

Figure 2.1 Dynamic-Learning Beliefs and Fixed-Performance Beliefs

Belief System Frames	
Dynamic-Learning Frame	Fixed-Performance Frame
The more you learn, the smarter you get. You can change your mind, your smartness, and who you become.	People have fixed traits, such as smartness, intelligence, and personality, that they cannot change.
Learning takes time and effort, so trying hard is valued.	Learning happens quickly for smart people, so trying hard is not valued; if you have to try hard, you probably aren't smart.
The most important information is <i>how</i> someone did (or could do) something, because that's what we can learn from.	The most important information is whether one is successful. It shows who is smart and more valuable. <i>How</i> one succeeds is irrelevant. (Cheating and lying can be justifiable routes to success.)
The goal is to learn as much as you can.	The goal is to look as smart as you can.
Frequent success without trying hard indicates choosing activities that are too easy to learn from.	Frequent success without trying is an indicator of one's (fixed) ability and value.
Problems/challenges/errors are to be expected if a person is taking on challenge—which is valued (even experts/authors make mistakes).	Problems/challenges/errors are indicators of one's intellectual ability.
Challenging and novel activities are engaging.	Challenging and novel activities are risky/stressful.
Collaboration is important and success requires it, along with interest and efforts to comprehend. Seeking help is sensible after exhausting one's own resources.	Competition is important and success requires ability and a competitive focus. Seeking help is evidence of one's intellectual inadequacy.
Greater competence means being able to take on new challenges and greater opportunity to help others.	Greater competence means being smarter and therefore better (and more valuable) than others, and potentially having power over others.