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Handbook of Competence and Motivation, First Edition. This important handbook provides a comprehensive, authoritative review of achievement motivation and establishes the

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concept of competence as an organizing framework for the field. The editors synthesize diverse perspectives on why and how individuals are motivated in school, work, sports, and other settings.

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Now completely revised (over 90% new), this handbook established the concept of competence as an organizing framework for the field of achievement motivation. With an increased focus on connecting theory to application, the second edition incorporates diverse perspectives on why and how individuals are motivated to work toward competence in school, work, sports, and other settings.

Handbook of Competence and Motivation, Second Edition ...

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Handbook of Competence and Motivation: Theory and ...

Handbook of Competence and Motivation. Elliot, A. J., & Dweck, C. S. (Eds.). New York: Guilford Press (www.guilford.com), 2005, 704 pp., \$76.00 (hardcover). In this handbook Elliot and Dweck have integrated the disparate and somewhat isolated field of achievement motivation.

Handbook of Competence and Motivation.

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Handbook of Competence and Motivation: Second Edition ...

The Handbook of Competence and Motivation, edited by Andrew J. Elliot and Carol S. Dweck, is intended as a comprehensive resource for researchers and theoreticians on the broad topic of achievement motivation. The Handbook succeeds admirably in this function. It draws together a wide range of theoretical and empirical topics brought to life by a group of world-renowned

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This important handbook provides a comprehensive, authoritative review of achievement motivation and establishes the concept of competence as an organizing framework for the field. The editors synthesize diverse perspectives on why and how individuals are motivated in school, work, sports, and other settings. Written by leading investigators, chapters reexamine central constructs in achievement motivation; explore the impact of developmental, contextual, and sociocultural factors; and analyze the role of self-regulatory processes. Focusing on the ways in which achievement is motivated by the desire to experience competence and avoid experiencing incompetence, the volume integrates disparate theories and findings and sets forth a coherent agenda for future research.

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application, the second edition incorporates diverse perspectives on why and how individuals are motivated to work toward competence in school, work, sports, and other settings. Leading authorities present cutting-edge findings on the psychological, sociocultural, and biological processes that shape competence motivation across development, analyzing the role of intelligence, self-regulated learning, emotions, creativity, gender and racial stereotypes, self-perceptions, achievement values, parenting practices, teacher behaviors, workplace environments, and many other factors. As a special bonus, purchasers of the second edition can download a supplemental e-book featuring several notable, highly cited chapters from the first edition. ÿ New to This Edition *Most chapters are new, reflecting over a decade of theoretical and methodological developments. *Each chapter now has an applied as well as conceptual focus, showcasing advances in intervention research. *Additional topics: self-regulation in early childhood, self-determination theory, challenge and threat appraisals, performance incentives, achievement emotions, job burnout, gene-environment interactions, class-based models of competence, and the impact of social group membership. *Supplemental e-book featuring selected chapters from the prior edition.

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coherent agenda for future research.

"This is a reference and text for anyone interested in achievement motivation and related topics, including social, personality, and developmental psychologists; educational psychologists; and industrial/organizational and sports psychologists. It will serve as a primary or supplemental text in advanced undergraduate- and graduate-level courses."--Résumé de l'éditeur.

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supplemental e-book featuring several notable, highly cited chapters from the first edition. ÿ New to This Edition *Most chapters are new, reflecting over a decade of theoretical and methodological developments. *Each chapter now has an applied as well as conceptual focus, showcasing advances in intervention research. *Additional topics: self-regulation in early childhood, self-determination theory, challenge and threat appraisals, performance incentives, achievement emotions, job burnout, gene-environment interactions, class-based models of competence, and the impact of social group membership. *Supplemental e-book featuring selected chapters from the prior edition.

This innovative text sheds light on how people work -- why they sometimes function well and, at other times, behave in ways that are self-defeating or destructive. The author presents her groundbreaking research on adaptive and maladaptive cognitive-motivational patterns and shows: * How these patterns originate in people's self-theories * Their consequences for the person -- for achievement, social relationships, and emotional well-being * Their consequences for society, from issues of human potential to stereotyping and intergroup relations * The experiences that create them This outstanding text is a must-read for researchers in social psychology, child development, and education, and is appropriate for both graduate and

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senior undergraduate students in these areas.

The goal of This book is to describe how you can adopt the results of solid performance research and turn it into practical, and cost-beneficial performance results for your organization. A review of this book by Dr. Brenda Sugrue (currently Director of Instructional Systems for Ford Motor Company—formerly a training manager for IBM and a professor at the University of Iowa) described it in the following way: This book is all you need to understand the process of performance improvement in organizations, and the "active ingredients" that impact performance. The book separates the snake oil and fads from solutions that are supported by research. It gives clear and research-based guidelines for diagnosing the causes of performance gaps and selecting solutions for knowledge, motivation, and organizational problems. Case studies illustrate the application of the model and rules. In addition, the book describes how to reliably and validly evaluate the effects of performance solutions and identifies flaws in some common approaches to evaluation. The book answers the kinds of "why" and "what if" questions that rarely get addressed. It includes a powerful model of motivated performance that can be used to address any motivational problems. (It provides the reader with) the arguments and references to support organizational development and

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training practices and also the arguments and evidence to abandon practices that have been shown to either be ineffective or to do more harm than good. If you want to understand why what you are doing works (or doesn't work), you need to read this book. It is unlike any other to date in the field of performance improvement and training. It takes the profession to a higher level and is a must for anyone working in the area of organizational development, performance improvement, or training.

The Handbook of Motivation at School presents the first comprehensive and integrated compilation of theory and research on children's motivation at school. It covers the major theoretical perspectives in the field as well as their application to instruction, learning, and social adjustment at school. Key Features: Comprehensive - no other book provides such a comprehensive overview of theory and research on children's motivation at school. Theoretical & Applied - the book provides a review of current motivation theories by the developers of those theories as well as attention to the application of motivation theory and research in classrooms and schools. Chapter Structure - chapters within each section follow a similar structure so that there is uniformity across chapters. Commentaries - each section ends with a commentary that provides clear directions for future research.

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As I begin to write this Preface, I feel a rush of excitement. I have now finished the book; my gestalt is coming into completion. Throughout the months that I have been writing this, I have, indeed, been intrinsically motivated. Now that it is finished I feel quite competent and self-determining (see Chapter 2). Whether or not those who read the book will perceive me that way is also a concern of mine (an extrinsic one), but it is a wholly separate issue from the intrinsic rewards I have been experiencing. This book presents a theoretical perspective. It reviews an enormous amount of research which establishes unequivocally that intrinsic motivation exists. Also considered herein are various approaches to the conceptualizing of intrinsic motivation. The book concentrates on the approach which has developed out of the work of Robert White (1959), namely, that intrinsically motivated behaviors are ones which a person engages in so that he may feel competent and self-determining in relation to his environment. The book then considers the development of intrinsic motivation, how behaviors are motivated intrinsically, how they relate to and how intrinsic motivation is extrinsically motivated behaviors, affected by extrinsic rewards and controls. It also considers how changes in intrinsic motivation relate to changes in attitudes, how people attribute motivation to each

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other, how the attribution process is motivated, and how the process of perceiving motivation (and other internal states) in oneself relates to perceiving them in others.

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