation and Limited Resources," *Personality and Social Psychology Bulletin* 29 (2003): 894-906; N. Trimpeter, J. Watson & B.J. O'Leary, "Factors within Multidimensional Perfectionism Scales: Complexity of Relationships with Self-Esteem, Narcissism, Self-Control, and Self-Criticism," *Personality and Individual Differences* 41 (2006): 849-60; M.J.A. Wohl, T.A. Pychyl & S.H. Bennett, "I Forgive Myself, Now I Can Study: How Self-Forgiveness for Procrastinating Can Reduce Future Procrastination," *Personality and Individual Differences* 48 (2010): 803-08.
- 96 Men hver gang vi viser dem fordelene** Det er en måde at normalisere de svære følelser på, så børnene ikke ser dem som noget forkert, men derimod som noget naturligt. Forskning har i andre sammenhænge dokumenteret, at vores opfattelse af, hvad der er "normalt", påvirker vores adfærd og derfor vores selvkontrol. Se fx: P.W. Schultz, J.M. Nolan, R.B. Cialdini, N.J. Goldstein & V. Griskevicius, "The Constructive, Destructive, and Reconstructive Power of Social Norms," *Psychological Science* 18 (2007): 429-34; D.L. McCabe, L.K. Treviño & K.D. Butterfield, "Honor Codes and Other Contextual Influences on Academic Integrity: A Replication and Extension to Modified Honor Code Settings," *Research in Higher Education* 43 (2002): 357-78; M. Wenzel, "Misperceptions of Social Norms About Tax Compliance: From Theory to Intervention," *Journal of Economic Psychology* 26 (2005): 862-83; H.W. Perkins, "Social Norms and the Prevention of Alcohol Misuse in Collegiate Contexts," *Journal of Studies of Alcohol Supplement* 14 (2002): 164-72.
- 97 ... børn helt ned til 1-3-årsalderen** Forskning beskrevet i C.S. Dweck, *Mindset: How You Can Fulfil Your Potential* (London: Constable and Robinson, 2012). Se også: T. Vanderwal, E. Hunyadi, D.W. Grupe, C.M. Connors & R.T. Schultz, "Self, Mother and Abstract Other: An fMRI Study of Reflective Social Processing," *Neuroimage* 41 (2008): 1437-46.
- 97 Børn i vuggestuen opfører sig** M. Main & C. George, "Responses of Abused and Disadvantaged Toddlers to Distress in the Day Care Setting," *Developmental Psychology* 21 (1985): 407-12.

Kapitel 10

Alle huskeregler hviler på den viden, som er præsenteret i bogen. Nedenfor følger desuden supplerende kilder.

107 [Vedrørende første huskeregel] Social støtte påvirker positivt men-

nerskers selvkontrol: R.R. Wing & R.W. Jeffery, "Benefits of Recruiting Participants with Friends and Increasing Social Support for Weight Loss and Maintenance," *Journal of Consulting and Clinical Psychology* 67 (1999): 132-38. Se også D. Rock, *Quiet Leadership. Six Steps to Transforming Performance at Work* (New York: HarperCollins, 2006).

109 [Vedrørende anden huskeregel] Spørgsmålene giver børnene en fornemmelse af, at de har kontrol over sig selv og kan bestemme over sig selv, og at det, de skal gøre, ikke er noget, de bliver pålagt af andre, hvilket har vist sig at have en positiv effekt på selvkontrol. Se overblik over forskningen i: A.L. Duckworth, T.S. Gendler & J.J. Gross, "Self-Control in School-Age Children," *Educational Psychologist* 49:3 (2014). Se også: M. Muraven, M. Gagné & H. Rosman, "Helpful Self-Control: Autonomy Support, Vitality, and Depletion," *Journal of Experimental and Social Psychology* 44:3 (2008): 573-85; M. Muraven, "Autonomous Self-Control is Less Depleting," *Journal of Research in Personality* 42:3 (2008): 763-70; T.F. Stillman et al., "Personal Philosophy and Personnel Achievement: Belief in Free Will Predicts Better Job Performance," *Social Psychological and Personality Science* 1 (2010): 43-50; M. Muraven, "Lack of Autonomy and Self-Control: Performance Contingent Rewards Lead to Greater Depletion," *Motivation and Emotion* 31:4 (2007): 322-30; B.J. Schmeichel & K. Vohs, "Self-Affirmation and Self-Control: Affirming Core Values Counteracts Ego Depletion," *Journal of Personality and Social Psychology* 96:4 (2009): 770-82.

Spørgsmålene understøtter på forskellige måder børnenes evne til at tænke og reflektere, hvilket påvirker deres selvkontrol positivt, se fx J. Peters & C. Buchel, "Episodic Future Thinking Reduces

Reward Delay Discounting Through an Enhancement of Prefrontal-Mediotemporal Interactions," *Neuron* 66 (2010): 138-48; E.U. Weber, E.J. Johnson, K.F. Milch, H. Chang, J.C. Brodsholl & D.G. Goldstein, "Asymmetric Discounting in Intertemporal Choice," *Psychological Science* 18 (2007): 516-23.

110 [Vedrørende tredje huskeregel] Huskereglen skal hjælpe børnene med at 'normalisere' det, de oplever, hvilket har vist sig at have en positiv effekt på selvkontrol. Se overblik over forskningen i: A.L. Duckworth, T.S. Gendler & J.J. Gross, "Self-Control in School-Age Children," *Educational Psychologist* 49:3 (2014). Se også: P.W. Schultz, J.M. Nolan, R.B. Cialdini, N.J. Goldstein & V. Griskevicius, "The Constructive, Destructive, and Reconstructive Power of Social Norms," *Psychological Science* 18 (2007): 429-34; D.L. McCabe, L.K. Treviño & K.D. Butterfield, "Honor Codes and Other Contextual Influences on Academic Integrity: A Replication and Extension to Modified Honor Code Settings," *Research in Higher Education* 43 (2002): 357-78; M. Wenzel, "Misperceptions of Social Norms About Tax Compliance: From Theory to Intervention," *Journal of Economic Psychology* 26 (2005): 862-83; H.W. Perkins, "Social Norms and the Prevention of Alcohol Misuse in Collegiate Contexts," *Journal of Studies of Alcohol Supplement* 14 (2002): 164-72. Den strategi, som primært anvendes i kapitlerne 11-13, hedder på engelsk "reappraisal" – se mere i fx D. Rock, *Your Brain at Work. Strategies for Overcoming Distraction, Regaining Focus, and Working Smarter All Day Long* (New York: HarperCollins, 2009) og i M.D. Lieberman, *Social. Why Our Brains Are Wired to Connect* (New York: Broadway Books, 2013).

Mange af de budskaber, som anbefales under tredje huskeregel i kapitel 11-13, understøtter børnene i at lægge en plan for, hvad de skal gøre, fordi det øger børnenes selvkontrol. Se fx P.M. Gollwitzer & G. Oettingen, "Planning Promotes Goal Striving," i: K.D. Vohs & R.F. Baumeister (eds.), *Handbook of Self-Regulation: Research, Theory and Applications* (New York: Guilford, 2011); P.M. Gollwitzer, "Implementation intentions: Strong effects of simple plans," *American Psychologist* 54 (1999): 493-503.

112 Kapitlerne gennemgår en lang række klassiske eksempler I kapitel 11-13 præsenteres der tre spørgeskemaer, som kan give forældre et indtryk af, hvilke valg deres børn træffer i relation til

selvkontrol. Spørgsmålene er udviklet med inspiration fra forskningsmæssigt anerkendte skalaer, der anvendes til at måle selvkontrol, bl.a. "Low Self-Control Scale" i H.G. Grasmick, C.R. Tittle, R.J. Bursik & B.J. Arneklev, "Testing the core empirical implications of Gottfredson and Hirschi's general theory of crime," *Journal of Research in Crime and Delinquency* 30 (1993): 5-29 og "Self-Control Scale" i J.P. Tangney, R.F. Baumeister & A.L. Boone, "High Self-Control Predicts Good Adjustment, Less Pathology, Better Grades, and Interpersonal Success," *Journal of Personality* 72 (2004): 271-324. Desuden trækker de på egne praktiske erfaringer og observationer af flere hundrede børn på LøkkeFondens DrengAkademi.

Kapitel II

130 Hvilken viden kan du give videre Budskaberne er inspireret af

professor Carol S. Dwecks growth mindset. Se mere i: C.S. Dweck, *Mindset: How You Can Fulfil Your Potential* (London: Constable and Robinson, 2012).

Kapitel 12

134 [Beskrivelsen af forskningen i presreaktioner] Budskaberne og forskningsforsøgene hviler på beskrivelserne i: K. McGonigal, *The Upside of Stress. Why Stress is Good for You (and How to Get Good at It)* (London: Vermilion, 2015). Se også konkrete eksempler på forskningsforsøg: J.P. Jamieson, W.B. Mendes, E. Blackstock & T. Schmader, "Turning the knots in your stomach into bows: Reappraising arousal improves performance on the GRE," *Journal of Experimental Social Psychology* 46 (2010): 208-12; A.J. Crum, W.R. Corbin, K.D. Brownell & P. Salovey, "Mind over Milkshakes: Mindsets, Not Just Nutrients, Determine Ghrelin Response," *Health*

Psychology 30:4 (2011): 424-29; A.J. Crum, P. Salovey & S. Anchor, "Rethinking Stress: The Role of Mindsets in Determining the Stress Response," *Journal of Personality and Social Psychology* 104:4 (2013): 716-33; D.S. Yeager, R. Johnson, B.J. Spitzer, K.H. Trzesniewski, J. Powers & C.S. Dweck, "The Far-Reaching Effects of Believing People Can Change: Implicit Theories of Personality Shape Stress, Health, and Achievement During Adolescence," *Journal of Personality and Social Psychology* 106:6 (2014): 867-81.

147 Hvilken viden kan du give videre Budskaberne og konklusionerne hviler på beskrivelserne i: K. McGonigal, *The Upside of Stress. Why Stress is Good for You (and How to Get Good at It)* (London: Vermilion, 2015).

Kapitel 13

152 I gennemsnit havde eleverne L.D. Carrier & N.A. Cheever, "Face-

book and texting made me do it: Media-induced task-switching while studying," *Computers in Human Behavior* 29 (2013): 948-58.