**Supplementary material B:** *Manual for classifying measures of self-regulation*

**The relationship between time perspective and self-regulatory processes, abilities, and outcomes: A meta-analytic review**

**Phase 1: Developing a taxonomy for classifying measures of self-regulatory processes, abilities, and outcomes**

**INFORMATION FOR CODERS**

The proposed review aims to quantify the size of the relationships between time perspective and different self-regulatory processes, abilities, and outcomes, across various domains (e.g., health, academic, wellbeing). Specifically, this review will build on a framework developed by Burnette and colleagues (Burnette, O'Boyle, VanEpps, Pollack, & Finkel, 2013) and distinguish between three self-regulatory processes as specified by Control Theory (Carver & Scheier, 1982); namely, goal setting, goal monitoring, and goal operating. In addition, we will distinguish these processes from measures of self-regulatory ability and the outcomes of self-regulation.

**Creating a taxonomy for classifying measures of self-regulation:**

There is considerable variation in how processes relevant to self-regulation have been labelled, defined, and measured. The purpose of this exercise is to develop a taxonomy for classifying the different measures that have been used in research to date. Below is a definition of each self-regulatory process, as well as what we mean by self-regulatory ability and outcomes, and an example of how constructs relevant to the respective process (or ability or outcome) are typically measured:

**Goal setting:** Goal setting involves establishing specific reference points or desired outcomes; that is, identifying something that an individual would like to achieve (Austin & Vancouver, 1996). This process is reflected by constructs such as the importance of the respective goal, how committed the person is to that goal and so on. Measures of these constructs should therefore be coded as pertaining to the process of setting goals. For example, a measure of goal intentions would be considered a measure of goal setting (e.g., participants are asked to indicate the extent to which they agree with the statement: "I intend to lose weight").

**Goal monitoring:** Goal monitoring involves evaluating ongoing performance relative to the goal that has been set (Carver & Scheier, 1982; Webb, Chang, & Benn, 2013). Goal monitoring alerts the individual to the nature and extent of any discrepancy between the current state (e.g., weighing ten stone) and the desired state (e.g., to weigh nine stone), or the discrepancy between the current rate of progress toward the goal and the desired rate of goal progress. An example of a measure reflecting the process of goal monitoring would be the number of times that participants record the calories that they have eaten using an app on their smart phone.

**Goal operating:** Goal operating involves activities and behaviours directed toward goal achievement (Carver & Scheier, 1998). An example would be engaging in physical activity in order to improve physical fitness. Therefore, a measure of physical activity would constitute a measure of the process of goal operating, assuming that engaging in physical activity was relevant to the focal goal (e.g., that the goal was to get fit, to lose weight, to do more exercise etc.).

**Self-regulatory ability:** Self-regulatory ability refers to the resources and attributes that an individual has in order to assist with goal attainment. Therefore, measures of the ability to delay gratification (Mischel et al., 2011) or levels of trait self-control (i.e., the ability to control thoughts, feelings, and behaviours; de Ridder, Lensvelt-Mulders, Finkenauer, Stok, & Baumeister, 2012) would be examples of measures of self-regulatory ability.

**Self-regulatory outcomes:** Self-regulatory outcomes refer to the outcome(s) of the goal striving (i.e., what has been achieved). An example of a measure of self-regulatory outcomes could be a student's grade point average (GPA), assuming that this outcome reflected the extent to which the respective goal was achieved (e.g., that the person had the goal to succeed academically).

**Instructions for coding:** On the following pages are a list of measures that may reflect a particular self-regulatory process, ability, or outcome. We would like you to indicate whether you think that each measure reflects the process of goal setting, goal operating, goal monitoring, and / or is a measure of self-regulatory ability or outcomes. Alternatively, if you feel that the measure does not reflect any of these things, then please select the option 'Not relevant to self-regulation'. Please use the notes column to explain your decision if needed and / or to record any comments that you have.

Following this is a table detailing measures that are **NOT** currently included in the review because they do not seem to measure a self-regulatory process, ability, or outcome. However, we would like you to consider whether you think that it would be worth including any of these (i.e., whether you think that they are relevant to self-regulation).