

**Psychology of Success – Exploring the concept from its most basic to its most applied. Spiritual to Psychological to Practical Personal to Practical Applied from transformativeclassroom.com by John Shindler**

	<b>Spiritual Principles</b>	<b>Psychological Principles</b>	<b>Personal Application</b>	<b>Classroom Application</b>
<b>Internal Locus of Control</b>	<p>We are Gods and Goddesses in Embryo</p> <p>Life is orderly, and always for us</p> <p>Law of Karma and Cause and Effect</p>	<p>Life is in our hands</p> <p>We are the authors of our fate</p> <p>There is cause and effect in the world, and the first cause is our attitude</p> <p>We are responsible for own success or failure</p>	<p>I move through the day feeling responsible for how things go and my level of happiness. I am the kind of teacher who holds the belief that their student’s welfare depends mostly on things they can control. I look for a way to help my students grow.</p>	<p>Promote a clear and consistent cause and effect world in the class – actions have consequences positive and negative. Encourage increasing levels of freedom and wise choices. Promote student ownership and voice. Create clear learning goals and assessment outcomes that students can attain with full application.</p>
<b>External LOC</b>	<p>We are victims</p> <p>There are random unfriendly forces in the universe that work against us</p> <p>Our fates are predestined by God</p>	<p>External events are the cause of what happens to us.</p> <p>Life is an accident</p> <p>It is someone else’s fault</p> <p>Things just happen</p> <p>You just can’t get ahead</p>	<p>I experience and underlying feeling that there is little I can do to improve things. I see mostly evidence that no matter what I do, not much gets better. Parents, the system, and kids are too much to overcome.</p>	<p>Create vague and shifting rules and be inconsistent in applying them. Be autocratic and ignore students need for power. Compare students to one another on variables over which they have no control.</p>
<b>Acceptance and Belonging</b>	<p>We are one with everything</p> <p>All of us are part of the one life (one life – one body)</p> <p>Unconditional love is the true nature of things.</p> <p>Acceptance allows the flow of all good things.</p>	<p>We are unique and great the way we are.</p> <p>We have unique and valuable gifts to share.</p> <p>We are part of a supportive collective.</p> <p>Others appreciate us and are interested in helping us thrive.</p>	<p>When it comes down to it, I like and respect myself. I have others that I actually like and respect too. I feel like at least some people are supportive of me and what I am trying to do. I feel like the school team has its heart in the right place even if it is not perfect.</p>	<p>Create an emotionally safe class defined by intolerance for putdowns and abuse. Encourage students to work together and support one another toward personal and collective growth. Focus on strengths of each student and the idea that there are different gifts. Find ways for the class to win together.</p>

<b>Alienation and Inadequacy</b>	<p>We are separate We are in a constant struggle with others for scarce resources The world is an unforgiving place and God is rarely approving of our behavior and strains to find reasons to love us.</p>	<p>We see mostly our inadequacies and perceived weaknesses. We feel separate from the group and not appreciated. We do not feel able to trust others and do not perceive the world as a supportive place.</p>	<p>I am not sure that I am doing very well, and I spend a lot of time feeling defensive. When I walk into a room, I wonder what others are thinking and I suspect that they say negative things about me when I am not around.</p>	<p>Create a competitive class where students struggle against one another for recognition, grades, and approval. Define ability in a single way. Grade only what you can count. Make it about you and demand obedience as you ignore student-student mistreatment.</p>
<b>Growth Orientation</b>	<p>Law of pure potential Law of attraction Law of giving Everything is working together for our good. We are expressions of the creative impulse of the universe.</p>	<p>We accurately perceive that if we apply ourselves we improve in anything we attempt. We trust the process to get us results. We focus on growth and the journey and not so much temporary relative abilities. We use mistakes as opportunities to learn and grow.</p>	<p>I feel pretty free and trusting of myself to take risks and try things. I am not too worried if things don't go perfectly. In my class we are free to make mistakes and I include myself in that. I see my growth as a teacher and follow my vision of getting more effective all the time.</p>	<p>Value the process over the product. Encourage a system of self-reflection and feedback. Encourage a climate where it is ok to make mistakes and good to take risks. Focus on growth and learning and not on relative attainment. Project high expectations for all students, especially in the area of investment and quality of effort level.</p>
<b>Fixed Ability Orientation</b>	<p>Lack is my nature Who would I be without my fears, excuses, and story of me? I will have to wait for another lifetime and a better deal, this one is not what I ordered.</p>	<p>We inaccurately perceive our abilities as a fixed quantity. So we do not see the need to persist if things do not go well initially. We eventually learn to fear failure and are crushed by mistakes and unfavorable comparison. Same #@t new day.</p>	<p>I see that I have some gifts in this job, but I know that other teachers are much more gifted in some areas, and so I stick to what I am good at. When things don't go well in a day, I feel crummy and stupid, and a part of me just wants to quit and do something that is less brutal to my ego.</p>	<p>Value just the final product. Focus on who is good at this or that, and compare student's work and aptitude. Use destructive criticism or subtle judgment for mistakes. Encourage and/or allow students to connect their grades to their self-worth. Promote a fear of failure motivational mindset.</p>

	Student-Centered	Teacher-Centered
<b>Functional</b>	<p><b>1- Style</b>  Trust in universe – expressed as trust in students and in self  Progressively feel and act into a sense of connectedness  Order is nature of things – so the goal is to discover that order</p>	<p><b>2-Style</b>  Fear of loss – expressed as need to control  Conditional acceptance and use of the fear of loss as a tool  Attempt to maintain the appearance of order with external manipulators</p>
<b>Dysfunctional</b>	<p><b>3-Style</b>  Fear of conflict projected outward as passiveness  Lack of self-love projected out as need to enable others  Chaos as fulfillment of an unconscious victim mindset</p>	<p><b>4-Style</b>  Fear of pain projected outward as hostility  Lack of self-acceptance projected outward as comparisons  Domination as compensation for a lack of trust in the universe</p>