Developing Self-Growers by Being a Self-Grower

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What is Self-Growth?

- A desire to become a better version of oneself every day.
- Theoretically grounded in developmental psychology, self-growth involves self-determination and self-actualization.
- Requires a timeless pursuit and a lifelong process to improve one's own performance through formal and informal approaches and practice.
Why Focus on Self-Growth?

1. Self-growth increases learner success;

2. The learning skills and self-assessment of these learning skills is what the global workforce desires;

3. A context-driven phenomenon, it offers a self-grower greater mobility across life's opportunities.
Contrasting the nature vs. nurture argument (Dweck 2006), latest research on cognition (Kuszewski, 2011; Sternberg, 2008) shows that everyone has the potential to grow their intelligence.

Accordingly, the choice between a fixed vs. growth mindset depends upon one’s conscious decision and emotional belief that comes from having realized personal growth.
Self-Growth Theories

- Kurt Goldstein’s (1939) theory of “self-actualization” sets the motive to realize one’s full potential in life.

- Abraham Maslow’s (1943) five-level “hierarchy of needs” pyramid describes individuals’ psychological needs for safety, love, belonging, and self-esteem, and places self-actualization (fulfilment of growth) at the top the hierarchy.

- Supporting the theory of self-actualization, the Process Education (PE) model asserts ten key fundamentals toward self-growth and life-long learning (Jain, Apple & Ellis 2015).
A Growth Mindset - Why Important?

1. It differentiates the “fixed” vs. “growth” mindset.

2. Fosters one’s exploration of potential cognitive and non-cognitive factors independent of intellectual ability to accomplish success.

3. Accepts failure as the motivation to succeed and a desire for continual improvement in one’s performance in spite of failures or setbacks.

4. Supports a desire to continually seek challenges and being open to opportunities for growth.

5. Promotes a “can do” attitude.
## Process Education’s 10 Components of Self-Growth

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<th>1. Having a growth mindset: “I believe I can grow”</th>
<th>6. Reflecting to increase self-awareness and metacognition</th>
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<td>2. Planning: thinking before doing</td>
<td>7. Self-challenging by taking significant risks: pushing oneself outside of one's own comfort zone</td>
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<td>3. Developing and updating a life vision</td>
<td>8. Mentoring for self-improvement and the improvement of others</td>
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<td>5. Self-assessing each significant performance</td>
<td>10. Creating a culture of self-growth through passion and self-motivation: walking the walk of one's own values</td>
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Source: Jain, C. R., Apple D. K, & Ellis, W. Jr., 2015
1. Having A Growth Mindset…

- Starts with an unconditional and unwavering belief in self;
- Recognizes that one has a choice between a “fixed” vs. a “growth” mindset;
- Begins with a desire for continual improvement in one’s performance in spite of failures or setbacks;
- Seeks challenges continually and by being open to opportunities for growth;
- Requires an open mind and a positive "can do” attitude in achieving one’s life vision;
2. Planning: Thinking Before Doing

**Phase I:** Identify the Outcome

**Phase II:** Decide on the Means

**Phase III:** Apply and Evaluate

- Inventory Resources
- Identify Alternatives
- Formulate Alternatives
- Evaluate Alternatives
- Implement the Plan
- Evaluate the Plan
3. Developing a Life Vision

- Knowing and analyzing who you are, where you come from, what you want to become, and what you would like to accomplish;

- Determining what you wish to be or achieve in life by making a list of the most important aspirations;

- Electing to achieve at least one growth goal and/or accomplishment within the next year, or on a short-term basis;

- Laying out action plans for your personal profile and life accomplishments that will guide you in the way you wish to live your life;
4. Setting the Performance Criteria & Measurements

- Is achieved by determining one’s current level of performance involving the following six factors and five levels of learning (Apple, Morgan & Hintze 2013):

<table>
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<th>Six Factors</th>
<th>Five Level of Learning</th>
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<tr>
<td>1. Identity</td>
<td>Level I: Information – Memorization</td>
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<tr>
<td>2. Skills</td>
<td>Level II: Conceptual Understanding – Teaching</td>
</tr>
<tr>
<td>3. Knowledge</td>
<td>Level III: Application – Transferring of knowledge to new situations</td>
</tr>
<tr>
<td>5. Personal Factors</td>
<td>Level V: Research – Creative Enterprise</td>
</tr>
<tr>
<td>6. Fixed Factors</td>
<td></td>
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- The key is to continually increase the level of performance from the current to a higher level along the pre-established measurement criteria.
5. Self-Assessment: Strengths, Improvements & Insights

The key purpose is to improve the next performance

The Purpose of...
assessment is to **INCREASE** quality.
evaluation is to **JUDGE** quality.

Too short and not enough leaves. C-

Source: Pacific Crest, 2007
Metacognition & Reflection

- Metacognition is awareness and understanding of one’s own thought process.

- Reflection involves contemplation with purpose to increase self-awareness.

- Achieved by taking time to step back to understand the reason behind what one is doing.

- The updating of one’s intrinsically driven inner compass helps one to align self actions and decisions in harmony with one’s values to help keep moving towards one’s life vision.
7. Self-Challenge

- Involves taking significant risks and continually pushing oneself outside of the comfort zone;

- Also requires learning to eliminate self-doubt and boosting self-image through preparation, commitment, and timely completion of established tasks as well as impromptu actions and activities; and,

- Continually taking on new challenges.
8. Mentoring

- Focuses improving self’s and others’ performance;

- Requires establishing a clearly-bounded, trusting, and confidential relationship based on mutual respect to achieve clearly-defined goals using the SII principles;

- Does not mean befriending, managing, or parenting, but is a planned activity to enhance the growth-goals of a mentee within a mutually agreed timeframe;

- The relationship is voluntary for both parties;

- Important for mentors to model performances; for mentees to observe in order to enhance motivation and for clarity of the expected performance.
# 9. Grit & Perseverance

## Key Characteristics

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<th>Attributes</th>
<th>Behavioral Practices</th>
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<tr>
<td>Courage</td>
<td>The ability to control the fear of failure</td>
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<td>Attentiveness</td>
<td>Focus until completion</td>
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<tr>
<td>Endurance</td>
<td>The capacity to withstand challenges and failure on a sustained basis</td>
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<tr>
<td>Resilience</td>
<td>Optimism, confidence, creativity and adapting well in the face of adversity -- “rolling with the punches”</td>
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<tr>
<td>Positive Attitude</td>
<td>A worry-free disposition for finding meaning and value in each effort</td>
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Source: Developed based on concepts proposed by Margaret Perlis, 2013
10. Passion & Self-Motivation

- Passion is more than just enthusiasm or excitement. It’s one’s total commitment to a belief, conviction or goal.

- For a passionate person, the requisite labor becomes almost play, therefore affecting achievement and satisfaction rather than conflict (Vallerand, 2012).

- Self-motivation is an intrinsic force that prompts one to action without stimulus from others or situations.
References


