CONTENTS

About the Aut Preface Introduction	hor	vii ix 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

vi Contents

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