

1. Both Jim and his parents make attributions to explain his grades describe the dimensions of Jim's attributions and those of his parents.

Note: Definition of attribution. The act of *explaining why something happens or why a person acts in a particular way.*

a) Jim's attributions:

- i. "...it has nothing to do with my grades." *Dimension: Stability – enduring factors that will not change.*
- ii. "My dad's this brilliant guy..." *Dimension: Specificity - Global factors. Actions as the result of global factors.*
- iii. "...but all my classes are hard." *Dimension: Stability – (Unstable) temporary factors.*
- iv. "...no matter how much studying I do, I'm not going to get all "As" *Dimension: Control – factors beyond their personal.*

b) Parent's attributions:

- i. "...hang out with your friends." *Dimension: External locus – explaining a person's behavior of external factors.*
- ii. "You have a free ride..." *Dimension: Stability – explanation of actions as a result of stable, enduring factors that won't change over time.*
- iii. "...you're still just pulling "Cs." *Dimension: Specificity – explaining actions as the result of specific factors.*
- iv. "You just have to study harder." *Dimension: Control – explaining responsibility for actions to people themselves.*

2. How might you assess the accuracy of Jim's attributions? What question could you ask him to help you decide whether his perceptions are well founded or biased?

Jim explains that he is not an “A” student. He submits to a process of creating explanations for what he observes and experiences, called *Interpretation*. The question I would ask Jim is, “How sure are you, that your explanation of your father’s position, about your bad performance in college is accurate?”

3. What constructs, prototypes, and scripts seem to operate in how Jim and his parents think about college life and being a student?

Jim’s prototype: *college is an opportunity to enjoy the college life “freely partying” with other students. Focusing on his studies is a secondary priority.*

Jim’s parent’s prototype: *college is a new opportunity to build the financial foundations needed for Jim’s life in the future.*

4. What could you say to Jim to help him and his parents reach a shared perspective on his academic work?

My advice to Jim: a) reconsiders his train of thinking. b) he is making a mistake c) look to the future and count the cost of becoming who we expect to become.