Taking Control When Things Feel Out of Your Control

By: Haille Thomas
Learning Outcomes

1. Understand the definition of internal locus of control, proactivity, and intentionality

2. Apply strategies that will help you improve your internal locus of control, proactivity, and intentionality
Overview

**Internal Locus of Control**: Attributing your successes and/or your failures to how much effort you put in (Ramezani & Gholtash, 2015).

**Proactivity**: Taking control of the situation and or environment (Bowers, 1973; Brown et al., 2006 as cited in Sidelinger, 2010).

**Intentionality**: finding the purpose behind what you are doing (Hung, 2014).
Internal Locus of Control
Internal vs. External Locus of Control

Internal:
• Attribute their success to their hard work and ability
• Have higher self-esteem

External:
• Give credit to external sources such as luck or fate
• Self-handicap

(Albert & Dahling, 2016)

Figure 1: Internal vs. external locus of control. Adapted from Sally Butler www.fish4development.co.uk
Proactivity
Qualities of a Proactive Student:

Proactive individuals:
- Take initiative
- Take advantage of the situation
- Seek out resources
- Request feedback
- Schedule ahead of time

(Geertshuis et al., 2014)
Intentional Learning
What is Intentional Learning?

Intentional learners are:
• Goal-driven
• Motivated
• Self-regulated
• Purposeful
• Self-initiated

(Hung, 2014)
Tips
How to Increase Your Internal Locus of Control

- Keep a journal
- Positive self-talk
- Talk to a friend
- Focus on things that are in your control
  - External circumstances still can occur

(Frankham, 2019)
Tips on How to be a Proactive and Intentional Student

- Set a routine study schedule
- Keep track of all your deadlines and due dates
- Go to study hours/office hours
- Read assigned readings before lecture
- Review notes prior to and after class
- Join clubs and organizations on campus

(Wroblewski, n.d.)
Planning a Proactive and Intentional Study Schedule

Before:
1. Ask yourself: Where and when is the best time to study?
2. What do I want to get done? (set a SMART goal!)
3. What resources will guide me? (i.e., asking a friend, attending office hours, looking through your textbook)

During:
1. Think positively! (I can get through this)
2. Schedule in small breaks (Pomodoro technique)
3. Interact with the material (Annotate readings, summarize in your own words, etc.)

After:
1. Review the material
2. Proofread the assignment
3. Take a longer break (eat, talk to a friend, take a walk)
References


References continued


Sally, B. (n.d.). [Internal vs. External locus of control] [Photograph] *Fish4Development.* https://www.fish4development.co.uk/
