EXCERPT #3

Dweck, C., & Leggett, E. (1988). A social-cognitive approach to motivation and personality. *Psychological Review, 95*(2), 256-273.

Individuals adopting different goals can be seen as approaching a situation with different concerns, asking different questions, and seeking different information. For each individual, the data in the situation are interpreted in light of their focal concern and provide information relevant to their question.

Within a performance goal, individuals are concerned with measuring their ability and with answering the question, Is my ability adequate or inadequate? Within such a framework, outcomes will be a chief source of information relevant to this concern and thus failure outcomes may readily elicit the helpless attribution that ability is inadequate.

In contrast, learning goals create a concern with increasing one's ability and extending one's mastery and would lead individuals to pose the question, What is the best way to increase my ability or achieve mastery? Here, then, outcomes would provide information about whether one is pursuing an optimal course and, if not, what else might be necessary. Failure would simply mean that the current strategy may be insufficient to the task and may require upgrading or revision. The self-instructions and self-monitoring of the mastery-oriented children can therefore be seen as a direct implementation of this information in pursuit of future goal success. Thus the attributions of the helpless children and the self-instructions of the mastery-oriented children in response to failure may be viewed as natural outgrowths of their goals.

Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist, 41*(10), 1040-1048. p.1041

Table 1 Achievement Goals and Achievement Behavior

Theory of intelligence	Goal orientation	Confidence in present ability	Behavior pattern
Entity theory (Intelligence is fixed)	⟶ **Performance goal** (Goal is to gain positive judgments/avoid negative judgments of competence)	**If high** ⟶ **but**	⟶ **Mastery-oriented** Seek challenge High persistence
		If low ⟶	⟶ **Helpless** Avoid challenge Low persistence
Incremental theory (Intelligence is malleable)	⟶ **Learning goal** (Goal is to increase competence)	**If high or low** ⟶	⟶ **Mastery-oriented** Seek challenge (that fosters learning) High persistence