

CONTENTS

| | | |
|-------------------------|--|-----|
| <i>About the Author</i> | | vii |
| <i>Preface</i> | | ix |
| <i>Introduction</i> | | xi |
| Chapter 1 | What Promotes Adaptive Motivation? Four Beliefs and Four Truths About Ability, Success, Praise, and Confidence | 1 |
| Chapter 2 | When Failure Undermines and When Failure Motivates: Helpless and Mastery-Oriented Responses | 5 |
| Chapter 3 | Achievement Goals: Looking Smart Versus Learning | 15 |
| Chapter 4 | Is Intelligence Fixed or Changeable? Students' Theories About Their Intelligence Foster Their Achievement Goals | 20 |
| Chapter 5 | Theories of Intelligence Predict (and Create) Differences in Achievement | 29 |
| Chapter 6 | Theories of Intelligence Create High and Low Effort | 39 |
| Chapter 7 | Implicit Theories and Goals Predict Self-Esteem Loss and Depressive Reactions to Negative Events | 44 |
| Chapter 8 | Why Confidence and Success Are Not Enough | 51 |
| Chapter 9 | What is IQ and Does It Matter? | 59 |
| Chapter 10 | Believing in Fixed Social Traits: Impact on Social Coping | 64 |
| Chapter 11 | Judging and Labeling Others: Another Effect of Implicit Theories | 73 |
| Chapter 12 | Belief in the Potential to Change | 82 |
| Chapter 13 | Holding and Forming Stereotypes | 89 |

| | | |
|---|--|-----|
| <i>Chapter</i> 14 | How Does It All Begin? Young Children's Theories About Goodness and Badness | 95 |
| <i>Chapter</i> 15 | Kinds of Praise and Criticism: The Origins of Vulnerability | 107 |
| <i>Chapter</i> 16 | Praising Intelligence: More Praise that Backfires | 116 |
| <i>Chapter</i> 17 | Misconceptions About Self-Esteem and About How to Foster It | 127 |
| <i>Chapter</i> 18 | Personality, Motivation, Development, and the Self: Theoretical Reflections | 132 |
| <i>Chapter</i> 19 | Final Thoughts on Controversial Issues | 149 |
| <i>References</i> | | 157 |
| <i>Appendix: Measures of Implicit Theories, Confidence, and Goals</i> | | 175 |
| <i>Index</i> | | 187 |