

2019

Self-Growth Institute

Final Report Results and Implications

FACILITATED BY
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Executive Summary

Over the last 18 months, since the publication of the *Professional Guide to Self-Growth*, helping individuals strengthen their self-growth capability has become a primary focus for both Pacific Crest and the Academy of Process Educators (PE Academy), culminating in Pacific Crest's new Self-Growth Institute. The purpose of this report is to capture the strengths and impacts of this Institute. This, in turn, enables us to develop plans for capitalizing on opportunities for growth, self-growth, performance mentoring, and life coaching in both academic and non-academic environments.

We began to advance our thinking about self-growth when the week long intensive Academic Recovery Course was converted to an online, month-long course. With this change, learners had a greatly improved experience, with doubled outcomes, even though total active engagement time was reduced by approximately a third in the longer course.

The self-growth papers from six cohorts of the online students discussed the application of Pacific Crest's Learning to Learn content to learners' academic, personal, and professional lives. These papers were so strong that they formed an integral part of our *Professional Guide to Self-Growth* (2018). The purpose of this guide is to help professionals grow and develop 50 key professional characteristics.

This work then sparked significant changes in the Teaching Institute which immediately preceded the 2018 Academy of Process Educators Conference (PE Conference). This Institute incorporated much more content centered on learning to learn and self-growth

development. As a result of not only the Teaching Institute, but also the focus of numerous conference workshops on self-growth, many who participated in the Institute and/or Conference were interested in being part of a self-growth community during the Fall of 2018 and Spring of 2019.

In its use of the *Profession Guide to Self-Growth*, the self-growth community made some crucial discoveries that have led to new areas for research and new practices. These include:

- Publication of a new Classification of Learning Skills in the *International Journal of Process Education* (2019) with 40 growth skills and 36 mentoring (self-growth) skills identified
- Creation of a methodology for self-growth which was subsequently presented at the 2019 Process Education conference and has since become the fundamental structure and process of the Self-Growth Institute
- Upgrading of the Theory of Performance and Performance Model with a new systems model for Learning by Performance
- Creation of the Methodology for Performance Development
- Research focused on the 2019 Recovery Course at the University of Indianapolis showed that while performance mentoring was effective, self-growth development was more limited
- Research Workshops at the 2019 PE Conference led to a strong and shared desire among participants to increase their self-growth through a Self-Growth Institute

In July 2019, a team was recruited to participate in the Self-Growth Institute, the members of which were drawn from Pacific Crest contacts, leaders in the PE Academy, and participants from the host college, Hinds Community College. This occurred even as the process and materials for the first offering of the Institute were being designed and developed.

The 17 participants were a diverse group, aged 25 through 80, and representing different ethnic backgrounds, professions, reasons for attending, and home cities/states. Each experienced positive transformation (see the self-growth papers), significantly increased their learning performance (see the transformational learning outcomes), significantly increased their personal growth rate, and learned how to work on their self-growth capability. Each participant produced a draft of a life vision and the basic pieces of a life plan. Each started the development of an annual growth plan as well as an annual self-growth plan. The participants all agreed to participate in this year's self-growth community.

Pacific Crest plans to schedule and deliver at least six, and hopefully as many as 12, Self-Growth Institutes over the next 12 months. We anticipate the Institute outcomes to at least double and possibly even triple over the course of these iterations (by summer 2020).

The research generated from the Self-Growth Institute is multi-focal, touching on topics such as better understanding the impediments to self-growth and how to address them, identification of the components of both growth and self-growth capability and how to strengthen them, advancements in the practice of using the Self-Growth Methodology, learning new ways to strengthen the mentoring of performance development, improving the process of life coaching, and building mechanisms to develop the 36 learning skills identified as mentoring/self-growth skills.



History Leading to the First Self-Growth Institute

Over the last 25 years, Pacific Crest has targeted two distinct populations for the empowerment that Process Education and learning to learn can bring: Higher Education faculty, staff, and administrators, and students in higher education settings.

Pacific Crest has worked with Academic faculty, staff, and administrators, helping strengthen their performance within their educational roles, through more than 300 multi-day institutes, 500 single-day workshops, and thousands of mini workshops. More than 30,000 participants have transformed some aspect of their thinking and practice through the 25 distinct focus areas of our Professional Development offerings, as described in the 2016 Special Edition of the *International Journal of Process Education* (www.ijpe.online/archive.html#simple2).

During the same 25 years, Pacific Crest has continuously refined its approach to learning to learn and has now facilitated more than 70 of these experiences with approximately 3,500 students. As a result of the effort and experience in developing the face-to-face Learning to Learn Camp experience into the online Academic Recovery Course, *The Professional's Guide to Self-Growth*, came to be. It was a way to provide professionals a similar opportunity to achieve, through self-mentoring, the same impressive outcomes that the students were experiencing in the Academic Recovery Course.

During 2018, the Academy of Process Educators created a professional learning community comprised of 30 member, all higher education faculty and staff.

The purpose of this community was to learn to intentionally develop self-growth capability using *The Professional's Guide to Self-Growth*. As the community members applied themselves, informational gaps became obvious. As we worked to fill those gaps, we were able to identify steps that had been missing in the concept of self-growth as a *process*.

The key step that had been missing was the creation of a life vision, including values, needs, raised expectations, how one defines a high-quality life (its characteristics and broad criteria), and self-analysis. But going from developing a life vision to realizing that vision requires something more: a life plan.

Implementing a life plan and achieving maximum quality is made relatively straightforward by identifying specific performances in one's life and systematically targeting them for improvement. We created resources to support this process and the self-growth community began to use them in Spring 2019.

With the full self-growth process now identified, we formalized it as the Self-Growth Methodology — a step-wise approach to developing self-growth capability.

Even as the community members were experiencing the rewards of increased self-growth, keeping current with the self-growth community became an almost overwhelming challenge. Between the necessary time spent working with a mentor, attending to the improvement of specific performances, and simply trying to maintain constant focus on self-growth in one's daily, ongoing life, community members were feeling drained.

Simultaneous with the self-growth community's work, research on the Classification of Learning Skills produced an expansion of 253 new learning skills and a new domain, Assessment and Evaluation of Quality. Learning skills in this domain are easily applied to increasing one's quality of life and its performances. Additionally, subsets of growth skills (40 skills) and self-growth skills (36 skills) were identified and recognized as particularly useful in supporting the Self-Growth Methodology.

Research conducted on the results of the Academic Recovery Course held at the University of Indianapolis in May 2019 showed that the students' 40 growth skills improved significantly (as measured by an analytical rubric), but the students' 36 self-growth skills

showed almost no improvement. We were able to see and measure the deficit and now knew what skills could be explicitly targeted in order to help students achieve improved self-growth.

At the Process Education Conference in June 2019, multiple papers, presentations, workshops, and research efforts had a significant focus on growth and self-growth, and many conference attendees expressed interest in participating in an organized experience aimed at increasing self-growth. The time between June 24th and Aug 5th was spent in creating the experience and recruiting participants to the first Self-Growth Institute.



Description of the Self-Growth Institute

Are YOU a self-grower?

Self-growers are life-long learners who are committed to success and show it through hard work, persistence, and belief in their own ability. They seek challenges to develop self-growth, such as taking risks to get outside their comfort zone, embracing failures, seeking feedback, and using self-assessment. They prepare, engage, and collaborate, plan effectively and prioritize in order to manage their time and resources. They develop and grow without limit to realize their life vision and potential.

Because your potential is **UNLIMITED**, the institute will help you to:

Develop your personal growth rate

Build your capacity for self-growth

Improve your learning performance by at least 50%

Improve your ability to mentor others in their pursuit of self-growth

Participants will

- Develop at least a 15% Personal Growth Rate by
 - Having an annual growth plan
 - Advancing 10 specific growth skills
 - Developing a Life Plan supported by an annual growth plan
- Develop at least a 5% Self-Growth Capability by
 - Advancing the use of key mentoring skills
 - Increasing the effective use of the Self-Growth Methodology
 - Developing a systematic plan for self-growth in 2019/2020
- Improve their learning performance by 50%
 - Addressing inhibitors to learning performance
 - Advancing the 50 characteristics of a Quality Collegiate Learner
 - Internalizing the Learning Process Methodology for learning
- Improve mentoring performance in growth development and self-growth development by
 - Building metacognition of self-mentoring growth in their own learning performance
 - Linking self-growth skills to the growth skills being developed in the context of the performance area
 - Linking self-growth skills to the Self-Growth Methodology

Products Produced

- 10-page life plan
- 30 pages of critical thinking answers
- 25 pages of reflective writing and assessments
- Annual personal assessment report
- Professional growth plan for 2019/2020



Planned Outcomes for the Institute

Outcome 1: Improving Learning Performance

Through the research on implementing and facilitating a Learning to Learn Course during 2018 and 2019, it became obvious that the main effort was to develop performance in the areas of learning, growth (life performances), and self-growth. These three broad performance areas each have supporting performance areas. Developing learning performance can be strengthened by improving performances in reading, writing to think, elevating learning through critical thinking, generalizing, problem solving, and metacognitive reasoning. Applying the Performance Model, we see that the Self-Growth Institute is designed to specifically improve the following learning performance:

Identity (as a Learner)

Learner Efficacy: Belief in oneself and one's capability

Learner Ownership and Responsibility: "I am responsible for my own learning."

Knowledge

Levels of Learner Knowledge: Elevating the level of learning

Learning Process Methodology (LPM): Building awareness of one's own learning process

Forms of Knowledge: Aligning best learning practices with each type of knowledge

Learning Skills

Cognitive: Elevating thinking skills for processing information, constructing meaning, and applying knowledge

Social: Building social skills for producing effective team learning

Learning Skills (continued)

Affective: Increasing emotional maturity to take risks, accept failures, and persist until succeeding

Context (of Performance)

Immersion in a high-quality learning-to-learn experience: a Learning-to-Learn Camp/Course

Cooperative Learning: Adapting the best learning practices from team members

Active Learning: Publicly performing the act of learning

Personal Factors

Life Challenges: Transforming past problems into opportunities for growth

Making the Right Choices: Making a better future



Outcome 2: Developing Growth Capability — Personal Growth Rate

Growth is the *ability* to increase performance and thereby enrich one's quality of life. Developmental psychologists study the growth (gain) and decline (loss) in intellectual, physical, and socio-affective development. **Growth development** is the process of *developing* a learner's transferable learning skills (those identified as growth skills), so they can strengthen their performances in life activities to enhance their quality of life. Performance in life can be strengthened by improving planning, preparing to perform, performing publicly, communicating, creating and maintaining healthy relationships, managing finances, and taking care of oneself.

Growth Capability (GC) depends on 15 variables that are targeted and strengthened during the Self-Growth Institute:

- Clarifying *Quality of Life* — exploring which aspects of life produce greater quality
- Clarifying *Life Goals and Milestones* — defining the goals that focus direction and plans
- Developing a *Life Plan* — defining the activities, energy, and performance developments to support these life goals and milestones
- Developing *Broad Criteria* — setting the criteria that guide your focus on generating quality in life
- *Growth Mindset* — believing that you can improve in any area of your life
- Developing *Learning Skills* — identifying and developing learning skills that support key performance areas
- *Growth Skills* — developing the 40 skills that help to improve other learning skills and performance
- Designing a *Growth Plan* — Strengthening the annual plan for implementing a growth strategy
- *Time* invested in growth — using time efficiently to implement annual growth plan
- *Performance Mentor(s)* — identifying professionals who could serve as mentors for increasing performance in selected areas
- *Professional Characteristics* — understanding how the 50 professional characteristics can strengthen performance
- *Methodologies* — learning the major methodologies that underpin the general performances in life
- *Performance Development Methodology* — learning how to use its specific steps for improving performance
- *Self-Awareness* — identifying risk factors and other impediments to performing well and achieving a high quality of life
- *Performance Assessment* — learning to self-assess after each performance and having a mentor assess performance frequently

The Self-Growth Institute concentrates on the development of these 15 areas to increase **Growth Capability** (i.e., personal growth rate) while focusing on increasing learning performance. This is accomplished by understanding how to use the 40 growth skills to improve the use of other learning skills and their impact on performance. **This improvement relates to the growth of quality of life.**



Outcome 3: Developing a Model of Self-Growth Capability

Self-Growth is the ability to increase the *rate* of one's own growth. Remember that growth is the ability to increase performance and thereby enrich one's quality of life. **Self-Growth Development** is then the process of teaching individuals to unlock their potential by using transferable learning skills to consistently strengthen their performances in life activities to increase their quality of life. Self-Growth performance can be strengthened by improving performances in analyzing self, analyzing performance, self-assessing, reflecting, receiving evaluative feedback, and self-mentoring.

Self-Growth Capability (SGC) depends on 10 variables that are targeted and strengthened during the Self-Growth Institute:

- *Self-Growth Methodology* — working to increase one's understanding of it in order to apply its steps at consistently higher quality
- Developing a *Quality of Life Plan*
- *Mentoring Skills* — consistent focus on improving the 36 mentoring/self-growth skills that drive the ongoing strengthening of growth (and other) learning skills
- *Developing a Self-Growth Plan* — producing a systematic design for growing self-growth capability during the coming year
- *Implementing a Self-Growth Plan* — creating an implementation process for the self-growth plan that both lays out the plan and describes how to carry it out effectively
- Strengthening *Self-Growth Mindset* — helping each participant not only believe they can improve the quality in any area of their life, but also desire the ongoing improvement
- Developing *Self-Mentoring Performance* — learning to serve in both the mentor and mentee roles in to strengthen performance area in each key performance area
- *Assessing/coaching* of the development process itself — identifying an assessment process and, after securing the commitment of a life coach, putting into motion
- Strengthening overall use of the *Classification of Learning Skills (CLS)* — providing the opportunity to grow additional learning skills from the CLS during each activity
- Effectively using a high-quality *Life Coach* — learning how to more effectively use a life coach

The Self-Growth Institute concentrates on the development of these 10 areas to increase this **Self-Growth Capability** while focusing on increasing learning performance. This is accomplished by understanding how to use 36 mentoring/self-growth skills to improve the use of growth skills. **This improvement relates to the rate of the growth in quality of life.**



Outcome 4: Work Produced at the Self-Growth Institute

Creating a Self-Growth Road Map (a 10-page Strategic Plan for Your Life)

- Stage 1 Self-Analysis** Who are you, really? What do you want out of life? Why do you limit yourself? How do you keep challenging yourself? What are the criteria you use to determine quality for the things you're accountable for producing or doing daily? Create a 2-page document that summarizes your self-analysis.
- Stage 2 Life Vision** Envision the person you want to become and determine how you become the person you are now. Who do you choose to be? Who do you want to become? In analyzing what you're currently doing to realize all the qualities you want from life, what are your life's strengths, areas to improve, and insights? What are your life goals? What are your milestones for every five years of your life? Finally, what are your top ten strategies for realizing these goals? This section should have no more than three pages of writing.
- Stage 3 Performance Analysis** We live our lives through our identities. What are your most important identities? To find out, list as many role identities as you can. What percent of your time do you spend in each identity? What are the performance areas that support these identities? How would you describe each of these areas? What are the performance criteria for each? What performance measures would you use for each area? Inventory these performance areas using no more than 2 pages of tables.
- Stage 4 Risk Analysis** What are the risks or impediments to your self-growth process and where should you invest in self-development? Which professional characteristics have the greatest likelihood of mitigating these risk factors? Which of the growth or self-growth learning skills should you advance over the next three years so you can build new self-growth capabilities?
- Stage 5 Building Your Self-Growth Discipline** What do you do weekly to obtain 1% growth during that week? Which risk factor will you address? Which characteristic do you choose to develop? What three learning skills do you focus on? What three performance areas can you improve each week?
- Stage 6 Reflecting on Growth and Progress** What are the best things in your life you've accomplished this year? What are your top ten risk factors this year? What is your overall annual performance growth improvement (10%, 25%, 50%, 100% or greater)? What are the most important things you've learned this year? Where do you want to focus next year: goals, strategy improvements, growth goals, performance areas development, or learning skills?

Produce an Annual Addendum to Your Life Plan

Clarifying Who You Are Update your values, needs, quality statements, broad criteria, and where you're limiting your future and why.

Updating Strategy Have there been any changes in your life goals or milestones? What about in your overall strategy? Lay out a plan for the year with these changes in mind.

Re-analyze Your Identities and Performance Focus What have you learned about yourself, and how does this change your identities? Does it change the ranking of your performance areas?

Who Can I Mentor in Self-Growth this Year? Learn more about self-growth by mentoring the self growth of others.



The Language of Growth

Annual Assessment Report

Assessment of the quality of one's life over the past year using one's personal **broad criteria** measuring, analyzing, and improving the level and quality of the actualization of growth goals, self-growth goals, and life's goals and milestones, which will be used for updating a life plan and producing growth and self-growth plans for the upcoming year

Annual Growth Plan

A systematic annual plan, aligned with **broad criteria**, for improvement of **characteristics of a quality life**, focused on helping achieving life goals by addressing **risk factors**, improving key personal characteristics, increasing **growth skills** and increasing **performance**

Annual Self-Growth Plan

A systematic annual plan, aligned with **broad criteria**, that focuses on efficiently increasing **growth skills** and **mentoring skills** in support of the **annual growth plan**, and to increase **self-growth capability**

Broad Criteria

Critical purposes for one's **characteristics of a quality life** that guide a successful path of daily living that flows from the vision of one's ideal **identity**, support one's values, and provides personal life meaning

Characteristics of a Quality Life

Personal capabilities, life attributes, and **life's special moments** that produce exceptional meaning and value in one's life

Classification of Learning Skills (CLS) 2019

The 2019 Process Education (PE) Classification of Learning Skills (CLS) resource that identifies and describes hierarchies of positive learning skills of unlimited potential within Cognitive, Social, Affective, and Quality learning domains that support core Process Education processes and life in general

Growth

The result of achieving positive changes in **characteristics of a quality life** producing increased capability while broadening values, expanding goals, and strengthening key identities in realizing one's **life vision**

Growth Capability

The mindset, processes, and skill set that determines your **personal growth rate**

Growth Development

The deliberate, purposeful, external efforts to enhance the **personal growth rate** of learners

Growth Skills

A subset of 40 learning skills from the **CLS** that improve personal capability through metacognitive awareness and motivation to produce new actions that specifically improve other learning skills

Identity

The implicit and explicit beliefs about oneself and one's place in society expressed as a personal narrative, self-image, and set of explicit values that helps guide one's actions

Key Life Characteristics

The 50 identified professional characteristics in *The Professional's Guide to Self-Growth* of outstanding professionals that make possible their continued expansion of quality in their own and other's lives

Life's special moments

Those times, past and current, that make life worth living with no regrets, and that become part of your essence and define your legacy

Life Plan

A holistic strategy for living that will allow one to design a future self-consistent with one's **life vision**

Life Coaching

A facilitation process of increasing **personal growth rate** and **self-growth capability** designed to improve **characteristics of a quality life**

Life Performance

Daily execution of a **life plan** based upon a **life vision** that progresses a person towards their **life goals** and **characteristics of a quality life** that align with their **broad criteria**

Life Vision

An imagined future of who you want to be that is based on insights from one's personal history, analysis of one's unlimited potential, setting life goals, and establishing long-range milestones

Memorialize

Conscious representation and internalization of **performance** improvements and other **growth** experiences that mindfully highlight important actions, thoughts, and feelings worthy of continued reflection and subconscious processing

Mentoring Skills

A subset of 36 learning skills from the **CLS** that are the essence of **self-growth capability**, increasing the **personal growth rate** of self and others

Notable Experiences

Capturing **life's special moments** that rise above the everyday, instigate a new understanding of self and the world, display us at our best, and include social connections that are sustaining and memorable

Personal Needs

What keeps a person whole on a daily, weekly, and monthly basis, not as a personal accommodation but to keep one's vitality at peak capability

Performance

Planned execution of a focused set of actions, thoughts, and feelings that meets predetermined expectations for an achievement that is observed by stakeholders

Performance Mentoring

Partnering with a mentee to develop improved **performance** capability of the mentee.

Performance Analysis

Use of the Process Education Theory of Performance as a tool to identify the impact or influence of each component of the theory (i.e., **identity**, learning skills, knowledge, context, personal factors, and fixed factors) on the overall quality of performance

Performance Area

A general type of performance with a consistent set of improvable actions, skills, and capabilities that lead to **growth** from repetition with assessment

Performance Description

A concise but comprehensive explanation of a **performance area** that highlights the quality that can be achieved, the underlying process and flow, key knowledge and learning skills required, and typical contexts in which the **performance** is important

Personal Growth Rate

The increase in **characteristics of a quality life** that is affected by capabilities in growth skills, quality of an **annual growth plan**, and quality of **mentoring** and self-mentoring

Quality of Life

The combined value that an individual brings to self and others through **performances** and other life activities that create personal meaning and produce their desired impact in the world

Quality of Life Index

A subjective estimation, based on a weighted calculation of key Process Education and other measures of **quality of life**, relevant to progress towards one's **life vision**

Risk Factors

Significant impediments to current **performance** that must be addressed through development of learning skills and key life characteristics to mitigate past negative impact on performance

Self-Analysis

Use of the Life Vision Analysis framework to guide exploration, through transparent and honest reflection and self-assessment, to develop increasingly accurate and valuable self-awareness of present values, needs, interests, goals, and passions, and future growth potential

Self-Growth Capability

The ability to increase **personal growth rate** through **life coaching**, the Self-Growth Methodology, an **annual self-growth plan**, and **mentoring skills**.

Universal Performance Potential

Generalized malleable capabilities that can be applied to all aspects of **performance areas** and life



Participants Talk about the Self-Growth Institute

Ideas and Practices for Enhancing Self-Growth and Use of the Self-Growth Methodology

“I learned that self-growth, while it happens to a certain extent without any effort, can be significantly improved and performance rate can be increased by making a conscious effort and following a systematic process for performing growth and self-growth.”

“Self-Growth becomes easier when I use each learning opportunity to build skills, acquire knowledge, and elevate learning within each context. There is a lot that happens in self-growth. The connections between the learning process, learning skills, growth skills, and self-growth skills is complex and requires continual thinking to integrate the learning.”

“The use of this methodology would increase performance exponentially in people’s everyday life and in the workplace.”

“Self-Growth is not only possible, but imminently possible, and really, necessary.”

“Self-growth is especially necessary for me to be able to accomplish the things that have been stalled in my work life.”

“My self-confidence related to achieving my enhanced expectations for the future was very significantly advanced.”

“I found that participating the Self-Growth Institute dramatically raised my ability to look for self-growth opportunities, apply self-growth skills to those opportunities in order to accelerate my growth or growth in others, and integrate these new abilities into my PE repertoire.”

“I have learned that self-growth is a relatively new area that most people do not think about or differentiate from just growth. I have decided that I really want to look honestly at myself and discover just what I am capable of. This institute needs to be embraced and further research needs to be done so that people will visualize the beneficial role this plays in our lives.”

Identifying Impediments to Growth and Self-Growth (Risk Analysis)

“The role of evaluation can be an impediment to my self-growth. My most powerful tool is self-assessment and the most destructive tool is the evaluation.”

“You also want to recognize your barriers that hinder your success, such as basic disciplinary skills (e.g., reading skills, writing skills), and spiritual obstacles (e.g., no good model in your life, don’t know what kind of life you want to live and person to be, and what life goals you should have).”

“I have learned how to identify risk factors which impede self-growth. We went over a list of factors in the Institute that were familiar and some that I was not aware of. Since having these areas identified, I feel that I can better mitigate their effects.”

Life Vision

“Now I have a clear vision that I can do anything I set my mind and head toward.”

“My greatest achievement this week was that I am the author and designer of my life. This moment in time empowered me to take control of my space, my time, my goals, and my thinking.”

“I also learned how to write a life vision, tips on each stage of the Life Vision and I plan to complete it by September 1st.”

“I need a Vision! In an honest conversation with myself (a newly generated habit) I knew I needed a vision. The impact of not having a vision was strong. The lack of vision had me serving as chair of multiple organizations and committees. I am now a firm believer that without a vision you can wander aimlessly through life. Via my self-assessment, I deciphered that I had been wandering through my career because I lacked direction. Careful reflection and conversations with a life coach attending the conference, led me to selecting a career goal, planning and aiming for it. I know this is needed because without a clear career destination, there is no clear decision making. I now have a vision.”

“You must have a life vision for yourself such as who you want to become, and deep understanding why this person is your model you want to be. Clearly know the characteristics of her or him that you admire. To make your life vision, you need to analyze what you are doing now to find your problems in your life, what strengths you have, what weakness you have, what areas you can work on for improvement, and what new findings you have for yourself. And then you can have a clear vision for your life. So, you can set some short-term life goals and one or two long term goals.”

Increasing Growth Mindset and Personal Beliefs of Unlimited Potential (Self-Efficacy)

“So often in my life I have needed someone else to raise expectations for me – I have had self-limiting thinking that has held me back from thinking that I can do anything I want to.”

“I recognize that EVERY-ONE has a reason that they need self-growth, and that others feel that they need self-growth in some of the same ones that I choose.”

“My truly biggest accomplishment was realizing that I can do! Prior to this conference, I thought I believed in myself, yet still I provided multiple excuses for failures. Today, I believe the answers to my issues reside inside of me.”

“I learned that self-growth requires dedication to growth. You cannot just talk about self-growth, you have to invest in self-growth. ... Additionally, understanding the difference between growth and self-growth was instrumental. You have to be willing to be self-honest and to self-assess to assure you remain unstuck and constantly elevating. You have to be the coach of your journey; however, you have to make it a journey.”

“I learned that growth skills are key learning skills that grow your performance. There is no such thing as ‘I can’t’. Growth is dependent upon personal capability, life experiences, strength of relationships, wellness, performance capability, accomplishments, and other quality factors.”

“I want to grow! And I want to share growth opportunities with my colleagues. I have learned to focus on individual skills by thinking ahead in which a skill will be performed and to be mindful of moments to assess and reflect on later. I am also able to generalize skills from one area to the next.”

Performance Mentoring

“The takeaway that I’m leaving with for my students is that it doesn’t matter how often and how effectively I look through various lenses to help them, I can only be as effective as I am strong. I must be able to grow myself in order to help them grow.”

“I plan on using my self-growth skills to spread the self-growth mindset first to my team of instructors. Then to their students. And finally, to the leadership team at my company. If I can pass on the value of teaching not only the content in a specific lesson but the self-assessment process that can be applied to those skills, I could create a self-perpetuating learner in every student that would extend the impacts of instructor-led classes beyond the classroom.”

“Then, what occurred next was somewhat magical. Due to my ability to contribute fully to the team, on tasks that were designed to produce self-growth capacity, my ability to mentor began to increase at a much faster rate. By late Wednesday or Thursday, I was being asked for mentoring advice on a regular basis from two teammates and was also able to self-monitor and do performance monitoring of our team on self-growth at the same time, while losing none of my ability to contribute to the learning going on.”

“I have a team as an instructor, and I want to elevate my team’s performance to the next level so that I can teach the students the knowledge that is required for them when they leave the semester. I also wanted to improve my mentoring skills so that I can effectively bring my students to the next level. I wanted to learn how to respond to them in a professional manner when they come to me with conflicts or questions. I feel that I have received the information that I need, and I will take this home with me to continue to learn how to be a mentor. I also appreciate that I will have a life coach to help me to improve my skills.”

A Life Plan to Achieve Life Goals that Improve the Quality of Life

“The use of self-growth results in a life and learning by design rather than happenstance. I have the choice to drive my life and self-growth is key to living a life of quality that is worth living.”

“You must be actively conscious about where you are presently in life and formalize a clear decision of your future goals.”

“It is possible for an individual...here, me...to conceive, plan, and begin self-growth in a VERY short period of time. I can do this...all of what is implicit in my heightened expectations and reidentification!”

“I now realize I can choose to exit and should exit relationships where I don’t gain value. Therefore, establishing broad life criteria related to my core values will drive my future relationships and will also result in terminating certain existing relationships which are draining my energy and not well aligned with or furthering my life vision and plan and not supporting my overall quality of life.”

“I learned the importance of having a life plan and how it is relevant to self-growth. One must develop a growth mindset. My desire to grow has increased since being in this institute. I want to achieve more for myself and my son. I learned that I need to take deliberate steps in order to achieve the quality of life I am trying to attain for me and my son.”

“Quality of life criteria define how I will/ should operate in order to achieve those personal and professional goals that I have. Although I made goals throughout my career, I had not focused on connecting that vision of my ideal life and its characteristics to what was actually happening.”

Clarifying Identity through Self-Analysis

“First, analyze yourself, describe who you really are, and clarify your identities. Think through what is meaningful to you that you want out of your life.”

“We listed our top identities and learned that we are to do our own self-assessments and to not worry about what others are doing in the meantime.”

“I realized that my identities were many and all relevant to my self-growth. For example, I knew I was a parent, but did not consider myself a mentor even though I mentor young people on how to get to college... I was able to realize all the identities I had and determine which ones are important to me and which ones align with my life goals. I learned that all my identities may not agree with my life goals and some should be abandoned, or new ones added.”

“Being Self-Aware - I say this because every night I have been up hours just lying in bed with my thoughts going 50 miles per hour, recognizing everything that I’ve been missing in my everyday life. I have probably done more reflection this week than I’ve done in my entire life, and I thought I was a good reflector before. ‘Ha’ I know I’m becoming a good reflector now.”

Owning Your Life

“Taking ownership is the realization that I am in control of all of my performances, and that the choices I made create the situation that is and the opportunities for what can be.”

“As I looked back over my Life Vision, I was able to appreciate my struggles, successes and failures as they have melded me into the educator than I am today.”

“My insight is life-altering! I have been seeking a specific academic title for a very long time. The title is within my reach, but this week I realized that I am willing to decline a professional offer if the title and responsibility do not align. This was liberating! In fact, this was the greatest generalizable moment of the week.”

“Feeling Empowered - I say this because before attending this institute I felt powerless. I felt like life was happening to me and there was nothing I could do about it. I’ve heard people say time after time that you had to take charge of your life, but I didn’t understand what they meant until this week. Now, I feel like I have the tools I need to create the life I want and not just exist in the life I have.”

Life Coaching

“My personal growth rate directly impacts my transformational coaching skills.”

“The mentoring skills and self-growth skills, many of which are the foundations of my values, now have names and definitions that can be used to articulate performance, values, and skills in others and myself.”

“I must embrace having a clear vision and a mentor/life coach to guide me along the way.”

“Getting to my current point has at least doubled my desire to be a life coach – strengthening that identity, wanting to develop that process into my broad criteria of both leadership and service, and to multiplicatively increase my impact on people and organizations for their own growth.”

“I learned that all of my original goals are achievable because as a result of this institute, I was able to get to the root of my learning and growth needs. I also realized that I am a practicing transformational coach and I am fulfilled when I witness true change in someone. I want to make stronger connections between process education, personal growth, personal performance, and coaching.”

Performance Development Areas

General Performance Development

“Acting on what you must do, you can start basic life skills if that is your biggest limitation, step-by-step learning, and mastering the skills you need to perform your life plan. Self-assess your performances every time you have done it using SII (Strengths, areas of Improvement, and Insights) to find the areas you need to improve for short-term and long-term goals. If you can persistently do this daily, weekly, monthly, and yearly, you will be successful and maximize your quality of life.”

“I was beginning to think in new ways as to how to improve myself to make me a better person. I was excited that I was learning the skills that were needed in order to improve my performance but more, improve quality of life. As I learned these skills, I realized that I could be a better instructor, wife, mother, nurse, etc. I can use these skills in every aspect of my life.”

“I can now explain connections, traverse gaps, that I could not articulate before. I have found this incredibly valuable in everyday moments with family, my colleagues, and myself. It was particularly helpful a few weeks ago when I was introducing my department, its goals, and myself to my new supervisor. The result was an animated, exciting, and rewarding conversation.”

Learning Performance

“Every learning is a performance.”

“My increased conceptual understanding of the relationship between learning (the building or increase in knowledge and skills) and learning skills (classification of skills for learning how to learn) results in doing or applying learning and learning skills which, when combined, result in personal growth.”

“The learning process methodology, the stages of it help me understand I had no clue of how I was learning or if I was learning incorrectly. With building this new knowledge, I want to push myself harder to get this process/skill down pat. I should be able to give insight on my new way of learning but right at this moment, I will still ask questions and move forward with reading for understanding and the self-growth skills. My worst [behavior] was critiquing myself, analyzing and determining the best quality of my standards I have not met. I want to be easier on myself when it comes to self-assessing.”

Reading Performance

“Each time I have used the reading log, my confidence and speed have increased. I know how to read for information. The more I use this the better I get at it. I know my understanding of written material has improved, and improvement of this skill will result in greater productivity. Practicing this skill improved my efficiency.”

“Two techniques/tools from the Institute that I plan to practice to continue accelerating my growth include reading logs and writing to think. Used effectively, these tools/techniques can have truly dramatic impact.”

“Reading to think became a focus of mine, I actually grew to enjoy writing the reading logs. The more I completed, the faster my reading skills became. To make sure I was not over-generalizing the task, I attempted the method with a journal article. I was amazed that the technique worked with slight tweaking and I was able to sum up multiple journal articles for use in an upcoming research study.”

Self-Assessment Performance

“Evaluation is very destructive. Assessment, especially self-assessment, is highly productive.”

“In a sentence, my biggest accomplishment was realizing that I must self-assess myself and stop self-evaluating.”

Writing to Think Performance

“On Friday I learned about “writing to think”. Writing to think gave me a new approach to writing that I am excited to try. In addition, many more constructive comments have been shared such as, write something you are passionate about. I am sure I will be writing in no time. My new “Can Do” attitude tells me that I will have publications as evidence of success in no time.”

“The most exciting discovery was the exercise of typing to writing. The exercise encouraged me to just type my thoughts and not to worry about typos while typing and that as I type, my thoughts are generally faster. However, I did discover that I forget what I was about to type as I do in life in a conversation, in that I forget what I am about to say mid-sentence.”

Professional Characteristics of Performance

“I must elevate risk taking and time management. I must eliminate my fear of failure, and my fear writing.”

“Another discovery that I made about myself is that I am unorganized. I could hardly believe that since I try to keep folders and everything in my life just so. Well, yes, I am unorganized in the sense that I do not manage my time well and tend to become overwhelmed because I allow myself to become overcommitted. I need to develop action plans on how I can improve time management. There are tools for me to follow in the book.”

Self-Challenging

“I really want to learn so much more and grow to become a better me. I realize that I am the only one who can do that.”

“You must overcome these limitations so that you can start to challenge yourself by setting your life goals and criteria. Make sure that you need to and can become the accountable and responsible person for your quality of life and for others by daily actions.”

“Maintain Standards - I say this because I thought I was really good at setting goals, but in reality, I’m good at setting outcomes for the goals I want to achieve. For example, I had a baby in May of 2018 and my goal was to be back to the weight I was before I got pregnant by the time he turned a year old. I felt like that was an achievable goal, but others around me said that was putting too much pressure on myself. I started off by setting mini goals, but I wasn’t doing any of the work to reach these goals so I would come up with a rationale to change the goal based on the opinion of others and excuse from myself. Now, I know I need to be honest with myself and acknowledge that, yes, the goal was attainable, but I just did not want to do the work necessary to reach it.”

Research Basis

“The development of the framework behind the Process Education concepts of learning, learning skills, growth, and self-growth are based on 30+ years of action and theoretical research and ongoing research. The concepts are constantly evolving.”

Challenging Learning and a Growth Environment

“It is always an incredible high to become involved in a high-drive, intellectually stimulating situation.”

“That intense and continuous nature of the Institute is a huge benefit to me in producing practical ability to see the need for an increased ability to apply the self-growth skills set to myself and/or to a team I am working with.”

“It was a pleasure to learn and grow at the Institute with men and women who seek improved Qualities of Life.”

“More importantly for me, I was able to accept and venture into a less-than-comfortable-at-first situation AND become an active part of a team. I look forward to more opportunities to increase my self-growth and be able to help my students to learn about and apply these techniques to become more successful.”

“The strengths of the institute include a talented, caring, and disciplined facilitator, fabulous textbooks and tool box, well-structured activities, hard homework, and a group of people who are willing to get out of their comfort zone and eager to learn the all methodologies, process, principles and practice in their performances during activities.”



Detailed Institute Agenda

The following is based on the planned agenda for the Institute. This agenda was followed closely from Monday through Wednesday. At midday on Thursday, we asked what additional activities participants and teams needed in order for them to meet their goals/outcomes. This resulted in the incorporation of eight additional topics between Thursday afternoon and the end of the institute on Friday:

1. Minimizing the impact evaluation has on self-growth development
2. Finding the best strategy to identify risk factors associated with performance or self-growth development
3. Developing an institutional strategy for implementing a learning to learn experience for every incoming student
4. What should be incorporated into a Facilitator Toolbox, in contexts including learning facilitator, learning to learn facilitator, performance mentoring, and life coaching
5. How to more effectively develop mentoring skills
6. How to transform an organization or family into a Deliberately Developmental Organization (DDO)
7. How to measure one's capability as a Quality Collegiate Learner
8. How to measure learning performance, personal growth rate, and application of the self-growth methodology

An additional modification to the original agenda was made because the room where the Institute was held was only available until 5pm each day. Therefore the entire group met for dinner from 7pm to 9pm each evening. After dinner, participants were encouraged to attend "study hall" at one of the hotels, where support for that evening's writing and preparation for the next day was provided face-to-face or via ZOOM (online) sessions.

Legend:

Tab #
virtual notebook tabs

Life Vision #
writing prompts for the
life vision portfolio

Eval #
descriptions and criteria for
evaluated competitions

MONDAY

8:00	Sharing Individual Self-Growth Goals and Construct Team Goals for the Week	Tab 1
8:30	Role of Mentors during the Week	Tab 5
<p>Mentors focus on developing self-growth skills. We will be building a self-growth manual of self-growth skills where each mentor before the Institute has become an expert on 5 specific self-growth skills. They will be assessing their team's mentees on these skills daily. Each member of a 5-member team will be assessed daily by their mentor in one of these self-growth skills (a different one each day). The mentor, as a participant, will transparently model self-growth process for their mentees. The mentors will also assess the overall process to improve both the current process and the next iteration of the Self-Growth Institute.</p>		
9:00	What are the Relationships Among Learning, Growth & Self-Growth Roles in Life?	Tab 4
<p>The roles of growth and self-growth are playing a more dramatic role in the educational realm. The best educators are now adding Learning to Learn and growth development to their courses and personal practices because these are becoming more important in the daily life of all people. This activity frames the rest of the week's journey in learning performance enhancement, increase in personal growth rate and the collective efforts to increase self-growth capacity in all members of the self-growth Institute.</p>		
10:15	Reflection Break #1 Self-Assessment	Tab 7
<p>The targeted or focus area for this self-assessment is the choice of the participant and when completed handed to the mentor where they will assess these self-assessments.</p>		
10:30	L2L: Theory of Performance: Performance Analysis	
<p>Experience 1 of <i>Learning to Learn: Becoming a Self-Grower</i>:</p> <ol style="list-style-type: none"> 1) 15 minutes to create a reading log individually 2) 40 minutes to complete the learning activity (assign roles) 3) 5 minutes to upgrade their self-growth goals 4) 15 Minute Competition – team with best learning journal (judged during reflection break) 		
11:45	Writing to Think (Learning Journal)	Tab 8
<p>How are self-growth capability and personal growth rate related?</p>		
12:00	Lunch (also Reflection break #2 What is Self-Growth Capability?)	Tab 7
<p>Includes 15 minutes of targeted reflection; use a Learning Journal & reflect on self-growth</p>		
1:00	L2L: Learning How to Learn: Learning Process Methodology	
<p>Additional Resources: 1) performance description for Learning Performance; 2) Levels of Learning (From generalizing paper); & 3) new CLS (set of growth skills; set of self-growth skills and the assessing and evaluating quality domain emphasis)</p> <p>Experience 2 of <i>Learning to Learn: Becoming a Self-Grower</i>:</p> <ol style="list-style-type: none"> 1) 15 minutes to create a reading log 2) 40 minutes for activity (switch roles) 3) 20 minutes - report the results of recorders report (3 Insights) & reflector's reports 4) Competition for best recorder's report and reflector's report (developing a gallery of best performances of the tools) 		

2:15	L2L: Learning and Moving On: Your Past Doesn't Define Your Future	
	Experience 3 of <i>Learning to Learn: Becoming a Self-Grower</i> : 1) 15 minutes to create a reading log 2) 40 minutes for activity (switch roles) 3) 20 min – Competition: Learning and Moving On Form	
3:30	Reflection break #3 Learning and Moving On	Tab 7
	Individually fill out a Learning and Moving On form for one of your own unprocessed experience.	
3:45	L2L: Assessment is the Engine of Self-Growth	
	Discover the Power of Shifting from Self-Evaluation to Self-Assessment (Plus determining the appropriate use of reflection and self-assessment). Experience 4 of <i>Learning to Learn: Becoming a Self-Grower</i> : 1) 15 minutes to create a reading log 2) 40 minutes for activity (switch roles) – reflectors rotate to assess performance of other teams 3) 5 minutes – present answer on board for selected CTQ – Competition 4) 15 min– Team Assessment	
5:00	Reflection Break #4 Who Am I, really?	Tab 7
	15 minutes writing to think exercise to explore who you are	
5:15	Team Reflection time: Learning Journal Entries	Tab 10
	3 collective ideas related to team goals: 3 different Learning Journal Entries; select the best for competition	
5:30	Advisory Council	
	One member (non-mentor) to represent team to assess the day (≈ student council)	
6:00	Mentor feedback for mentees over dinner: mentoring skills (self-growth skills)	
7:30	Highly Recommended: Life Vision Part 1: Personal Analysis	Tab 9
	30 Minute Activity on doing a personal analysis and rewrite previous notes on Part 1 (condense to approximately 300 words)	
	Life Vision # 1 Optional # 1	
8:15	Highly Recommended: Life Vision Part 2: Raising Expectations	Tab 9
	Activity to project your future self who is 10-fold greater capability (self-profile) and then base your raised expectations for that person (What annual growth rate possible for people? Based on a monthly growth rate – 1% to 5% compounded growth rate calculates to annual growth rate) growth rate book	
	Life Vision # 2 Optional # 2	
	Homework:	
	<ul style="list-style-type: none"> • Life Vision Part 3: What makes life quality? • Upgrade LV Part 1 and LV Part 2 • Reading Logs and Exploratory Questions for experiences 5, 6, and 8 (Discovery Exercise: optional but are interesting) • Use the LPM to review something that you have learned last week 	
9:00	Informal get together to discuss self-growth: learning to learn facilitation	

TUESDAY

8:00 Team Reflection: Brainstorm 10 discoveries and top 10 examples of growth

What have you learned about growth and self-growth during the pre-activity and day 1 and what are specific examples to illustrate these discoveries are true.

8:30 Team Competition: Produce a poster for learning Day 1

Poster provides a concrete example for the growth for Day 1 from your brainstorming that is your best example.

9:00 Individual Performance: Use Goals to Target Performance Areas of Self-Growth

With the mentor's help, write a description for an area not included in the handout titled Role of Performance Description in Performance Development paper. Each pair will develop 2 descriptions, 1 for each person. Each pair can submit one entry for the competition.

Life Vision # 11

9:45 Writing to Think #1: Exploring Needs

What do I need weekly/daily for life to be whole? – use the following needs' prompts: time for self; mental; physical; social; emotional; spiritual – clearly state and justify **LVP Part 1**

10:00 Reflection break #5: 2 SII on progress on growth goals

The self-assessment of progress towards personal growth goals

10:15 L2L: Time Management: How to Own Your Time and Have Time Work for You

Experience 5 of *Learning to Learn: Becoming a Self-Grower*:

- 1) 15 minutes to create a reading log
- 2) 30 minutes for activity (switch roles) – Captains rotate – Reflectors focus on Captain's performance
- 3) 5 minutes present answer on board for selected CTQ– Competition
- 4) 10 min– Team Assessment

11:15 Teaming Performance Competition

Create 5 Broad Criteria acceptable to team members. Criteria: universal; operational; specificity; descriptive; values-based

Life Vision # 4

Eval 9

12:00 Lunch with Mentors: Assessing self-assessment

Eval 10

1:00 Team Competition: Self-Growth Methodology Analysis Poster

Teams identify issues that have gotten in way of self-growth process in the past. Provide a list of 5 issues and why they are the greatest impediments. Provide three insights on why the risk factors/impediments of self-growth impact performance and performance Improvement (Why are these critical in teaching Learning to Learn and Self-Growth)

Eval 11

1:45	L2L: Methodologies: Problem Solving	
	<p>What role methodologies play in performance development using Experience 6 of <i>Learning to Learn: Becoming a Self-Grower</i>:</p> <ol style="list-style-type: none"> 1) 30 minutes for activity (switch roles) 2) 30 minutes Problem Solving Competition – Solve the problem on how to get a recovery course implemented at one of the colleges within the team 3) 15 minute to produce discovery of the relationship between process (methodology), learning skills and performance 	
3:00	Reflection Break #6: Developing a time management plan	
	Reflection tool (develop a time management plan for optimizing your performance this week)	
3:15	L2L: Team Performance: How Teams Really Work	
	<p>Experience 8 of <i>Learning to Learn: Becoming a Self-Grower</i>:</p> <ol style="list-style-type: none"> 1) 40 minutes for activity (switch roles – add a spy role) – facilitator will provide pacing 2) 10 minutes – team assessment 3) 10 minutes – Learning Journal entry – titled how teams help individuals grow 	Eval 2
4:30	Life Vision Part 4: Creating Broad Criteria	
	Take the broad criteria your team and other teams developed to select and modify 10 broad criteria for yourself.	Life Vision 4
5:00	Team Reflection	
	Measuring progress against self-growth goals and team goals. Mentors, after self-assessments are shared, provide assessments on self-growth skills usage.	
5:00	Advisory Council	
	One member (non-mentor) to represent team to assess the day (≈ student council)	
5:30	Mentor-Mentee discussions during dinner	
7:00	Activity: Stage 2	Tab 14
	The activity to think through what should be included in in a life plan. It helps to relate the past, to the future by understanding who you are now.	Life Vision Stage 2 Optional
7:30	Life Vision Part 5: Life History	
	Why are you the person you are? (10 key life events/experiences impact on who you are & why)	Life Vision 5 Optional # 3
8:00	Life Vision Part 6: Life Goals and Life Milestones	
	Visioning yourself in the future, say around your 80 th birthday, look backwards over your life to inventory your top 10 accomplishments your autobiography will highlight. Determine how you will state a set of 5 life goals to be achieved by what age. For each life goal, identify the progress that you will make for each life goal every five years. Reorganize these life milestones by year.	Life Vision 6 Optional # 4

8:30 Life Vision Part 7: Analysis of current efforts

Activity: What are you currently doing to realize all the qualities you want from life? What are the performance areas you spend your time on? Individually analyze your time and determine your Strengths, Areas to Improve, and Insights for all these activities.

Life Vision 7

Optional # 5

Homework:

- Life Vision: Edit Stage 1 and Stage 2 of the Self-Growth Methodology entries for peer assessment on Wednesday & including adding your personal life strategies to Stage 2
- Reading Logs and Exploratory Questions for experiences 9, 10, 11, and 12 (Discovery Exercise – optional but are interesting)

9:00 Evening discussions about researching self-growth

WEDNESDAY

8:00 Team Performance: Writing Self-Growth Action Plans

15 mins - Identify and write three questions associated with the Self-Growth Methodology

5 mins - Exchange Questions (1st question moves to the left, 2nd questions move to the right, 3rd is kept being answered by the team generating the question)

40 mins - Each team, based upon each question, produces their strongest action plan associated with each self-growth question for the competition.

Eval 13

9:00 L2L: Performing when Being Evaluated

Experience 9 of *Learning to Learn: Becoming a Self-Grower*:

- 1) 30 minutes for activity
- 2) 30 minutes for Debate Competition – pick best debater in team; 4 topics:
 - Which is worse over preparation or under preparation for growth?
 - Performance Failure – good or bad?
 - Performed great but failed – How should you feel?
 - Should you provide feedback when performer is defensive?

Eval 14

10:00 Writing to Think #2: Clarifying Identities

What are your top 5 identities and how are you currently portioning your time among these identities?

Life Vision 10

10:15 L2L: Reading for Learning

Experience 10 of *Learning to Learn: Becoming a Self-Grower*:

- 1) 30 minutes for activity
- 2) 15 minutes Competition – Reading Log
- 3) 15 minutes Discussion: What Help is Needed to Improve Reading Performance (Use performance description)

Eval 15

11:15 Team Performance: Writing Performance Criteria	Tab 11
Writing Performance Criteria – Use Tris and Dan’s Paper on writing performance criteria – The Performance area will be provided at the beginning of the competition	
<div style="display: inline-block; background-color: #4CAF50; color: white; padding: 2px 10px; border-radius: 5px;">Life Vision # 12</div> <div style="display: inline-block; background-color: #F44336; color: white; padding: 2px 10px; border-radius: 5px; margin-left: 10px;">Eval 16</div>	
12:00 Lunch with Mentors: Discussion around sharing changes in life strategies	
Based upon what you have learned so far, what are some key changes in self-growth strategies?	
1:00 Peer Assessment of Life Plan Developed so far: match up pairs	
Within each pair, take 15 minutes to provide 5 strengths, 5 improvements, and 3 insights for each other. Take 15 minutes to share feedback with each other. Finally, take the last 15 minutes to respond to this feedback. In the community, discuss the life plans and address overall questions and share discoveries about learning of life plans.	
2:00 L2L: Metacognition: Generalizing Methodology	
<p>Experience 11 of <i>Learning to Learn: Becoming a Self-Grower</i>:</p> <ol style="list-style-type: none"> 1) 30 minutes for activity 2) 15 minutes Competition: Generalize a Learning Journal Entry using the methodology 3) 15 minutes Discussion: What Help is Needed to Improve Generalizing Performance (Use performance description) <div style="text-align: right; margin-top: 20px;"> <div style="background-color: #F44336; color: white; padding: 2px 10px; border-radius: 5px;">Eval 17</div> </div>	
3:00 Reflection break #7	
Perform two SII Self-Assessments on a critical past performance	
3:15 L2L: Failure as a Stepping Stone to Success	
<p>Experience 12 of <i>Learning to Learn: Becoming a Self-Grower</i>:</p> <ol style="list-style-type: none"> 1) 30 minutes for activity 2) 20 minutes for best stories about success from failure 3) 10 Minutes - Competition – Learning Journal entry on role of failure in self-growth 	
4:15 Generalizing the Generalization Process	
<p>Elevating Generalization Process by working on generalizing process using the learning from Experience 11 and practice elevating knowledge using the MGK with the content being generalizing itself. Present a poster.</p> <div style="text-align: right; margin-top: 20px;"> <div style="background-color: #F44336; color: white; padding: 2px 10px; border-radius: 5px;">Eval 18</div> </div>	
5:10 Team Performance	
Stump the other teams: Pose a problem/issue about self-growth process that you think will stump the other teams (Competition – team with the greatest documented problem-solving process and solution will win – due next morning)	
5:15 Advisory Council	
One member (non-mentor) to represent team to assess the day (≈ student council)	
5:00 Team Reflection Time	
3 collective ideas/insights related to team goals – 3 Different Learning Journal Entries – best for competition	

5:30	Reflection Break #8: Assessing past performances to improve performances
	Reflection tool (use the personal development worksheet on an area for significant change/growth)
6:00	Mentor feedback for mentees over dinner
	Mentors share their discoveries and learning about the team's 5 self-growth skills
7:30	Profiling the Person You Want to Become
	Using the examples of profiles available, create the profile of the person you want to become. Brainstorm the key traits of this future version of yourself and then describe what each dimension or trait looks like. <ul style="list-style-type: none"> • Professional Engineer • Quality Learning to Learn Facilitator • Profile of a Kettering Graduate • Profile of a Quality Collegiate Learner <div style="text-align: right;"> Life Vision 8 Optional # 6 </div>
8:15	Life Vision Part 13: Risk Factors
	In the process of analyzing performance and assessing past performances, what are the impediments that constrain each specific performance area. <ul style="list-style-type: none"> • Life Vision; Rework the first three stages of life plans for peer assessment on Thurs • Reading Logs and Exploratory Questions for experiences 13, 14, and 15 (Discovery Exercise – optional but are interesting) • Self-Assessment of top five performance areas during last year <div style="text-align: right;"> Life Vision 13 Optional # 7 </div>
9:00	Informal get together to discuss mentoring self-growth
THURSDAY	
8:00	Team Performance: What's been learned about mentoring (self-growth) skills
	Poster from each team: Each team looks at their mentoring skills and determine what has happened to improve these skills, how has it happened, role of mentoring in the process, the role of assessment and self-assessment of these learning skills in practice and new insights about the learning skills. <div style="text-align: right;"> Eval 19 </div>
9:00	L2L: Mentoring and Self-Mentoring
	How to play both mentor and mentee in mentoring process using Experience 13 of <i>Learning to Learn: Becoming a Self-Grower</i> : <ol style="list-style-type: none"> 1) 30 minutes for activity 2) switch roles and mix-up teams 1 to left 1 space 1 to left 2 spaces; 1 to the right 1 space and 1 to the right 2 spaces 3) 15 minutes – present answer on board for selected CTQ 4) 15 min Tips to mentor self-growth Competition <div style="text-align: right;"> Eval 20 </div>
10:00	Reflection Break #9: Personal Development Methodology
	Reflection tool (use the personal development worksheet on an area for significant change/growth)

10:30	Team Performance	<p>Create an example of weekly assessment system for a self-growth plan for a given week. The strongest plan in a group gets submitted for competition.</p> <p style="text-align: right;">Eval 21</p>
11:30	Writing to Think #3: Greatest mentoring experiences	<p>When I have been mentored for my greatest growth and when I have mentored someone's greatest growth?</p> <p style="text-align: right;">Eval 22</p>
12:00	Lunch with Mentors: Discussion around sharing changes in life strategies	
1:00	L2L: Reactions	<p>Experience 14 of <i>Learning to Learn: Becoming a Self-Grower</i>:</p> <ol style="list-style-type: none"> 1) 30 minutes for activity 2) 30 minutes Competition – what is the role of the social domain in relation to self-growth? Create a concept map of the relationship for the competition. 3) 15 minutes Discussion: What Help is Needed to Improve Reading Performance? (use performance description) <p style="text-align: right;">Eval 23</p>
2:15	Assessment Report for the Last Academic Year	<p>Based upon your broad life criteria and life goals, take the top 4 and fill out 1 page for each criteria, using the following “recipe” for each page:</p> <ul style="list-style-type: none"> • 2 top accomplishments in this area (25% of the page) • 10 other smaller accomplishments (25%) • 4 x 4 table – other activities to support this are (25% of the page) • 3 actions for next year to improve performance and 1 longer term action plan (3-year) (25%)
3:30	L2L: Intrinsic vs. Extrinsic	<p>Experience 15 of <i>Learning to Learn: Becoming a Self-Grower</i>:</p> <ol style="list-style-type: none"> 1) 30 minutes for activity 2) 30 minutes Competition: What is the overall value of being a self-grower (Poster) 3) 15 minutes Facilitated Discussion <p style="text-align: right;">Eval 24</p>
4:45	Team reflection time	<p>3 collective ideas/insights related to team goals – 3 different Learning Journal entries – best for competition</p> <p style="text-align: right;">Eval 2</p>
5:30	Mentor discussion with team over dinner: Share insights about mentoring self-growth	
7:00	Performance Areas/Professional Characteristics Life Vision	<p>Identify which of the Self-Growth Skills to be invested in monthly for their development and how do they tie into the performance areas that will be developed</p> <p style="text-align: right;">Life Vision 12 Optional # 8</p>

8:00	Selection of Learning Skills
Identify which of the Learner Characteristics to be invested in monthly for their development and how do they tie into the performance areas that you want to develop	
Life Vision 13 Optional # 9	
Homework: • Life Vision: Rework the full life plan for peer assessment on Friday	
9:00	Informal get together to discuss mentoring self-growth

FRIDAY

8:00	Stage 1 Review
<ul style="list-style-type: none"> 20 minutes to produce a set of 10 tips for coaching someone in producing quality Stage 1 – Poster competition with two big questions to address about stage 1. 20-minute discussion concerning these questions. 20 minutes to edit Stage 1 for polishing off this component of life vision and plan. 	
9:00	Stage 2 Review
<ul style="list-style-type: none"> 20 minutes to produce a set of 10 tips for coaching someone in producing quality Stage 2 – Poster competition with two big questions to address about stage 1. 20-minute discussion concerning these questions. 20 minutes to edit Stage 1 for polishing off this component of life vision and plan. 	
10:00	Reflection Break #10: Self-Assessment of self-growth skill development this week
Tab 7	
Self-Assessment of self-growth skill usage for the week	
10:30	Stage 3 Review
<ul style="list-style-type: none"> 20 minutes to produce a set of 10 tips for coaching someone in producing a quality Stage 3 Poster competition with two big questions to address about stage 1. 20-minute discussion concerning these questions. 20 minutes to edit Stage 1 for polishing off this component of life vision and plan 	
11:30	Writing to Think
Produce three separate learning journals entries for the strongest learnings produced this week and post on the gallery for selection for top 10 discoveries.	
12:00	Lunch with Mentors: Sharing self-growth accomplishments for 2018/2019
1:00	Stage 4 Review
<ul style="list-style-type: none"> 20 minutes to produce a set of 10 tips for coaching someone in producing a quality Stage 4 Poster competition with two big questions to address about stage 1. 20-minute discussion concerning these questions. 20 minutes to edit Stage 1 for polishing off this component of life vision and plan. 	
2:00	Stage 5 Review
<ul style="list-style-type: none"> 20 minutes to produce a set of 10 tips for coaching someone in producing a quality Stage 5 – Poster competition with two big questions to address about stage 1. 20-minute discussion concerning these questions. 20 minutes to edit Stage 1 for polishing off this component of life vision and plan. 	

3:00	Reflection Break #12: Reflect on your personal growth rate and self-growth capacity	Tab 7
Explore your learning performance improvement during the week – what is your point estimate in the percentage improvement and what is your justification and evidence of this improvement (Mentors will provide their measurement with justification in comparison).		
3:30	Self-Growth Paper	
4:00	Celebration of Growth (auction using the chips collected and sharing stories)	
5:00	Assessment of the Institute	



Stakeholder Interests

The event was put together on such a short timeframe because numerous participants at three different institutions wanted to try it before the summer ended: Hinds Community College agreed to host the event, the Academy of Process Educators agreed to encourage its members to attend, and Pacific Crest agreed to facilitate the event. The Academy of Process Educator Executive Board approved the project proposal for the Self-Growth Institute.

Project Title	Self-Growth Institute
Project Manager	Dan Apple
Project Timeline	Aug 5 th – 9 th , 2019
Project Purpose	Build a community of self-growers to support a DDO (deliberately developmental organization) initiative and increase Academy membership and leadership
Project Top 3 Outcomes	<ul style="list-style-type: none">• Create a self-growth community of 40 Academy Members who want to be self-growers• Illustrate the research/practice of improving learning performance, personal growth rate, and self-growth capability has been advanced significantly• Identify roles for all participants in the Academy efforts for 2019/2020
Rationale	If the Academy is to become a DDO, there are 3 imperatives: truly experiencing self-growth development, the role that self-growth plays in a DDO, and building a spiritual commitment to live as a DDO
Budget/Cost Impact	Pacific Crest is willing to reduce registration fee to \$200/person for at least 15 non-Hinds registrants
Project Plan	<ol style="list-style-type: none">1. Pacific Crest will provide for snacks and lunch2. Pacific Crest will provide the Institute handbook3. Dan Apple will recruit the required mentors and facilitate the event4. Location will be either Hinds Allied Health Center5. Journal will be produced to document the event and spur the community6. Dan Apple is willing to facilitate the year-long community of self-growers assisted by Ingrid Ulbrich

Personnel

Facilitator: Dan Apple

Mentors: Wade Ellis, David Leasure, Wendy Duncan, Steve Beyerlein, Mary Moore, Tris Utschig, Matt Watts, Ingrid Ulbrich, Al Rowe

Logistics coordinator at Hinds Community College: Joyce Adams

Considerations

1. Jackson has a 2-star motel and the cost of two beds is approx. \$50/night
2. Costs for facilities
3. Who can come – no previous hard commitments



Institute Participants at a Glance

A total of 17 individuals participated in the institute. The group included:

- 5 faculty/staff representing Hinds Community College: 2 from the College of Nursing, 4 staff personnel, and 1 developmental reading specialist
- Academy of Process Educators was represented by 5 senior leaders: Past Presidents, current President, current President Elect, Communications Director, Professional Development Director, and Ambassador. This team was able to explore how the Self-Growth Institute could help its members become instrumental in transforming the Academy into a Deliberately Developmental Organization.
- A professional training manager in a Top Fortune 50 company who was interested in learning how to integrate growth and self-growth throughout their training program
- Collegiate directors of professional development who want to determine how they can increase faculty performance through the development of self-growth
- A professional life coach, with many years of experience, who wants to expand coaching into the areas of growth and self-growth development
- A faculty member at a small liberal arts college wanting to develop self-growers in their program
- A faculty member at a professional school who is interested in advancing the institutional outcomes by producing self-growers as each of their graduates
- A faculty member from an HBCU (historically black colleges and universities)



Participants' Self-Growth Papers

On Friday afternoon, participants were given 45 minutes to write their self-growth paper, documenting the impact the experience had on them and what they had learned about self-growth.

Those papers follow.



Self-Growth Paper 1

When I arrived at the institute on Sunday, I was *stuck*. Stuck professionally and stuck personally. I was so stuck that I didn't even know I was stuck. I could see that I hadn't been performing where I wanted to – skipping activities, procrastinating, – but thought I would “just motivate myself out of it”, though I didn't have a plan for that. Since I wasn't living up to my expectations, I was self-evaluating big time. Mad at myself for wasting time, for not making progress on critical tasks, for taking the time to enjoy myself on (therefore undeserved) vacations, and for doing other experiences that I enjoyed. I had been avoiding tasks because I was holding onto the emotional attachment of my past performance through self-evaluation, and because I was lacking confidence and self-efficacy about performing any future task well enough since I hadn't performed the past tasks to my satisfaction.

Over this week, the Self-Growth Institute has helped me to grow in four major areas. I am unstuck! I have a strong identify as a self-grower, so self-growth will be a strong priority and that won't get pushed to the side in my planning each week. I own that I am the one who has to choose whether past events will hold on to me because I hold on to them, or I choose to let them go, take all of the lessons I can from them, and put those lessons to work in the next performance. And I own the mindset that doing my best will absolutely be enough for me to be the best.

Being stuck means that you are only spinning your wheels – that you aren't making progress or adding value to your performance, and perhaps not to your interactions with others. I have grown from not even realizing that I'm stuck to seeing, very quickly, moments of being stuck so that I can take an action to get unstuck. For example, last night I wanted to work on my growth plan, because I'm so excited to increase my growth and self-growth that I NEED the plan so that I can execute it. But on evening 4 of the Institute, I was also feeling exhausted. I saw that I was spinning my wheels, unable to focus, and needed a break. For me, I have learned in the past that a physical break for “moving to think” is needed. So I did 10 minutes of a dance workout in my hotel room, then jumped back to my computer and kept working. This morning when we were working on the Annual Assessment, I couldn't think of accomplishments aligned to my broad criteria. So instead of thinking about “What can I do? What's an accomplishment?” and dwelling on those questions, I asked Dan for a model. This change was caused by 1) having a mentor who helped me identify that I have been stuck after leaving a job because I'm holding on to emotions about it and need to reflect before assessing – this opened my eyes about characteristics of “stuck”; 2) I chose “getting unstuck” as my mentoring skill of focus for Day 1, and at the end of Day 1 the facilitator noted that I was holding myself back by acting as a mentor instead of a learner, and I saw (for myself) how that role choice was sticking me and frustrating me in the process; and 3) as I think through experiences here, contexts in my life, and ways I want to grow, I am now always looking for places where I might be stuck and I can develop them quickly now. Further growth of “getting unstuck” is now in my self-growth plan.

A self-grower puts a high priority on continuing self-growth and incorporates that practice in everything they do. At the beginning of the week, I had this identity at the level only as a label, but now have adopted it into a major performance area that I will use to fuel the growth of everything I want to do in the next year. My self-growth plan is the pinnacle of what I will be able to do – the top of the pyramid or cycle that feeds back to every performance. Instead of self-growth time being a thing that I put at the end as a default because, “it should be summative”, I am now ready to commit time each week, placed strategically in the plan for maximal benefit, and know that this time will be my number ONE priority each week. Because if I'm not doing self-growth, I'm not going to have the impact on growth and performance that I need and want to have to meet my very raised expectations and life goals. Over this week I have sent myself at least 25 one-line emails with notes to be developed into my growth and self-growth plans, ideas for areas that need reflection so that I can let go of emotions, and projects that

I want to take on to advance my performance and growth. A week ago, when a prospect made me think “ugh”, I would let it go. Now that triggers an action – “ugh, but explore the ugh”. The causes for this growth include recognizing through exercises in the Institute that my quality of life is much lower than I want it to be, the structure and development of the life vision and life plan, the clarity gained through the growth plan and self-growth plan drafts, and the awe and wonder of how much more I will be able to do and accomplish when I destroy my own barriers.

Taking ownership is the realization that I am in control of all of my performance, and that the choices I make create the situation that is and the opportunities for what can be. So often in my life I have needed someone else to raise expectations for me – I have had self-limiting thinking that has held me back from thinking that I can do anything I want to. Now I have a clear vision that I can do anything I set my mind and head toward. The next step is to grow this skill even further so that the vision sticks for me, without constant reinforcement from a mentor. There have been inspirations for me during the week from many people, and now I can see the next level. “If you let go of the past job, you will be able to move on to the next job” grows to “and the next one, and the next one, at exponential levels of challenge”. Setting the life goals at 80 and working backwards to goals for each 5 years made me think “you can do more than that in 5 years! Up the expectation!”. “You could write a book as guide for women in academia” grows to “and have a TED talk, and do motivational speaking, and become a leader of group that empowers women leaders”. And instead of the old (non-self-grower) response of “but can I?”, I think “YES!”

Competitive perfectionists want to be the best. But I “only” need to *do my best* because I know that my current capabilities and my growth potential are so high that *doing my best will make me the best*. And that when I employ being a self-grower and get out of my way, even the sky is not the limit. This shift was a realization on Wednesday night, triggered by thinking about performance and life history, and from telling stories of failure during the Institute. Look at how much I have already done! I have a lot of major accomplishments under my belt! And that was achieved with all of the barriers I have encumbered myself with. I already do my best – each and every time – because three of my core values are *excellence*, *hard work*, and *integrity*. And my best has led to these great things. And I am the best, at so many things. I am the best Gen Chem Coordinator that my college ever had. (And I’m preventing myself from diminishing that achievement by qualifying it in this paragraph.) I think I am still the world expert on my grad work, even though I haven’t worked in the field for seven years. So I can now affirm for myself that doing my best will always be enough. And now as a self-grower, I can make my best be better and more efficient. This growth was caused by reflecting on past life, looking at the number of times that my team won first place after I joined as a full learner, and seeing how my hard work at learning about self-growth, during the Institute and during the previous year in the self-growth community, has developed me into a resource that others seek for guidance.

Self-Growth is a complex system that isn’t understood well by most people, and that is critical for the betterment of society. Most people want it – that’s why there are self-help books, shows, videos, and workshops. But few people or organizations know what it is and how to deliver it. Self-Growth is supported in a community environment – because it’s hard! And when we’re in it together we get support (empathy, at least a little) and tips and strategies for persisting and growing it. Laying out the process in the Self Growth Methodology is key, because it breaks apart the complexity, provides a framework of the process and the connections of the steps in the process, and invites opportunities for people to seek life coaches for developing the growth further. The use of self-growth is critical for getting the most rapid acceleration in growth rate, and then that impacts the self-growth capability. There’s a bit of cyclical relationship. Self-Growth is the most powerful way to get lifetime growth. Self-Growth development accelerates the development of growth. It’s the aspect of SELF – of owning and directing it – that allows people to *continue* to grow their growth (i.e., life-long growers after a Learning to Learn experience). Getting to my current point has at least doubled my desire to be a life coach – strengthening that identity, wanting to develop that process into my broad criteria of both leadership and service, and to multiplicatively increase my impact on people and organizations for their own growth.



Self-Growth Paper 2

When I started this week, I thought self-growth was just another process like self-help. To identify deficits and focus on developing those individual skills. Working on just one skill at a time and not to build a system of improvement that would continue to improve not just that skill, but a system of planning that would have them moving onto the next skill on their own. To use one's own identity to drive the creation of a life vision, which leads to the sheep all following each other. To set goals based on expectations of me and not my own values, leading me to stray away from my passion. I have always started an assignment with the end in mind and not thinking about improving the process of completing assignments as the end.

The areas I have grown the most are in the understanding of how individual diversity can strengthen the team. In how generalizing those lessons help everyone learn from each other. In how building someone's self-growth skills are more important than polishing their current capabilities. It is better to teach someone how to teach someone to fish, than it is to just teach them to fish. In how building skills in learning, facilitation, and mentoring all are enhanced by self-growth skills. It creates a self-perpetuating growth process. In the understand that knowing one's self helps in teaching others how to find the same. They say practice makes perfect, so practice on yourself first.

When it comes to teamwork, I found that those with enough courage to share their unique personal areas of improvement contributed the entire team's performance. However, that would have been lost had we not learned to validate those by repeating and generalizing those to apply them to each of our familiar contexts. Intervention in a discussion to ask a timely question had such a powerful impact on the quality of the team's outcome. Acknowledging individuals pumped up the entire team, not only for the value they contributed, but the role they are assigned to skills they are working to improve.

Simply focusing on building a specific targeted skill could be for nothing if there is no system in place for that individual to continue that work after they leave here. Many people stop growing after a class because they don't know how to identify those impediments and how to move past them. As we were building on our skills we stepped back and placed a methodology of reflection, assessment, action planning. I found that repeating the same activity over again but after applying this thought process alone found improvements to my reading and writing skills. Knowing common impediments of others helped me identify how I have become unaware of my opportunities for improvement. Like being content with being comfortable.

When it comes to growing all of my skills, I have grown at least 15% because I can now think about the metacognitive processes that are slowing me down. This is due to the all the activities we just jumped into and then reviewed with an intervention to break down those impediments and identify solutions to overcome them. In addition to this I have learned how to measure these skills in an effort to find ways to make additional improvements in the future. It doesn't matter what you are trying to teach, it can be improved by also teaching them how to learn.

Creating a life plan is difficult for everyone in different ways. I found that simply identifying myself, who I am and what I stand for, was the hardest part. I have now learned a set of tools that not only can I apply to myself, but I can help others apply to themselves. This includes simple writing to think exercises. Also, analysis of why we react the way we do to past situations and comparing those to others.

I plan on using my self-growth skills to spread the self-growth mindset first to my team of instructors. Then to their students. And finally, to the leadership team at my company. If I can pass on the value of teaching not only the content in a specific lesson, but the self-assessment process that can be applied to those skills, I could create a self-perpetuating learner in every student that would extend the impacts of instructor-led classes beyond the classroom.



Self-Growth Paper 3

Self-assessment of my growth during the Self-Growth Institute

When I decided to participate in the Self-Growth Institute, I was apprehensive, excited, and nervous. I knew that I would be challenged at every turn. I wondered if I was up to the challenge and whether my stamina would hold out in order to complete the camp. Once I got over the fact that that I took a huge risk to my self-esteem by signing up for this, I came into this camp with an open mind, unlike other institutes that I have attended, and I decided that I would sincerely allow myself to enjoy the experience instead of being afraid of being pushed to what I constructed as my limits.

The four areas of growth that I identified over the week that needed to be worked on were developing a better understanding of metacognition, understanding and applying stage 5 and 6 of the life plan, beginning to understand how my past failures enhanced my self-growth, and expand my understanding of the methodologies used to create self-growth.

In developing a better understanding of metacognition, I had to learn exactly what that meant. I discovered that it is thinking about the way I think. I have moments where the clarity in this area makes complete sense to me, and then in attempting to generalize it, I find difficulty in clearing out the fog. In my profession this is the level of thinking that we attempt to elevate our students to. The emphasis placed on this level of thought is immense and passing their board exam requires that they be able to analyze data and synthesize it to apply to other connected concepts. Students seem to be stuck in the lower levels of thinking. For me to grow myself in this area, I can mentor students on how to better take the information that we are discussing and give an example of how to raise their thinking and then to have them actually practice that in the classroom setting. I have been able to realize that my thinking processes are in line with metacognition; I just don't always see it in the moment.

When it comes to understanding and applying stages 5 and 6 of the life plan, my mind is still trying to process the vastness of what these two stages require. I have never thought about this prior to this week and I have identified it as an area of improvement. The language is beginning to make some sense but I am not quite there yet. In the coming weeks I plan to revisit this and reflect on what I have learned and how I can make this an everyday part of my life. Once the neural connections are made, I will be able to think through this process better. It has taken many times in the past to understand this method of learning and teaching through Process Education.

As a child, if your parents are not willing to allow you to make mistakes and experience failure –completely the opposite of what parenting is about today – the development of the skills to figure out how to grow and be successful in life are essentially non-existent. Over the last 30 years we have marginalized what it means to be successful and we have not allowed children to make mistakes or experience failure. An example of this is participation trophies. Everyone has to receive something, no matter if they put the work into earning it or not. This deflates the person who worked hard for that award and creates a mindset of it doesn't matter what I do or how I perform, I will get a trophy anyway, so people do not develop the ability to utilize failures as a means of becoming successful. We have taken away the incentive to become successful. My daughter has no job and has never had a job. She knew that if she needed anything my mother would provide it for her, therefore she had no need to be self-reliant or responsible. This was not how my parents treated me or my brother. They encouraged and expected us to do our job, which at first was going to school, and to value the feedback that we were given in order to help us improve. Somehow, we developed our own set of standards and values through what our parents modeled.

I came to this institute with a basic understanding of growth, any growth. I was really not prepared for the complexity of this process. The language is foreign to me. I believe now that I at least having

a working understanding of the process. I believe that once this has all had a chance to soak into my brain that I will be able to utilize it for every aspect of my life. I will be able to mentor others in this area. Over the last week, I have re-discovered the meaning of what self-growth actually is, as opposed to my simple thought processes about it. I was not differentiating between the two. I have learned that without self-growth, I run the distinct risk of becoming and staying stagnant. I am finding that I do not like to be taken out of my comfort zone, like I was challenged to do last August when I took over the level coordinator position for upper level, and I had never taught any of the content. I said "I can't" so many times that I didn't. Performance-wise, this was the worst teaching semester I have ever had in 14 years. I did not dwell on it. Over Christmas break I looked through the student evaluations that I asked for and really went back to thinking that I can do this and I will do this because I need to do this for myself and the students.

I have learned that self-growth is a relatively new area that most people do not think about or differentiate from just growth. I have decided that I really want to look honestly at myself and discover just what I am capable of. This Institute needs to be embraced and further research needs to be done so that people will visualize the beneficial role this plays in our lives. I have certainly had many eye-opening experiences this week. If everyone developed this process, the negativity in our world would definitely be put on the back burner. No one would have time or the inclination to focus on such negativity. The development of this is phenomenal and will gain more momentum with each year. The use of this methodology would increase performance exponentially in people's everyday life and in the workplace.



Self-Growth Paper 4

Sunday - I was looking forward to and dreading a bit about what I knew would be a beneficial but intense week-long experience. My purpose for coming was to enhance what I had learned at Joyce's L2L (Learning to Learn) camps and be able to offer more as a facilitator at these camps. I also looked forward to the learning experiences and challenges that it represented with varying degrees of confidence and dread.

Areas of self-growth that I had identified included:

A. Better time management

1. Description: I felt that I needed to be able to be more productive in most areas of my life in regards to work accomplished in an amount of time.
2. Measure magnitude: somewhat improved. I still feel frustrated being in a time-crunch to accomplish a task. However, I can see how I can be more productive utilizing this skill.
3. Evidence of growth: I was able as each day came to maintain focus and stay on task to accomplish tasks at hand. I did better at starting more quickly and focusing on the task at hand.
4. What caused it: persistence and struggle and help from my team

B. Learning more about how to assess my performance and the performance of my students

1. Description: I felt that I was not always able to accurately assess my performance. I needed performance goals and a measure for better doing this.
2. Measure magnitude: I now feel that I will be much more able to assess my performance as well as utilize the assessment to improve. I will be able to use the steps and processes to create a self-plan to do this more accurately and more often.

3. Evidence of growth: I feel that I have a FULL toolbox and guided systematic methods to do this more effectively.
4. What caused it: textbook and team activities. The poster contests really concreted these and other concepts in ways that I can look back on and implement.

C. Developing my self-efficacy

1. Description: developing a better view of my own self-efficacy. Increasing my self-value and validation of this.
2. Measure magnitude: strong and developing
3. Evidence of growth: Growth is evidenced by being able to work with my group and contribute with increasing confidence as well as being more able to ask for, listen, and accept assessment from Dan.
4. What caused it: I truly WANT to escape from my own trap in regards to this. I feel that I needed methods and tools to better self-validate and be able to accept assessment from others.

D. Stepping out of my comfort zones to allow for self-growth.

1. Description: Tools and techniques to push myself to develop and grow.
2. Measure magnitude: fair, some improvement noted, still have a ways to go.
3. Evidence of growth: I feel that as the days went by this week, I grew more willing to be a risk-taker with my team and express my thoughts in regards to activities. I was more able as the week progressed to self-validate that I had worthwhile answers to contribute to the team effort. I became more active in being part of the team.
4. What caused it: Recognizing that my team validated my actions, thoughts and answers



What did I learn? I think that personally I learned many things about why I have weaker areas that need self-growth development and the learning process. I recognize that EVERY ONE has areas that need self-growth, and that others feel that they need self-growth in some of the same ones that I chose. More importantly for me, I was able to accept and venture into a less-than-comfortable-at-first situation AND become an active part of a team. I look forward to more opportunities to increase my self-growth and be able to help my students to learn about and apply these techniques to become more successful. As I looked back over my Life Vision, I was able to appreciate my struggles, successes, and failures as they have melded me into the educator than I am today. It is always an incredible high to become involved in a high-drive, intellectually stimulating situation.



Self-Growth Paper 5

What are my greatest life accomplishments this year? What is the overall annual performance growth improvement (10%, 25%, 50%, 100% or greater)? What are my greatest learnings from the year? Where do I want to focus on for the next year – goals, strategy improvements, growth goals, performance areas development, learning skills, and what are this year's top 10 risk factors?

I started the Self-Growth Institute on Monday, August 5th, 2019. The strengths of the Institute include a talented, caring, and disciplined facilitator, fabulous textbooks and tool book, well-structured activities,

hard homework, and a group of people who are willing to get out of their comfort zone and eager to learn all the methodologies, processes, principles, and practice in their performances during activities.

We learned that you have potential ability to do the things that you thought you could not do before, as long as you want to maximize your quality of life by making your life plans (e.g., short-term and long-term). There 3 important areas that you can strength your personal growth within the Self-Growth Road Map.

First, analyze yourself, describe who you really are, and clarify your identities. Think through what is meaningful to you that you want out of your life. You also want to recognize your barriers that hinder your success, such as basic discipline skills (e.g., reading skills, writing skills), and spiritual obstacles (e.g., no good model in your life, don't know what kind of life you want to have, and what life goals you should have). You have to overcome these limitations so that you can start to challenge yourself by setting your life goals and criteria. Make sure that you need to and you can become accountable and responsible person for your quality of life and for others by daily actions.

Second, you must have a life vision for yourself such as who you want to become, and deep understanding why this person is the model you want to be. Clearly know the characters of her or him that you admire. To make your life vision, you need to analyze what you are doing now to find your problems in your life, what strengths you have, what weakness you have, and what areas you can work on for improvement, and what new findings you have for yourself. And then you can have a clear vision for your life. So you can set some short-term life goals and one or two long term goals.

Third, acting on what you must do. You can start with basic life skills if that is you biggest limitation, step-by-step learning, and mastering the skills you need to perform your life plan. Self-assess your performances every time you do it using SII (Strengths, Improvements, Insights) to find the areas you need to improve for short-term and long-term goals. If you can persistently do this daily, weekly, monthly, and yearly, you will be successful and maximize your quality of life.

All above are what I learned from this great Self-Growth Institute.



Self-Growth Paper 6

Where was I at the beginning of the week compared to where I am now? At the beginning of the week I did not know much about self-growth or the Institute I was about to attend. I was very overwhelmed. I felt out of place and like a fish out of water. I don't feel much better; however, I do feel that I have learned something. I knew a little about self-growth but was not familiar with the Learning to Learn methodology. Over the past week I have learned many things I feel will be helpful in organizing my life goals which will improve my quality of life personally and professionally. I learned a different way of doing things I thought I already knew how to do. My desire is to mentor others to achieve their life goals.

The four areas of growth are:

- An increase in my reading ability
- Learned strategies for staying focused on my goals
- Learned the difference between self-assessment and self-evaluation
- How to create a life plan

I have grown in my ability to process reading material. I used to teach others how to read information to gather what they needed to learn. I used the process in my own learning. I learned a new methodology

for processing learning. The reading logs have been a great help to me. I plan to use the logs in my studies and work life. It will help me to gather information more efficiently and quickly without losing content. This is evidence by my use of the reading logs. Each time I have used the reading log, my confidence and speed have increased. I know how to read for information. The more I use this the better I get at it. I know my understanding of written material has improved and will improvement of this skill will result in greater productivity. Practicing this skill improved my efficiency.

I have learned how to identify risk factors which impede self-growth. We went over a list of factors in the Institute that were familiar and some that I was not aware of. Since having these areas identified, I feel that I can better mitigate their effects.

Clarifying the difference between assessment and evaluation has done wonders for my self-growth. I am learning how to assess my performance rather than always evaluating my performance. I found myself evaluating myself a lot in relation to my decisions in my career and personal relationships. When I was asked to identify my greatest accomplishments or define my identities, I was focused on what I felt were "important" identities. I realized that my identities were many and all relevant to my self-growth. For example, I knew I was a parent, but did not consider myself a mentor even though I mentor young people on how to get to college, how to apply for scholarships, etc. I was able to realize all the identities I had and determine which ones are important to me and which ones align with my life goals. I learned that all my identities may be in agreement with my life goals and should be abandoned or new ones added. I need to stop evaluating when I should be assessing. I can use this in my professional I life as well.

I learned the importance of having a life plan and how it is relevant to self-growth. One must develop a growth mindset. My desire to grow has increased since being in this Institute. I want to achieve more for myself and my son. I learned that I need to take deliberate steps in order to achieve the quality of life I am trying to attain for me and my son.



Self-Growth Paper 7

I have to say that before attending this Institute I thought self-growth meant that you were setting goals for your life, breaking those goals down into years, and checking them off as you achieved them. Sunday, I honestly didn't have self-growth on my mind very much. I was going through my normal routine and constantly reminding myself not to forget the laptop Monday morning. Monday morning I was semi-excited to be starting the Institute, went in thinking that maybe I would learn something that I haven't heard in my countless hours of listening to self-growth and inspirational teaching, and I was happy not to be sitting in my office without really seeing any other humans for the week. I can honestly say that within about five minutes of being in that classroom I knew two things: 1) It was freezing cold. 2) This Institute was going to be a lot of work! Throughout our day Monday I felt really lost and out of place, and really questioned if I should even be participating in such an "advanced" workshop. That night I spent most of my time trying to understand what I had just experienced.

The four growth areas that I feel will be most valuable to me right now are being true to self, being passionate, listening to self, and making meaning. Being true to self is an area of growth for me because I love helping people and being there for them, and I grew up with the teaching of being selfless. While everything I listed are good qualities to have and practice, I am learning the hard way that all things must be done in moderation. It's important not to lose yourself by giving too much to any activity. Being passionate is an area of growth for me because I struggle with identifying what I'm passionate about. Listening to self is an area of growth for me because I find myself doing a lot of

things for other people and with other people that I don't really want to do. Making meaning is an area of growth for me because I feel like I have lived most of my life checking off boxes, but not enjoying or paying attention to the journey.

During this week I think I have improved in the following four areas:

- **Being Self-Aware.** I say this because every night I have been up hours just lying in the bed with my thoughts going 50 miles per hour, recognizing everything that I've been missing in my everyday life. I have probably done more reflection this week than I've done in my entire life, and I thought I was a good reflector before, "Ha" I know I'm becoming a good reflector now.
- **Changing Behaviors.** I say this because normally in situations where I feel like I'm the most challenged person in the room, I have the tendency to shut down and withdraw as a defense mechanism. Well, this week has given me plenty of opportunities to display that behavior, but I had to recognize what was happening and choose to a different reaction to old feelings.
- **Feeling Empowered.** I say this because before attending this Institute I felt powerless. I felt like life was happening to me and there was nothing I could do about it. I've heard people say time after time that you had to take charge of your life, but I didn't understand what they meant until this week. Now, I feel like I have the tools I need to create the life I want and not just exist in the life I have.
- **Maintain Standards.** I say this because I thought I was really good at setting goals, but in reality, I'm good at setting outcomes for the goals I want to achieve. For example, I had a baby in May of 2018 and my goal was to be back to the weight I was before I got pregnant by the time he turned a year old. I felt like that was an achievable goal, but others around me said I was putting too much pressure on myself. I started off by setting mini goals, but I wasn't doing any of the work to reach these goals, so I would come up with a rationale to change the goal based on the opinion of others and excuses from myself. Now, I know I need to be honest with myself and acknowledge that yes, the goal was attainable, but I just did not want to do the work necessary to reach it.

I learned that self-growth has to start with me, and I plan on joining the self-growth community, doing the work and implanting all the information I gain in all aspects of my life!



Self-Growth Paper 8

On Sunday, I started with minimal knowledge of what self-growth actually was. In honesty, I attended the conference because I wanted growth of some capacity, to prepare for a journey that had no prior planned direction. My plan upon accepting failure was to acquire all the knowledge that I could in order to redirect my career plans. Upon arrival on Sunday, I attempted the reading but without understanding, it appeared over my head. As I entered the course Monday, I struggled with the idea of self-growth, but as we participated in activities each concept began to make more and more sense.

I have grown in the following four areas:

1. Visioning
2. Writing
3. Reading
4. Self-assessing

I need a Vision! In an honest conversation with myself (a newly generated habit) I knew I needed a vision. The impact of not having a vision was strong. The lack of vision had me serving as chair of multiple organizations and committees. I am now a firm believer that without a vision you can wander aimlessly through life. Via my self-assessment, I deciphered that I had been wandering through my career because I lacked direction. Careful reflection and conversations with a life coach attending the conference led me to selecting a career goal, planning, and aiming for it. I know this is needed

because without a clear career destination, there is no clear decision making. I now have a vision.

A major aspect of the need for a vision was due to my chosen career. I enjoy teaching and, despite my excellent teaching evaluations, I still was at risk of losing my job due to lack of researched studies. The impact of losing my job scares me. I am the birth mother of two and the mother (aunty) of five. Losing my job meant negatively affecting my two college-attending children and not supporting my five third-world country residing children. The second area of growth was in writing. My journey this week has been attempting to write studies and do homework. On Wednesday, I realized the value in just completing the assignments for this week, deciding to focus on writing after the conference. This action was justified by the need to commit to understanding the topics for my team and for myself. This in turn paid off because the information learned by completing the homework was instrumental in growing in other areas and helpful for an assignment completed on Friday. On Friday I learned about “writing to think”. Writing to think gave me a new approach to writing that I am excited to try. In addition, many more constructive comments have been shared, such as, write something you are passionate about. I am sure I will be writing in no time. My new “can-do” attitude tells me that I will have publications as evidence of success in no time. This growth area was formed off of an issue caused by failure to publish.

Prior to attending this conference my reading was limited and took much time to filter around. Reading to think became a focus of mine; I actually grew to enjoy writing the reading logs. The more I completed, the faster my reading skills became. To make sure I was not over-generalizing the task, I attempted the method with a journal article. I was amazed that the technique worked with slight tweaking, and I was able to sum up multiple journal articles for use in an upcoming research study. This issue was formed off of lack of knowledge, and the need for a mentor.

My truly biggest accomplishment was realizing that I can do! Prior to this conference, I thought I believed in myself, yet still I provided multiple excuses for failures. Today, I believe the answers to my issues reside inside of me. I must elevate risk-taking and time management. I must eliminate my fear of failure, and my fear writing. I must embrace having a clear vision and a mentor/life coach to guide me along the way. In a sentence, my biggest accomplishment was realizing that I must self-assess myself and stop self-evaluating myself. This issue was formed off of lack of mentoring.

I learned that self-growth requires dedication to growth. You cannot just talk about self-growth – you have to invest in self-growth. You have to be actively conscious about where you are presently in life, and formalize a clear decision of your future goals. Additionally, understanding the difference between growth and self-growth was instrumental. You have to be willing to be self-honest and to self-assess to assure you remain unstuck and are constantly elevating. You have to be the coach of your journey; however, you have to make it a journey.



Self-Growth Paper 9

Where I was

When I arrived in New Orleans, I had a reasonable idea about the difference between learning and growth, between growth and personal growth rate, and between growth and self-growth. However, it was not clear about the meanings of performance, personal growth rate, growth, and self-growth, and how to facilitate the learning of these terms and how they worked together.

Four Significant Growth Areas

Area: **Understanding how to facilitate learning about growing performance.** First you have to

know the difference between growth of knowledge and growth of personal growth rate. To do this you have to overcome the notion that growth of knowledge is not what is being discussed. Also, it is news to many that there is a personal growth rate and that it could be changed. The fact that the L2L (Learning to Learn) camp changes the personal growth rate is where we got stuck for a number of years in Process Education and Learning to Learn thinking. This is new territory and much hand holding probably needs to occur.

- b. Magnitude: Significant additional understanding of the area, especially self-growth
- c. Evidence: I was able to describe the difference between Growth Skills and Self-Growth Skills to a participant
- d. What Caused It: A discussion at lunch Monday and then later the continued use of Mentoring Skills rather than Self-Growth Skills by the facilitator.

Area: **Life Vision**

- b. Magnitude: Some additional understanding of what a Life Vision could bring to students who do performance development
- c. Evidence: I was able to write a life history that could lead to a life vision that was of value to me. If Quality of Life is the ultimate point of Process Education, this either needs to be initially downplayed in discussions with discipline educators in high education,, because they think that the purpose of everything is to grow knowledge in their own discipline with no reason to think about the quality of life of their students (most faculty members, most of the time).
- d. What Caused It: Writing a parts of a Life Vision

Describe area: **Quality of Life**

- b. Magnitude: Some additional understanding of the difficulties of talking about and measuring the Quality of Life, especially that the purpose of Process Education is to provide a better Quality of Life.
- c. Evidence: Able to talk about Quality of Life as the reason for improving the various learning skills, including both Growth Skills and Self-Growth Skills.
- d. What Caused It: Having to discuss Quality of Life, and obtaining from Dan and reviewing two lists – the possible Measures of the Quality of Life and Dimensions of Quality.

Describe area: **Self-Growth Methodology**

- b. Magnitude: Some improvement in the understanding of the various aspects of the Self-Growth Methodology and how it leads from a Life Vision to a Life Plan, and some knowledge of why all these 17 steps are necessary to begin with and then each year. The Self-Growth Methodology is not a methodology to produce learning or a product, but to produce a process for growth over time. This is a new kind of methodology? It would be useful to talk about this in the beginning for folks that are used to a methodology that produces learning or a product like a solution to an equation.
- c. Evidence: I can discuss the Self-Growth Methodology
- d. What Caused It: Writing up these Growth Areas

Closure

When I started this writing assignment, I thought that I had not learned much about self-growth, although I did learn a lot of other things. However, as I wrote this document I found a lot more that I had learned, and I learned a lot by thinking as I wrote this document. I'm not sure how to made a movement yet about Quality of Life and Growth of learning skills (Life Skills), but I will continue to work on it.



Self-Growth Paper 10

When I first came to the Institute, I personally had no idea what we would be doing all week. We were provided a homework assignment and I thought to myself, Oh no! What have I got myself into? I went over the material, but it was all Greek to me. I had been to a short Learning to Learn class in the past, but it was nothing like this. On Monday, I was extremely overwhelmed by all of the information that was provided, and that is just a small statement of just how I felt. I was taught so many methodologies that when I got home that night, my mind was buzzing so much, I could not shut it off to go to sleep. I had made goals for the pre-assignment but the more I got into Monday and Tuesday, I realized that none of my goals were actually goals. So, I began to really think about what I REALLY needed to do instead of making up some hogwash about nothing, to get the assignment in.

I learned how to make performance goals and what to focus on instead of not raising the bar and just stating, "Learn". I added action words so that it would lead me to do instead of just learn and go home. I was beginning to think in new ways as to how to improve myself to make me a better person. I was excited that I was learning the skills that was needed in order to improve my performance but more, improve quality of life. As I learned these skills, I realized that I could be a better instructor, wife, mother, nurse, etc. I can use these skills in every aspect of my life. Then the day came when I was really pushed out of my comfort zone is when I had to look within to find the past experience that I had that was impeding my progress to move forward. And I realized that I was letting emotions get in the way of how I responded to conflict and needed to come up with actions of how I was going to break my emotional responses. We listed our top identities and learned that we are to do our own self-assessments, and to not worry about what others are doing in the meantime. I also learned how to write a life vision, tips on each stage of the Life Vision, and I plan to complete it by September 1st. I realize that it is going to take a while because I am not that young anymore and I have a ton of life experiences to consider. One of the hardest things for me to do is to step out of the status quo. I like things the way they are now, or do I? I really want to learn so much more and grow to become a better me. I realize that I am the only one who can do that.

I also learned how to do reading logs. I had been giving them to my students to do without really having the knowledge of how to do them. I have so much trouble reading because I want to read every word and even when I do, I am unable to retain the information. I have improved using the reading log, but I continue to need to improve to become perfect at it.

I also learned how to work in a team. I learned that we can use our role assignments to help enhance teamwork. Our team began to realize that we were focusing more on the role and less on the team. Throughout the week, our team grew as we became more comfortable with each other as members improved their skills, and that we began to work as a team. We began to win blue and red chips instead of the white chips which meant we came in last! I learned that we can have conflict in our team, but we can work through those conflicts. I learned that when one person in the team is down, it brings the rest of the team down and vice versa. I again also learned that I should not take things personally. I learned how to communicate with the others and how to do the roles that was required of me when they were assigned. I really appreciated those roles being modeled so that I could see how it actually worked. I appreciate actually seeing a team perform and the feedback was, I think, more helpful to me than it was to the participants. I have a team as an instructor, and I want to elevate my team's performance to the next level so that I can teach the students the knowledge that is required for them when they leave the semester. I also wanted to improve my mentoring skills so that I can effectively bring my students

to the next level. I wanted to learn how to respond to them in a professional manner when they come to me with conflicts or questions. I feel that I have received the information that I need, and I will take this home with me to continue to learn how to be a mentor. I also appreciate that I will have a life coach to help me to improve my skills.

Another discovery that I made about myself is that I am unorganized. I could hardly believe that since I try to keep folders and everything in my life just so. Well, yes, I am unorganized in the sense that I do not manage my time well and tend to become overwhelmed because I allow myself to become overcommitted. I need to develop action plans on how I can improve time management. There are tools for me to follow in the book.

I also learned that an evaluation is judgmental. I discovered that to make an evaluation more productive in my life, I am to perform a self-assessment. The role of evaluation can be an impediment to my self-growth. My most powerful tool is self-assessment and the most destructive tool is the evaluation. The most exciting discovery was the exercise of writing to think. The exercise encouraged me to just type my thoughts and not to worry about typos while typing and that as I type, my thoughts are generally faster. However, I did discover that I forget what I was about to type as I do in life in a conversation, in that I forget what I am about to say mid-sentence.

Throughout the week, I learned that growth skills are key learning skills that grow your performance. There is no such thing as "I can't". Growth is dependent upon personal capability, life experiences, strength of relationships, wellness, performance capability, accomplishments, and other quality factors. Every learning is a performance. I learned that learning is a process. I also learned that we are to raise our standards and to continue to grow knowledge. I have learned so much from this camp. I was extremely tired from doing all of the homework that was required but plan to go home tonight and go to bed!! But I do plan to take my information home, and complete the Life Vision, and continue to work on my goals that I have set.



Self-Growth Paper 11

Where I Started

At the beginning of this Institute I wanted to...

- Clarify my life goals by reviewing my accomplishments and blocks to the things I wanted to do but did not get done.
- Transform my identity to enable me to do those things.
- Analyze and clarify the relationships between my personal and professional lives to enable me to find the most appropriate balance between them to maximize my life satisfaction.
- Enhance my skill set in doing these things.

These things were not clear in my mind at the outset, but it was clear that I did not have the skill set to either identify what I wanted for the remainder of my life or how to accomplish it.

Significant Growth Areas

In the course this Institute I have...

- Clarified my life goals.

- Magnitude: What I have now is not the final version, but it is huge step forward. The magnitude is simply noted in the existence of a written statement where none existed before.
- Evidence: the existence of a written statement.
- Cause: having to work through the first two Stages of the Life Plan.
- Transformed my identity.
 - Magnitude: I was not clearly aware of the need to do this. For this reason, the mere existence of a written statement means that the magnitude is very substantial.
 - Evidence: once again, the existence of a written statement.
 - Cause: the requirement to work through Stages 1 and 2 of the Life Plan.
- Analyzed and clarified the relationships between personal and professional lives.
 - Magnitude: not so much but more than adequate. I had already been working on this and had basically discovered that life is best understood as whole cloth. So, there was not so much improvement in this, but the nature of the improvement was very significant because the understanding was validated.
 - Evidence: comments during the Institute that this is the most productive view. I had no notion at the start that aspects of our lives considered to be personal were to be discussed at all.
 - Cause: the implicit dynamic in the Institute that to a real extent we would zero out any thinking we have had about the things we covered...which were VERY substantial in both breadth and depth...and rebuild our view of life and how to do it.
- Enhanced my skill set.
 - Magnitude: Though it is not possible in this short time to fully identify all the aspects of my skill set that were augmented in these five days, I can note that...
 - My skills in reading and writing were advanced, though they were better than when I first became aware of the Reading Log process some years ago.
 - My analytical skill were significantly advanced.
 - My self-confidence related to achieving my enhanced expectations for the future was very significantly advanced.
 - Evidence: the simple ability to do the assigned tasks during the Institute.
 - Cause: the ever-increasing challenge of the Institute experiences.

What I Learned about Self-Growth, Its Development, and Its Use

What I have learned about the subject of this Institute is that...

- Evaluation is very destructive. Assessment, especially self-assessment, is highly productive.
- Self-Growth is not only possible, but imminently possible, and really, necessary.
- Not only that, but self-growth is especially necessary for me to be able to accomplish the things that have been stalled in my work life.
- It is possible for an individual...here me...to conceive, plan, and begin to do self-growth in a VERY short period of time. I can do this...all of what is implicit in my heightened expectations and reidentification!



Self-Growth Paper 12

When I came to the event, I was a bit nervous about my ability to mentor my team. But I know I would do my best and that having people here without much PE (Process Education) experience would make it easier because many of them would not have much familiarity with PE language. That part I could easily mentor because I have vast experience in PE practice and also have current research activity on several areas of emphasis during the event. I also have been in the self-growth community over the past year so that would help me work with my colleagues from a mentoring perspective since I had at least tried everything we would be addressing. I also came with a relatively slow preparation time for the event. I had expected a shorter prep like for a Teaching Institute that might take about an hour or so, but the prep activity had 17 readings, plus some critical thinking questions and exercises to turn in. That prep took me about 6-8 hours of my time, using what I felt was close to my optimal ability to perform in moving through the material in a timely fashion.

I feel I have made strong progress in several areas related to self-growth during the SG (Self-Growth) Institute. These are 1. Reading for learning (a growth area itself which will support my SG skills, 2. Self-monitoring for use of SG skills set (a direct application of SG to daily life), 3. mentoring ability (an area I had wanted to grow due to my job as a faculty developer), and 4. writing speed (which I can use to speed up reflection and increase the value I get from it).

Reading for learning – use of log, synthesis = answer critical thinking questions, scanning

My first area of growth was in my ability and speed in reading for learning. I have practice with the reading logs over the past 3 years or so, but this Institute brought my performance with that tool to a new level. I am now able to scan through material much more quickly because I set out a quick goal for what I want to learn. Deducing what to learn is now a combination of what I want to learn, along with extracting from the title of the work I am going to read. This helped make it quick. Another aspect of making it quick to complete the reading log is to set not just total time, but break down the time to complete the reading log for each part. The first parts can be as little as just a few seconds each, and if you hold yourself to it, after a few tries you can get close to matching your goal time, or perhaps even be able to reduce it. Next, an important tip for me was learning to think of the synthesis part of the reading log as simply answering the critical thinking questions I generated for that reading log. This makes the reading highly purposeful and targeted by making the integration of the reading materials very focused.

Self-monitoring – awareness of the skills, ability to see skills being used, seeking opportunity to use them

My second areas of growth during the Institute was in the areas of self-monitoring and performance monitoring of the situation for the use of self-growth skills. I started out with an awareness of the skills from the self-growth community of the past year, but was really only comfortable with a few of them. Now I have a command of several more skills and am becoming familiar with the rest much more quickly than I could have on my own, or even as a part of the self-growth community. The intense and continuous nature of the Institute is a huge benefit to me in producing practical ability to see the need for and the ability to apply the self-growth skill set to myself and/or to a team I am working with. One example of my improvement in this area would be when performing as captain during a learning activity. I found myself able to regularly glance at the list of SG skills to see if I found one that was relevant to the situation. Then, I would take the opportunity to simply point out to the team what I had noticed,

so that it brought out their awareness and they could decide what they wanted to do with that knowledge. Later on Thursday of the Institute, I was able to identify 4 skills Dan displayed during a short 10-15 minutes activity that he led with the whole group. When I reported them out as insights to what was going on, I found a number of participants seemed to agree that these were present.

Mentoring ability -

My third areas of growth during the institute is my ability or capacity to act as a self-growth mentor for myself and my team members. The first day of the institute I was trying to play that role, but Dan noted that I was holding back in contributing to my team because I was struggling to perform effective reflection on the SG processes as we went along and trying to deliver mentoring on top of that. That caused problems because I was disconnected from the learning process of my team. Upon being 'released' to participate as a regular team member without the mentor role, my integration into team process increased 2-3X what it was on Monday. Then, what occurred next was somewhat magical. Due to my ability to contribute fully to the team, on tasks that were designed to produce self-growth capacity, my ability to mentor began to increase at a much faster rate. By late Wednesday or Thursday, I was being asked for mentoring advice on a regular basis from two teammates, and was also able to self-monitor and do performance monitoring of our team on self-growth at the same time while losing none of my ability to contribute to the learning going on, when comparing my performance to past Institutes I have participated in.

Writing speed – writing to think technique itself, connection to learning journal as writing to think document, practicing here on SG paper

My last area of growth is in writing to think. I am putting this one last because we weren't introduced to the technique for practicing writing to think, at least formally, until Friday morning, late in the Institute. In terms of relating to SG, I am not sure how I can best relate writing to think to SG itself, other than it will speed up my process for thinking through what I am learning as it has applied to SG. For example, if I want to reflect on my use of a SG skill, writing to think will absolutely speed up the process of producing quality thinking on that skill. I am using this technique right now to produce this SG paper, and find that it is truly amazing what you can produce if you stick to the principles of doing writing to think. While I am not doing much editing right now, I am able to get my thoughts out much more quickly than if I worried about getting them out clearly. Further, I am now thinking about how to improve the volume of what I include in my learning journal so I can get more thoughts out and preserved somewhere during an Institute. While I was able to produce a journal now approaching 30 pages during the Institute, I may be able to double that or more, and hopefully with great value, if I practice this technique. I do have one concern, that the editing needed to make the writing produced using this technique understandable will be substantial. And that the mistakes in typing that I let go by will make what I write nonsensical if I come back to it later. I am hoping that I can overcome that by working on my accuracy as a typist over time. If I can use writing to think to its fullest potential, I will need to combine it with quality typing.

In conclusion, I found that participating in the Self-Growth Institute dramatically raised my ability to look for self-growth opportunities, apply SG skills to those opportunities in order to accelerate my growth or growth in others, and integrate these new abilities into my PE repertoire. In addition to that, two techniques/tools from the institute that I plan to practice with to continue accelerating my growth include reading logs and writing to think. Used effectively, these tools/techniques can have truly dramatic impact. All you have to do is give it your best shot and periodically get feedback on your process for using them.



Self-Growth Paper 13

Where Started: I began this week without any depth in understanding the full significance of the connection between learning, growth, and self-growth skills. We have been engaged in development and use of the Classification of Learning Skills for some time. However, learning new growth and self-growth skills was central to improving my skill set. It was important to understand learning, and focus on operating with a growth mindset to become a true self-grower.

Areas of Growth. There are 4 areas of focus for me: quality of life criteria, learning and growth, generalization, and growth mindset. The purpose of goals is to help focus on what is most important in growth. Differentiating between learning and growth was challenging. Learning is the process of acquiring skills, knowledge, and understanding to achieve a particular outcome. Learning and the elevation of learning is essential in growth. Hence, self-growth requires that I consciously look at the skill that I am developing and elevate it to the next level. This emphasis is supported by the new Classification of Learning Skills. Self-Growth occurs when there is an active focus on the specific skill that is desired.

The quality of life criteria were unclear to me at the beginning of this week. While I understood that it was important, I could not visualize how it worked in relationship to my life. Quality of life criteria define how I will/should operate in order to achieve those personal and professional goals that I have. Although I had goals throughout my career, I had not focused on connecting that vision of my ideal life and its characteristics to what was actually happening.

When using team roles, there is an opportunity to strengthen learning skills beginning with the responsibility of each role in a variety of contexts. The use of team roles was important to my learning because it required that I focus on the content of the discussion, while also addressing the responsibility of the role.

The next area is mentoring. There are key concerns about mentoring and finding the appropriate level of action. The Mentoring process lays out all of the factors to support being an effective mentor to someone else and then using those skills to mentor oneself. Mentoring supports learning skills development and the achievement of goals on a continuum. At the same time, it is essential that the mentor and mentee set a contractual bar that will enable them to work together effectively, without crossing boundaries on either side.

To become an effective self-grower, it is vital to acquire a growth mindset. That mindset starts with the belief that one can do anything. The growth mindset examines the skills needed to grow and moves to actualize them. The individual sets goals, assesses, does not procrastinate, self-motivates, is proactive, and values learning. In essence, the individual is committed to success and in the process self-challenges to grow beyond their level of skills currently.

Four significant growth areas

Growth area	Description	Magnitude of growth	What caused it
Quality of Life Criteria	Words that describe how one wants their life to be such as joyful, meaningful, uplifting, etc.	20%	Working through the exercises with the team and listening to others as they described criteria for life.

Learning and Growth	Learning is focused on learning to learn and acquisition of skills. Learning skills are cognitive, affective, and social. Assessment and evaluation are tools to facilitate growth. Growth is being able to elevate these skills and use them effectively.	15%	Demonstration and use of growth skills. Growth skills can also be elevated on a continuing basis.
Growth Mindset	A mindset that is open, unrestricted in expectations, focused on success, and constantly focused on learning. The individual self-challenges to continue to get better	15%	As we operated in team roles and worked on key activities, I constantly looked for opportunities to be positive and focus on success of our efforts. Observing others also helped to anchor the learning
Generalization	When learning a concept, articulating the knowledge or skill within multiple contexts strengthens it. Those contexts should be similar, familiar, different, and unfamiliar.	35%	When responding to critical thinking questions, the level of knowledge is elevated by not only being able to synthesize information, but to generalize it within multiple contexts. The transferability of the knowledge strengthens learning and the ability to increase growth and learning.

What did I learn about self-growth? Self-Growth becomes easier when I use each learning opportunity to build skills, acquire knowledge, and elevate learning within each context. There is a lot that happens in self-growth. The connections between the learning process, learning skills, growth skills and self-growth skills is complex and requires continual thinking to integrate the learning. I am not where I want to be; however, I have made some strides.



Self-Growth Paper 14

Where did I start related to self-growth?

I began the week with a basic understanding of self-growth based on the pre-activity reading materials, specifically aided by reading *What is Self-Growth* and *Bringing Self-Growth Theory to Practice Using the Self-Growth Methodology*. These pre-activity readings helped define and lay the foundation for a general understanding learning, growth, and self-growth.

Identify four areas that have been significant growth areas for me related to self-growth - Area, magnitude, evidence, and what caused it.

An area where I feel I have made growth, but I would not classify the learning as significant, is my increased conceptual understanding of the relationship between learning (the building or increase in

knowledge and skills) and learning skills (classification of skills for learning how to learn), which results in doing or the application of learning and learning skills which, when combined, result in personal growth. Self-Growth occurs to the extent that one has a growth mindset and actively engages in setting or using performance criteria for growth and reflects and self-assesses progress to continue growing. The magnitude of the learning in this area I would characterize as a 5 on a scale of 1-10. Engagement in the institute activities, doing more reading at night, and discussions with other institute participants caused the new learning to stick and my overall reflection on meaning and self-assessment related to how I plan to integrate the new learning into practice played a key role in my overall growth in this area. Learning > doing > growth > self-growth

An unexpected area where I feel I made significant growth was in gaining a concrete awareness of the importance of managing relationships, my creation of and planned use of broad life criteria for my life plan, as well as for analyzing whether to enter into relationships and how I plan to assess the value of entering relationships in the future. In particular, the importance of being selective when entering relationships is important because with each relationship or meeting comes ethical obligations, which I realize I may or may not wish to support to the extent required by the other. I have always felt an obligation, and often the obligation has been out of alignment with my other values, meaning I wanted to live up to my obligations, but truly rather have discontinued relationships that were not of value to me and/or did not raise my quality of life. I now realize I can choose to exit and should exit relationships where I don't gain value. Therefore, establishing broad life criteria related to my core values will drive my future relationships and will also result in terminating certain existing relationships which are draining my energy and not well aligned with or furthering my life vision and plan, and not supporting my overall quality of life. The magnitude of growth in this area is significant (9 of 1-10) and will be seen in actions taken following the Institute. The application of the reading methodology to the ethics chapter, reflection, and self-assessment caused growth in this area.

The importance of performance descriptions and performance criteria for each performance is another area where I think I made significant growth. It is not my command of the two concepts as much as the realization of how the performance description and performance criteria can enhance so many professional areas in which I perform. I rate the magnitude of my growth in this area as a 5 out of 1-10. Completion of the Institute activities, coupled with class discussion, helped solidify this area, as well as reflection on the learning and how I can integrate with outside professional contexts.

What did learn about self-growth, its development, and its use? I learned that self-growth, while it happens to a certain extent without any effort, can be significantly improved, and performance rate can be increased by making a conscious effort and following a systematic process for performance growth and subsequent self-growth. The development of the framework behind the Process Education concepts of learning, learning skills, growth, and self-growth are based on 30+ years of action and theoretical research and ongoing research. The concepts are constantly evolving. The use of self-growth results in a life and learning by design, rather than happenstance. I have the choice to drive my life, and self-growth is key to living a life of quality that is worth living.



Self-Growth Paper 15

Where did I start? On Sunday afternoon I was anxiously waiting to get started since I had posted my homework on the website after I got help to do so since I did not have access to internet while being in Alabama. I started the week without a clear understanding of the difference in learning skills, growth skills needed for performance mentoring, and skills needed for self-growth. I started with the basic background

knowledge as a Process Educator with the desire to elevate my facilitation skills, assessment skills, and a desire to grow toward becoming the best Process Educator that I can be.

The four areas where I have experienced the most growth are (1) self-care, (2) developing mentoring skills, (3) understanding facilitation skills, and (4) general takeaways that I will use with my students.

I chose self-care because even though this week was challenging, I chose to take care of myself by continuing to participate in my “maintaining healthy lifestyle” activities by making sure that I continued to walk each morning, get some sleep each night, and eating some fruit. While this may not seem like a big deal, it was growth for me. I am willing to give up in one area in order to maintain in another.

Mentoring skills where I experienced the most growth included analyzing needs, setting criteria, and self-challenging. Analyzing needs was evident during team activities. I felt that there were times that I was able to see team needs and address the concern. There were other times that I felt confused and foggy. However, whenever I asked a question and was validated that I had analyzed the need correctly, I felt happy and yes, I evaluated myself as having done something “good”.

Understanding how to write criteria is still somewhat foggy, but more clear than before we began this session. As my group developed the poster on the “Quality of Life Criteria”, I felt that listing the items that were most important to us gave me a clearer understanding. The areas that my team chose were valuing time, maintaining a healthy lifestyle, being connected, being purposeful, and connecting spiritually. Of the five listed, three of them spoke very loudly to me.

I know that I have grown when I challenge myself to type directly into the forum. Recording during team events has never been one of my strong areas. I stepped outside of my comfort zone and recorded during the team’s activity in the space provided to save time and to capture the learning taking place. This occurred because I intentionally knew this was an area that provided ample room for growth.

The most important insight I gained about facilitation was “there is no magic”, I am not Dan! However, I can continue to grow my skills through reviewing the literature, and analyzing the facilitation performance when master facilitators are at work. As I listened to Tris analyze a performance based on what he wanted to gain, I realized that was one technique that I had not used without being directed. This was a clue that I, too, could use that skill and gain more understanding of when and how to intervene to raise levels of knowledge and to raise the bar for performance.

The takeaway that I’m leaving with for my students is that it doesn’t matter how often and how effectively I look through various lenses to help them, I can only be as effective as I am strong. I must be able to grow myself in order to help them grow.



Self-Growth Paper 16

When I started this class, had no idea what self-growth meant. I had no idea how I was going to make it through, because I was so confused on where to start. Self-Growth in my own meaning was to allow myself to build on what I thought would help me grow in life. Education, my job, my health, the way I think, the way I allow things to affect me personally.

With growing, I think I need to look deep into myself and see what is missing and make it better. My area of growth was I listened to my teammates and the others throughout this class and tried to learn and understand what was being taught. I noticed I still wasn’t where I need to be. So therefore, I utilized some of the strategies taught to learn what self-growth is. I have learned from my classmates and this lesson that with each performance that I do, I have to learn from it and expand on what I have learned.

I don't want to focus on the things that are negative that I didn't understand, but focus on what I can build from. With each growth area I learn some things and still learning.

The Learning Process Methodology, the stages of it help me understand I had no clue of how I was learning or if I was learning incorrectly. With building new knowledge, I want to push myself harder to get this process/skill down pat. I should be able to give insight on my new way of learning, but right at this moment, I will still ask questions and move forward with reading for understanding. The self-growth skills, my worst ones were critiquing myself, analyzing and determining the best quality of my standards I have not met. I want to be easier on myself when it comes to self-assessing.

Seeking feedback from my teammates was very important to me. I am very new to this, as each of us were, and we joined together and made this learning journey a bit more easy for me. But, when having positive feedback, asking for assessment to help with my strengths in learning I feel was much needed for my growth. I would need to catch up on updating my own personal life vision. Mapping out this vision will allow me to understand where I stand and where I'm going with this growth plan. What did I learn about strength?

When you strengthen yourself in an area of your life, that's when you have prioritized the most important parts of it. My team showed so much to strengthen my communication skills and strengthening my answers to the questions that were ask to answer. With all of this being said, I want to learn more and expand on what I have learned from this class and be able to help someone else with these skills.



Self-Growth Paper 17

Institute Outcomes

- #1: Develop at least a 15% Personal Growth Rate
- #2: Leave with at least a 5% Self-Growth Capability
- #3: Improve learning performance by 50%
- #4: Improve mentoring performance in growth development and self-growth development

Personal Growth Goals – what I submitted in pre-work

- *Establish a multi-stage, executable framework for measuring learning performance in faculty that results in improving faculty satisfaction*
- *Infuse the theory and practice of growth-mindset into my organization's coaching model*
- *Develop my own personal growth plan (a professional plan infused with personal goals, too)*
- *Begin to understand the correlation between an instructor's growth mindset and the learning performance of their students*
- *Meet others who are excited about the theory and practice of growth mindset; gather resources that I can investigate long after the institute*

Personal Growth Goals – after better understanding the concept

1. Become a **Transformational Coach** 50% of the time by championing, mentoring, and coaching individuals to achieve their potential as continuous self-growers
2. Increase my **Quality of Life** 50% by setting goals and frequently assessing my performance criteria

3. Increase my **Personal Performance** by 50% by routinely assessing Personal and Professional Identities, Knowledge, Learning Skills, and Fixed and Fluid factors that impact Self-Growth Performance, Learning Performance, and Life Performance
4. Achieve a **Personal Growth** rate of 25% that directly supports my Quality of Life, Transformational Coaching, and my Personal and Professional Performances

Reflection – *written a month after the Institute*

I was one of the attendees who only partially prepared for the Institute; this was due to being heavily involved in work that had been draining me—emotionally, cognitively, and physically—every day for about 20 weeks. I erroneously believed that the week away from the office would be therapeutic because I could step away from its responsibilities and stressors for most of the day and only address work issues in the evenings. Instead, the Institute, which consumed all of my waking hours, was cathartic! Because of the Institute, I've completed an in-depth assessment of my life—personally and professionally. In addition, my energy level has been that of a Process Education disciple!

Below is my assessment of the status of my personal goals:

Goal #1: Become a **Transformational Coach** 50% of the time by championing, mentoring, and coaching individuals to achieve their potential as continuous self-growers

Strength: I have the foundational knowledge of a coach, as well as the methodological practice of an educator. I was quickly able to see the connection between a self-grower mentor and a coach.

Improvement: A tenet of coaching is allowing silence to play a part in a coaching relationship. I need to let that silence happen.

Insight: I recognize that not every instance requires a critical coaching question to drive deep thinking. There are times when a mentor-approach is sufficient and there are still times in which a moment can be a moment when learning needs to take place, without the intrusion of a coach or a mentor. **Therefore, I recognize that I am a transformational coach at least 50% of the time.**

Goal #2: Increase my **Quality of Life** 50% by setting goals and frequently assessing my performance criteria

Strength: My greatest achievement this week was that I am the author and designer of my life. This moment in time empowered me to take control of my space, my time, my goals, and my thinking.

Improvement: The only way for me to continue to strive for my best life quality is to analyze my Life Plan, set new goals, and to analyze my progress frequently and consistently.

Insight: My insight is life-altering! I have been seeking a specific academic title for a very long time. The title is within my reach, but this week I realized that I am willing to decline a professional offer if the title and responsibility do not align. This was liberating! In fact, this was the greatest generalizable moment of the week. **My Quality of Life has exceeded the 50% increase.**

Goal #3: Increase my **Personal Performance** by 50% by routinely assessing Personal and Professional Identities, Knowledge, Learning Skills, and Fixed and Fluid factors that impact Self-Growth Performance, Learning Performance, and Life Performance

Strength: The mentor skills and self-growth skills, many of which are the foundations to my Values, now have names and definitions that can be used to articulate performance, values, and skills in others and myself.

Improvement: The lists are long, varied, and nuanced. I want to commit to memory the different

skills, the levels of performance, and the processes more fluently.

Insight: Because of the Institute, I can now explain connections, traverse gaps, that I could not articulate before. I have found this incredibly valuable in every-day moments with family, my colleagues, and myself. It was particularly helpful a few weeks ago when I was introducing my department, its goals, and myself to my new supervisor. The result was an animated, exciting, and rewarding conversation. **My Personal Performance has improved by 50%.**

Goal #4: Achieve a **Personal Growth** rate of 25% that directly supports my Quality of Life, Transformational Coaching, and my Personal and Professional Performances

Strength: I *want* to grow! And I want to share growth opportunities with my colleagues. I have learned to focus on individual skills by thinking ahead in which a skill will be performed and to be mindful of moments to assess and reflect on later. I am also able to generalize skills from one area to the next.

Improvement: Personal Growth is ongoing and requires intention. Although I try to think and plan ahead, I do not have all of the skills areas committed to memory, so sometimes opportunities are lost because I do not recognize the learning and performance moment. I need to review and familiarize myself with the various skills and intentionally practice them more frequently.

Insight: My personal growth rate directly impacts my transformational coaching skills. **At least 25% of the time, I consider what learning is possible, what occurs, and where I can employ the learning at a later date. In some areas, like personal interests, this occurs at a rate of about 50% to 75% of the time.**

Summary

I learned that all of my original goals are achievable because as a result of this institute, I was able to get to the root of my learning and growth needs. I also realized that I **am** a practicing transformational coach and I am fulfilled when I witness true change in someone. I want to make stronger connections between process education, personal growth, personal performance, and coaching.

It was a pleasure to learn and grow at the Institute with men and women who seek improved Qualities of Life.



Self-Growth Paper: Dan Apple

The weeks leading up to the Self-Growth Institute were grueling, exciting, and amazing, and full of new scholarship, details, recruiting, and preparation. The expectations were high for me and others. I wanted so much and believed that it was going to be amazing. Then Sunday – one thing after another, delays, diversions, redirections, two people dropping out, 5 people not preparing. This effect, with the loss of sleep both on Saturday and Sunday nights – what is in store?

The 4 areas of self-growth would include life coaching – ability for people to make breakthroughs in their life by setting up the circumstances and the context for them to make different choices that would lead to amazing new consequences. The second area would be growth in research process and performance – the recruitment and excitement of getting others involved, papers identified and collection of new ideas, structures, models, and ideas. The third area of growth would be in mentoring performance development, where at this Institute I did my collective best performance in performance development across an array of performance areas. Finally, I would describe recruiting into the fold of self-growth community – painting the vision of what the journey of being an Academy member and

being a member of the self-growth community could be, building a large foundation of what could be for the future of the self-growth movement.

The life coaching capability was improved by understanding life coaching more fully, the components of self-growth, the key characteristics and skills that a life coach would use to facilitate self-discovery through the questions and prompts provided, and the assessment that I provide back to improve their self-disclosure to themselves. The magnitude of growth is probably 2 levels on a not-yet developed scale, because I feel now I could have a significant impact on just about anyone when it comes to helping them develop their self-growth capability aligned with their life vision and their life plan. This growth came from three integrated efforts: 1) exploring a better framework, 2) risk-taking the trials – some being very difficult, and finally, 3) a lot of assessment of my practice by the person being coached and my own self-assessment.

The second area of research process and performance was the ability to take advantage of the context and the situation to ignite ideas, reframe the ideas, and test questions and preliminary results to see their connections to the others. I would say that it didn't increase as much because this last year has itself been an amazing improvement in research quality development of my processes, collaborations, the synergy of practice to scholarship. The list of papers includes at least 10 new ones, including a book on developing life vision and plan, the ultimate facilitator toolset, the development of performance growth rate, the development of self-growth capability, and the ways in which you can eliminate the impact of evaluation on self-growth. These capabilities were developed by asking questions more frequently, optimizing the research moment, capturing visual data, and studying specific behavior.

The third area of growth would be how I was able to identify new performance areas and quickly put a relationship in place where the performer and I built an implicit contract to grow that area. The methodology of performance development and the new framework focused my efforts more cleanly, and the assessment of the increase in performance to increase my effectiveness in using the methodology. I am excited that there is still much more room for universal development of this performance area.

The final area would be rebirth of desire to grow a movement because the new definition of Process Education is much more exciting and powerful. This message is me, and the messenger is one that I have no apologies for. If people want to marginalize their own life even though I describe the life that would be 10 times their currently quality on their own scale, then there is the next individual. Through each failure I will get better and by the end of two more years, I will be able to turn over 90% of people I meet into self-growers.

The ability of self-growth is the increase in capability when you challenge yourself to life coach someone who wants quality in the areas of life that you want, but you yourself aren't achieving it nearly to the degree you want. You co-create a self-growth plan to help that person increase quality of life by impacting their personal growth rate positively, and through your coaching you end up effectively growing your self-growth capability that positively impacts your personal growth rate and the current quality of life.



Facilitator Goals and Outcomes



Goal 1

Which of the mentoring skills do I need to strengthen the most to grow the mentoring skills of others? Identify the top five and elevate each one at least one more level this week.



Outcome

Top 15 mentoring skills to improve quality of life by increasing other mentoring and growth skills

1. **Self-Monitoring** — Having a continuous camera on every performance so it can be replayed
2. **Being self-honest** — Recognizing when one's own filters and assumptions reflect known/new biases
3. **Raising expectations** — Influencing receiver's mindset towards wants, desires, or anticipation
4. **Encouraging ownership** — Engaging others to accept a stake in the vision
5. **Maintaining objectivity** — Focusing on reporting the evaluation, not responding to personal reactions
6. **Getting unstuck** — Recognizing the lack of movement towards life's goals and updating strategies
7. **Being non-judgmental** — Withholding or avoiding using one's personal standards or opinions
8. **Developing action plans** — Creating short and long-term strategies for improvement
9. **Self-Challenging** — Getting out of your comfort zone to increase growth opportunities
10. **Defining characteristics** — Determining the key factors that impact quality of life or quality in general
11. **Setting criteria** — Choosing the important characteristics that represent quality
12. **Being independent** — Seeking an appropriate level of autonomy in each role identity
13. **Validating personal impact** — Recognizing the effect you have
14. **Self-Mentoring** — Engaging in intentional self-assessment leading to analysis of self for improvement
15. **Determining unmet needs** — Identifying which desired characteristics are lacking for receiver

1. **Self-Monitoring:** During the fishbowl activity I was able to not only monitor my own performance while facilitating, I was able to help the participants to start monitoring the use or lack of use of their mentoring skills, showing how important the monitoring of performance is in developing these mentoring skills. Tip: Set monitoring performance as a criterion for performance. Then the focus is not lost on the monitoring, and after a while the value produced as the skill improves means that its use shifts from conscious to unconscious.
2. **Being Self-Honest:** As the event evolved, I used this skill to model how important it is to be transparent to one's self and the impact it can have in coaching others. The trust that builds when the coach is honest with themselves, especially in areas of vulnerability. This builds the other's willingness to explore self. I tested my own willingness in many dark areas and realize that doing so helps me to determine where I need to spend most of my future time in transforming myself so that I can generalize my skills, enabling their successful transfer to others. My insight here is that while I'm not special, what I have acquired and learned IS and must be passed along before I die.
3. **Raising Expectations:** This is what I have been focusing on during the last year and have made more progress this week. I keep asking myself and others, "Why not?" The idea that we limit ourselves has become a sensitive one for me and I share that with others. Nearly any rationale can be picked apart and with it, the self-justifications that stymie performance. Challenge doesn't mean failure it but does impact drive. The number one skill for life coaches is to challenge those they coach that, yes, you can — if you raise your expectations. If you don't raise your expectation you don't stand a chance of meeting them.
4. **Encouraging Ownership:** This was an area of greater development because I was able to help each participant value the role of growth and self-growth in their life, and how a life vision and life plan could increase their quality of life. Many wrote about how they want more control and ownership of their life, where they want to head, and the quality they want to produce. So many finally realized that by taking more ownership, they will be able to produce both growth and self-growth plans to enhance their quality of the life.
5. **Maintaining Objectivity:** We must each become own anchor in life. Only an individual can know their own values and needs. Benchmarking your values and needs helps to test and validate one's own set of values and needs. As we start to build our own quality of life index, we must make sure to validate that it is measuring the quality of life that we want; not just the quality we think we're supposed to want. Motivating and helping other do this for themselves means that as a life coach, you must maintain objectivity, not judging the values of those with whom you work.



Goal 2

Speed in making effective judgments of quality to spend more time in life coaching/mentoring skill development.



Outcome

In this event I was faster in making those decisions and had at least 250 conversations during the week — some as short as 2 minutes and some as long as 30 minutes — which focused on the other's

life plan development, some interventions on learning skills, and more importantly, the participant's role as performance or life coach. Tips in making these decisions: Clarify the situation by ascertaining five key factors and then ask myself, "What do they need right now?" Once I do this, I make a decision based on what is in the best interest of the majority. When the decision is made, I prepare myself for interventions with those whose interests do not coincide with the majority in order to help them on an individual basis.

Goal 3

Helping individuals enjoy the growth process by eliminating the nagging suspicion that that they weren't good enough in the past and replacing it with a sense of anticipating for the future and better version of themselves. This means elevating many of the mentoring skills focused on eliminating self-judgment/self-evaluation.

Outcome

I believe that I was able to help all individuals realize, at some point, that their investment in the past (why they were) wasn't as valuable as investing in their future (who they could be). This frees us to let go of things that hold us back. It works well to start with areas in which we're not as personally invested (i.e., areas where our perception of lower performance isn't so paralyzing). In this event, writing to think was a revelation for many. Almost everyone let go of the idea that they were not a great writer when they discovered that writing to think is a powerful and often untapped performance capability. Other similar areas include reading for learning, performance analysis, methodical self-growth, learning performance, learning and moving on, reflecting, self-assessing, teaming, managing time, performing when being evaluated, metacognitive reasoning, mentoring, realizing personal growth and self-growth capability, and changing how we typically react to situations in favor of more productive (less reactive) responses.

Goal 4

Self-challenging my willingness to enable by lowering expectations when participants complain by saying they are doing the best they can, even though it is obvious to me that they have not even begun to realize the higher level of performance of which they are clearly capable.

Outcome

During the week, I was able to place myself in a mindset of challenging professionals, faculty, and staff outside of their comfort zone. This meant that many individuals exhibit clear signs of anxiety and frustration during activities. That I succeeded was clear, as there were verbal exchanges between myself and participants during which they described their discomfort.



Goal 5

Increase my ability to discover impediments to self-growth, put into practice effective resolutions to these impediments, and document previously unidentified impediments.



Outcome

I was able to do this very effectively (see research topic 1, which follows) because I worked to continually studying reasons that participants were slow to gather momentum in the process. I explored different interventions, created new ones, and frequently tested the speed of change, growth, and development, including what slowed the process for each participant.



Research Ideas and Progress Made

Summary of Research Paper Ideas

1. Impediments to self-growth, with a special emphasis on evaluation
2. Tips for improving implementation and use of the Self-Growth Methodology
3. Components of personal growth rate (growth skills, plus 13 other things)
4. Components of self-growth capability (mentoring skills, plus 9 other things)
5. Designing an effective growth/self-growth assessment system
6. Relationship between learning performance improvement, growth, and performance development, and self-growth development (capability)
7. Annual cycle of planning growth and self-growth, implementing, and summative assessment and reflection on life quality, its improvement, growth, and self-growth
8. Defining and measuring a quality of life index so each person can define and measure their annual progress
9. Expanding the principles used by a certified coach by adding the principles and practices of a performance development coach and the principles and practices of a life coach for self-growth development
10. Enhancing performance development mentoring
11. Enhancing the life coaching of self-growth
12. Booklet of mentoring skills including descriptions, dimensions, and scales for enhancing their development
13. The process of developing mentoring skills by determining the power of the mentoring skills in growing mentoring skills

Research ideas 1-5 are described in more detail on the following pages.



Research Area 1

Impediments to Self-Growth, with a Special Emphasis on Evaluation

Impediment are listed, followed by strategies for overcoming each in order to develop self-growth capability

IMPEDIMENT Inability to be in the moment (lack of mindfulness)

STRATEGIES

- Prepare yourself for intense engagement; do the best you can all the time
- Constantly ask yourself what you can do to improve what's going on
- Keep the camera running on your performance so you can see yourself

IMPEDIMENT Being too comfortable with being comfortable

STRATEGIES

- Recognize when you are not outside your comfort zone
- Always raise the bar for the level of quality you produce
- Add one additional challenge to what you're already doing

IMPEDIMENT Not wanting more out of life

STRATEGIES

- Visualize your current dream/goals multiplied by 10. What results would you then want from life?
- Try to want to improve yourself to five times your current capability
- Set five life goals that you didn't think were possible five years ago

IMPEDIMENT Lack of planning for growth and self-growth

STRATEGIES

- Create an annual growth plan
- Create an annual self-growth plan
- Produce an annual assessment plan of your performance

IMPEDIMENT Inability to generalize performance development

STRATEGIES

- Learn to use the Performance Development Methodology
- Learn how to integrate an analysis of risk factors with the development of professional characteristics by using specific learning skills
- Use performance descriptions and performance criteria effectively

IMPEDIMENT "Can't do attitude" (has convinced yourself of failure)

STRATEGIES

- Research past failures and turn them into successes
- Stop self-evaluating; shift to self-assessing instead
- Use a performance mentor to bring in objectivity

IMPEDIMENT Inability to measure progress/growth and therefore losing motivation

STRATEGIES

- Use performance measures more frequently and consistently
- Use the annual personal assessment report to document growth
- Create milestones where reflection produces holistic growth meaning

IMPEDIMENT Fear of growing “away from” or “beyond” your significant other

STRATEGIES

- Mentor the growth of those close to you
- Share your journey with your significant other
- Share the rewards of your increased growth with others (family, friends, community)

IMPEDIMENT Unclear target for performance development (lacking performance descriptions)

STRATEGIES

- Write a performance description for each area to best of your ability
- Ask an expert in the field to assess your performance description
- Clarify the target by writing performance criteria for each performance description

IMPEDIMENT Unprioritized list of key performance areas for development

STRATEGIES

- Inventory more clearly the performance areas important to you
- Explore your key identities and align them with performance areas
- Perform a time analysis of where you currently invest your time and why

IMPEDIMENT Lack of belief that you are more valuable to yourself than those around you (selflessness)

STRATEGIES

- Realize you can only love others as much as you learn to love yourself
- Determine that you are the best possible person to sit in the driver’s seat of your life
- Know that by investing in yourself, you can do much more for others

IMPEDIMENT Living life vicariously through others

STRATEGIES

- Compare and contrast your values and needs with theirs
- Look at your own experiences and those you watch
- Ask why you value someone else’s life more than your own

IMPEDIMENT Having the idea that you sacrifice quality for productivity

STRATEGIES

- Set the same standards, but decrease available time and resources
- Assess and improve quality with the same amount of time
- Build measures to determine quality in order to make it objective

IMPEDIMENT Being passive aggressive and unwilling to challenge sub-standard performance

STRATEGIES

- Point out the issue so it can be improved instead of enjoying being destructive
- Honesty when providing feedback improves its value
- When providing performance feedback, don't evaluate

IMPEDIMENT Don't know when to engage in self-assessment versus reflection

STRATEGIES

- Evaluations should trigger reflection then be transformed into assessment
- Turn evaluations into self-assessments in order to find areas for improvement
- Reflect when seeking greater metacognition, focusing on your thinking, social reactions, and emotions

IMPEDIMENT Evaluation shifts focus to past, rather than future growth

STRATEGIES

- Use a coach to help you process evaluation as assessment
- Validate the value of transforming evaluation into assessment
- Reduce the emotional impact of evaluation by practicing assessment regularly

IMPEDIMENT Self-evaluation and assuming evaluation

STRATEGIES

- Shift self-evaluation to self-assessment
- Find a mentor to help you work on interpreting evaluative feedback as assessment
- Become less judgmental

IMPEDIMENT Not being able to project future capability

STRATEGIES

- Use role models, focusing particularly on their lives as they are older, to gauge the capability they developed. If possible, interview and ask them how much growth have they produced across their lifetime.
- Use a 1-2 year horizon to measure your own growth and knowing that you are now focusing on self-growth, start projecting forward from there



Research Area 2

Tips for Implementing the Self-Growth Methodology

☀ Stage 1 – Defining Life Quality

1. Value Analysis: identify your top 10 values
2. There are lists of values (e.g., *Learning to Learn: Becoming a Self-Grower*)
3. Explore life situations when others expected much more out of you. What happened? Test against others' experiences
4. Explore the “Why”: What do you do often? *Why?* Determine what it gives you.
5. Create a succinct summary of stage 1
6. Identify experiences from others
7. Use exemplars for investigations and use others' greatest characteristics in your own life
8. There are a systematic set of prompts for writing to think
9. Use accomplishments as a critical resource for reflection
10. Consistently challenge every assumption that leads to a limitation
11. Use positive psychology to point out examples of quality

☀ Stage 2 – Life Vision Tips

1. Explain stories about yourself
2. Explore all past assessments
3. Write to think, exploring thoughts about yourself
4. Revisit and reinterpret life milestones when you increase your life goals and vice versa
5. Step back and look at yourself from five different perspectives (adopt the perspective of a “great” yet different person for each)
6. Change long-term goals to short-term goals
7. Align life goals to expectations and clarify their relationship
8. Don't be shy about borrowing others' life goals
9. Be honest and sincere; make sure you're working with your vision and not what you've been told your vision should be
10. Use goal-setting skills

☀ Stage 3 – Performance Analysis

1. Use a specific inventory day-by-day to determine the roles you played and their associated identities
2. Learn about life roles, life identities, and performance within roles, and how are they differ

3. Use the Methodology for Writing Performance Criteria when you write performance criteria
4. Use the Methodology for Writing Performance Descriptions
5. Use the Methodology for Developing Performance Measures
6. Use a performance mentor for helping in key performance areas
7. Align your identities to the life vision you have developed so far
8. Realize the value of the cycle: Performance criteria, self-assessment, and growth plan
9. Create an identity map that aligns your specific identities (e.g., spouse, researcher, violinist, etc.) to your overall identity as a person, and connect your current identity to the identity you will have in the future
10. Obtain realistic readings, with your normal self-confidence, when feeling disappointed by a performance
11. Select current status for performance development

Stage 4 – Risk Factors Tips

1. Perform a risk analysis using the chart in *The Professional's Guide to Self-Growth*
2. Use a mentor/coach as a perception check of your list
3. Make sure you contextually identify the top three risk in each performance area. This builds the base for stage 5 work.
4. Take your latest self-assessments of current efforts and figure out why the improvements didn't work as well as you wanted them to (i.e., what were the impediments?)
5. Is your attitude because you just don't want to, because you don't care about that performance area, or that you don't believe you can?
6. Complete self-analysis without judgment
7. Look out for connected risk factors. One risk factor can hide another and two can combine to create an even greater impediment
8. Watch out for lack of risk taking in dealing with addressing the risk factors
9. Prioritize and do one thing at a time. The complete list might be overwhelming but remember that even something as vast as the Great Wall of China was built one stone at a time.
10. Analyze failures to find their root causes (they are often your risk factors)

Stage 5 – Performance Development

1. Use an SII (Strengths, Improvements, Insights) assessment each time you perform
2. Do what you must do for growth
3. Target growth skills during a performance
4. Upgrade assessments at periodic times by having someone assess you self-assessments
5. Use a strong assessment process by using the methodologies for assessment and self-assessment
6. Select and use great performance mentors

7. Use reflection across a range of performances — yours and others — to generalize your learning and growth
8. Revisit Stage 3 if self-growth isn't integrated in your growth plan
9. Keep risk factors aligned at the front end of each action plan implementation

Stage 6 – Annual Assessment and Reflection

1. What you did, not others
2. Don't be afraid to promote and don't apologize
3. Look for delta in past performances
4. It's a review of self-growth process – increase quality of life plan and life quality
5. Use the trends of performance improvement
6. Important to capture self-growth accomplishments
7. Use the well-designed templates to organize thinking
8. Collect data as you go, rather than waiting until the end, so you don't miss things
9. Achievements are just formative progress
10. Just get it done by finishing it in a reasonably short time
11. It will be easier the second time because you can use the previous year as your template



Research Area 3

Components of Personal Growth Rate

The common approach of performance development was used throughout the Institute to grow understanding of how to increase transferable growth capability. Two of the participants have begun the process of elaborating on the Performance Development Methodology so that performance mentoring can become much stronger. During the Institute, while focusing on performance development in the following areas, new insights were gained related to improving performance from the perspective of the performer (self-mentoring). Here are the critical discoveries:

- Encouraging ownership: When the performer is constraining their performance, help them realize that they need to want, care, take charge, get in the driver's seat, believe, self-challenge, etc., to help change their fundamental mindset with respect to owning their performance
- Use self-assessment by individuals and/or teams after each performance helps to create strategies that can be reused as well as action plans for improvement
- Increase the use of performance criteria for each performance so the performance target (in terms of quality) is obvious to the performer
- The areas of performance development for a coach/mentor have multiple levels which depend on the level of the performer. Numerous individuals working on the same performance simultaneously can create a lot of synergy.

The areas of learning, growth, and self-growth were the focus of performance development during the Institute. The performances that support these three areas, their descriptions, and associated learning skills follow.

Performance: Learning

Life-long learners, who have self-efficacy, take responsibility and ownership of their learning whether in college, career or personal life (Apple & Ellis, 2015). They are collegiate learners who understand how to learn and use learning processes to construct knowledge (Watts, 2018). When they approach learning something new, they motivate themselves by stating a “why” for learning and guide their efforts by stating learning objectives. They construct knowledge from resources by noting relevant vocabulary, locating relevant information, and collecting examples and expert models during their informational processing and reading performances. They think critically to produce meaning and understanding (especially in writing), and then contextualize and generalize to elevate their knowledge to the level of *working expertise*. At the end of a learning cycle, the learners self-assess and reflect on their learning process and learning skills to improve their next learning performance. To pull it all together, they use meta-cognition to think about thinking, knowing how they do what they do, and why they decided to do what they are doing. In each of their efforts, they prepare for social learning, to stay healthy, actively engage, and collaborate within and outside learning experiences by communicating, asking questions, thinking critically, and sharing insights publicly and in writing. They effectively plan to manage their time and resources and are disciplined in carrying out their plans. They enjoy learning challenges and accept failure as a frequent and productive path to success. They are positive with a growth mindset, intellectually curious, and supportive of others in team learning. They apply their learning in new contexts by using higher order thinking to contextualize and generalize their knowledge to solve complex problems. **Learning Skills: Thinking skeptically, Recognizing contradictions, Transferring, Abstracting, Following principles.**

☀ Performance: Reading

Quality readers enjoy reading by shifting from information gathering to a reading-for-learning approach (Apple, Morgan, & Hintze, 2013). The performance requires limiting time to aggressively challenge themselves as learners to maximize learning within this time constraint. The reader motivates their reading for learning performance by doing a quick pre-reading that includes identifying their purpose, learning objectives, and expectations, putting meaning to the key words, and producing an outline of the structure of the reading (Hurd, Beyerlein & Utschig, 2018). Then the reader does a quick read to create 5 critical inquiry questions by also using the pre-reading documentation. They do a comprehensive read where the primary purpose is to produce meaning and understanding by researching and answering these established questions. The readers summarize and enhance their learning from their inquiry by generating new insights. The reader applies this learning by contextualizing their new knowledge within their life. Their reading performance concludes with an assessment of how well their performance criteria were met as well as the strength of their reading performance. **Learning Skills: Identifying need, Recording, Scanning, Inquiring, Summarizing**

☀ Writing to Think

Writing is a thinking performance (Flateby, et al., 2000). Although free-writing is well accepted in rhetoric and gets the writer to start to write to think, the perception that free-writing is absence of thinking is missing the mark (Rule, 2013). Writing to think starts with creating mental prompts of what the thinker wants to think about. The thinker organizes a sequence of prompts of how they want to think through something (which organizes their thinking process). They take each prompt by itself to fully clarify their thinking by writing their understanding about that prompt by expounding on their thoughts and those of others. They connect with the next prompt by clarifying how previous thinking relates to it, and this helps to expand their thinking on this new prompt. They are in the moment of thinking by writing as fast as they think. They do this by illuminating in writing everything that their mind is thinking. As they evolve in their thinking as they write, they start to build on the underlying idea/thesis that their mind is trying to clarify and increasing personal meaning. They conclude by addressing the implications of new understanding produced by their writing to think. At timed intervals, they stop to reflect on one thing that helped them to go faster and one thing that slowed them down in either thinking or writing. Before their next performance, they review their strengths and actions plans identified in their previous assessment to help improve their next performance. **Learning Skills: Deconstructing, Interpreting, Being logical, Thinking tangentially, Recognizing contradictions**

☀ Performance: Metacognitive Reasoning

Learners gain greater perspective through metacognitive reasoning by thinking about thinking and assimilating thoughts, emotions, and behaviors to regulate their mental and emotional states. Learners become aware of the essence of their internal states, especially their thoughts and feelings, which allow them to analyze and reflect on their inner selves with greater understanding (Molenberghs et. al, 2016). They use methodologies and learning skills to improve their self-awareness, regulate their emotions and behaviors, monitor and improve their thinking processes, strengthen decision making and problem solving, and reflect to develop insights into situations and themselves. Learners use the following triggers to identify opportunities to step back and reflect when they are learning something very complex and important, when their or other peoples' reactions to social situations are abnormal, or when their gut tells

them something is emotionally or physically amiss. When meaning is not produced, even when patient, learners can seek mentors who can help to clarify what was causing the current learning or life issues and use this opportunity to advance metacognitive reasoning performance (Fisher, 1998). Metacognitive learners love the value produced from their minds' ability to understand as much as possible about their minds and behaviors because this will provide them with greater ability for self-regulation and personal strength. **Learning Skills: Being self-aware, Introspecting, Being metacognitive, Being self-honest, Self-Mentoring**

Self-Growth Performance

Self-growers, who have a positive and “can do” attitude in producing their best current performance, expand this growth mindset into self-growth performance by internalizing the self-growth methodology. They have extensive grit for persisting in overcoming any obstacles when taking on the risks of increasing challenges outside their comfort zone, fueled by their self-efficacy in their own unlimited potential (Duckworth, 2007). Self-growers use mindfulness, metacognitive reasoning, performance analysis, and ongoing assessment of past and current performances to improve their learning skills and future performances, leading to a greater quality of life. Self-growers establish the broad criteria for living their lives to produce the qualities they seek in their lives. They have developed and are committed to their life vision based upon their history, self-analysis, and vision of the future through identifying key life performance areas. Self-growers produce performance analyses and performance descriptions for each of these performance areas so they can write their key performance criteria. They develop annual, monthly, and weekly self-growth goals and work towards these goals and use these daily performances for assessment. Self-growers have designed and implement daily assessments of these performances, especially self-assessments of failures to transform them into successes (Apple, Ellis & Leasure, 2018). Self-growers continue to strengthen important professional characteristics to mitigate barriers that inhibit their personal growth rate and self-growth capability. They are passionate, driven, healthy, diligent, and open to new techniques, skills, and strategies to support their growth. They develop and use growth and self-growth plans annually to keep developing their growth and mentoring skills. They seek community, mentoring, and feedback from others and use this feedback to develop their self-growth capability. **Learning Skills: Updating life vision, Setting growth goals, Believing in your potential, Feeling empowered, Self-Challenging.**

Self-Analysis

Self-growers seek and enjoy self-actualization by increasing self-awareness through exploring and analyzing their past life experiences and their implications to understand how these experiences have impacted who they are (Mettaufer, 2002). They build greater threads of understanding and meaning of themselves: why they do what they do, the value they receive from their actions and accomplishments, and how their experiences impact the fabric of their life and the lives of others. Self-growers compare their self-awareness to the self-awareness of others. These self-investigations, through introspection, include the role that their family, friends, communities, education, and other meaningful pursuits have played and will have on their future lives and their life vision (Apple, Morgan, & Hintze, 2013). From becoming cognizant of their feelings of what brings meaning and importance to their life, they are in a position to self-guide their future decisions and actions with these clarified values and needs. From this analysis, without paralysis, they have determined how to progress to become a better version of themselves. **Learning Skills: Introspecting, Being true to self, Trusting self, Making meaning, Recognizing patterns**

☀ Self-Assessing

Self-growers, using an internalized self-assessment methodology, constantly seek improvement by setting focused and purposeful performance criteria that align with their self-growth intentions based upon a 100% effort. The self-growers have a camera capturing the continuous flow of their performance while performing. Upon the completion of their performance, self-growers are self-honest in producing analyses to capture full SII reports (Strengths and why, Improvements with action plans, and Insights with lessons learned) (Wasserman & Beyerlein, 2007). The self-growers are positive, growth oriented, and non-judgmental while efficiently self-assessing and producing specific productive action plans. The self-growers use reflection skills to consciously examine self-assessments of previous performances to leverage their action plans right before their next performance (Desjarlais & Smith, 2011). They routinely obtain assessments of their self-assessments from mentors to improve their self-assessment performance. Self-growers choose optimal times for self-assessing, when a performance is critical, poor, superior, part of a self-growth plan, brand new, or “special”. **Learning Skills: Analyzing needs, Focusing on self-improvement, Accepting feedback, Self-monitoring, Interpreting feedback**

☀ Reflecting

Self-growers see the cognitive, social, and affective needs and prompts for reflection in a situation (Desjarlais & Smith, 2011). They value stepping back from such situations into a peaceful environment in an unrushed, timely manner to help clarify their understanding by writing to think, blending affective, social, and cognitive learning skills. A cognitive prompt exists when the self-grower recognizes that they are confused or puzzled about how they learned or accomplished something. A social prompt occurs during social situations where their or someone else’s reaction was surprising or unexpected and is inexplicable. An affective prompt occurs when their guts are twirling or they regret their decisions, and they need to explore why their feelings do not align with their personal values. Using a structured process, they often use writing to think for metacognitive critical explorations to capture as much meaning as they can to clarify what is really going on in their lives using reflection skills (Leise, 2010). When metacognitive clarity is not being produced, self-growers incorporate others in the reflection process. Finally, they summarize their new learning by clarifying their most important three ideas from the reflection, capturing the answers to their questions and increasing self-growth capability. **Learning Skills: Seeing prompts, Writing to reflect, Introspecting, Using divergent thinking, Being self-aware**

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Research Area 4

Components of Self-Growth Capability

This area received the greatest amount of energy and focus. We created more than 20 different posters that examined aspects of the self-growth model, process, and contributing forces. The most significant posters investigated which mentoring skills are the most powerful and carry the greatest impact in increasing both growth and mentoring skills. Another area is the idea that growth development and self-growth development will focus on different things, but performing self-growth development without attendant growth development is simply not feasible.



Research Area 5

Designing an Effective Growth/Self-Growth Assessment System

Participant 1

Learning Performance I believe I have increased my learning performance by 50% this week. By addressing my key risk factors and their inhibitors. By brain storming solutions to those inhibitors. By creating a methodology to process those inhibitors, reflect, assess, and develop an action plan with the best solution in mind. In order to do this, I have increased my reading and writing skills. I have worked on clarifying expectations by working using my role to work with my team. To create a descriptions and criteria. Being able to self-motivate even when those challenges occur.

Growth Capability (personal growth rate) My personal growth rate should be 15% this year. I have identified my values and the life qualities that they are associated with. I have described my current situation and set the standard to measure by. I also have developed the skills necessary to maintain a self-growth mindset to stay on track. I have methodologies that I can use to process my assessments into actions in order to create improvements. Those improvements, although small in each area, can add up to 15% increase of total quality of life by the end of the year. By continuing to increase my learning, mentoring, and growth skills, I should be able to increase this personal growth rate next year. The most important part is that I don't let the complexity of this subject confuse or deter me away from using them.

Self-Growth Capability My current self-growth capability is small but has increased substantially this week. I believe it would be easy to say that my self- growth capability would be 5% because moving from 15 to 20% over a year can be done if I stick to the plan. Keep updating the plan and revisit the plan with a life coach. I am looking forward to working with a life coach because they can help me with my unique identity and value structure.

Participant 2

Learning Performance As a learner, I improved my ability to document my reading with the reading logs in less time but increased the documentation. Additionally, I improved my capturing of new ideas and their meaning through increasing writing to think. I increased my ability to make connections between major ideas when among the trees.

Growth Capability (personal growth rate) The experience helps to redirect a future path from my past paths so that the paths that make sense to continue are not lost, but a new set of paths are opening up. Some movement on methodologies, life plan, and use of mentoring skills to impact current efforts in life.

Self-Growth Capability Understanding the framework, the relationships of mentoring skills to methodology to self-growth plan is being formulated and as such will have a greater impact during the self-growth community.

Participant 3

Learning Performance On a scale of 1-5 I am a 4. I need to increase stamina so that I can learn at maximum performance throughout the day. I have a lull in the afternoon of about an hour or so. Also, while I am metacognitively improving, I am not always able to be using a learning journal or other form of documenting what I am doing in order to reinforce that learning. Improvement – 0.3 I think I have been able to increase reading performance and writing to think by a substantial margin. For example, my writing to think performance doubled with one iteration and I am trying to use if now. It seems to be working rather well, so if I started at 4 and have 1 point of potential increase, then in writing performance I have made a substantial progress. In reading the progress is less, but still substantial.

Participant 3

continued

Growth Capability (personal growth rate) I am going to be able to make a 70% improvement. I am confident my position on the life quality scale can be nearly doubled in this next year. This will come IF I consistently practice with the self-growth skill set, purposely monitoring several times a day and periodically checking on how I am doing with that, perhaps weekly, by reflecting for perhaps 5 minutes. This will be reinforced by the growth in techniques I have practiced here (particularly in reading and writing performance). I will be able to make huge gains in my growth rate.

Participant 4

Learning Performance What was the increase percentage in your learning this week? How do you know? 15% - I am becoming more self-aware of my own growth and the growth of others. I have been empowered to continue this self-growth journey where in the beginning I really didn't have any idea what I signed up for. I am exponentially better at honest self-assessment and reflection. This week has added immense value to my prior knowledge of the teaching institute, Learning to Learn, and how to elevate expectations of the students and myself without fear of failure.

Growth Capability (personal growth rate) I believe that I can increase the quality of my life annually at a rate of 25% right now. The reason I say this is that my mind needs time to process this information and create new pathways and develop the skills necessary to increase the quality of my life. I believe that after this first year, the personal growth rate is limitless, unless I self-impose barriers in achieving this level of self-growth.

Self-Growth Capability I can change as much or as little as I choose to change. I want to create enough change to self-grow by 50%. I have changed my mindset, and over the course of the next year will employ the tools afforded me by this Institute. My self-growth rate will directly impact not only my quality of life, but the students and their capacity to grow themselves. I will measure this outcome by making a list of my skills right now and compare them to the skills I have mastered over the next year.

Participant 5

Growth Capability (personal growth rate) I think my growth rate, self-growth percentage, and learning performance increased by over 50% for the week because it was very low at the beginning of the week. I have seen growth in all areas and can replicate many of the strategies. This will help me to increase my percentage of growth even further. I can truly say that I was in the lowest percentage around 35%. My rate has increased to at least 50%.

Participant 6

Learning Performance I feel as though my learning has increased about 5%. I know that may seem like a low number, but on the flip side of that, the amount of information I was introduced to was momentous! Most of the information I was introduced to was not learned and the skills were not acquired. It will take me years to fully understand how to apply this information and show that it was learned. But I did acquire a basic working knowledge of how to start on this journey.

Growth Capability (personal growth rate) I feel as though I can increase my learning by a minimum of 35% by the end of the year, that would be roughly 5% per week. That seems like a lot to me at this moment, but the more I practice these skills and get introduced to new ways of thinking, that may change.

Self-Growth Capability I feel as though my personal growth rate can change by close to, if not 100%. I say that because it only takes a little increase in growth skills to drastically change the growth rate in a short period of time, even though the growth and self-growth rates will increase at a slowly rate.

Participant 7

Learning Performance If measuring the impact in increments of 25, I am a strong 75. The increase in learning performance is justified by my increases in reading (25), and writing (25), along with self-growth (25). The reading and writing skills are the basis for any learning environment. The self-growth compliment provides the foundation for self-assessment to increase the ability to do the reading and writing.

Growth Capability (personal growth rate) My personal growth rate has increased by at least 25%. I came in as a personal grower who invested minimum time in growing at least monthly. Now I am knowledgeable aware of the importance of having a plan and growing at least weekly. I believe also, as my knowledge of self-growth methodology increases, my rate will increase. I am still not as comfortable as I would like to be with terminology. Based on my new knowledge I say 25%. As the weeks progress and put the practices learned into play, I presume that my rate will increase.

Self-Growth Capability I can double my personal growth rate. I think this is the trick. You learn the material and become motivated by the material but the real value is in practicing the material. For me, of my growth is vital. There is no room for failure. I have nothing to lose, I have to try. My ability to grow my rate giving my time restraints and personal responsibility is at least 50%. My intention is to make it 75%.

Participant 8

Learning Performance My learning performance increased from 15% at the beginning of the week to 60% by the end of the week. The reason for the increase is that I had some knowledge when I began the camp, but because of the intensive work that was done over the week, my knowledge increased to 60%. Working in teams helped with my knowledge by learning myself, but also learning from others. Each team member had a different background and it was nice to learn from others.

Growth Capability (personal growth rate) When I came in to the camp, I had a 10% personal growth. Over the course of the week, working in teams and learning from the different activities that were assigned, my personal growth rate increased to about 50%. When I came, I was at status quo, not interested in increasing my growth rate at all, much less even knowing what a growth rate was. To me a growth rate was how much weight I have gained. Over the week of extreme learning and putting me in a zone where I was very uncomfortable, I was able to grow and encouraged to continue to work when I go home and back to reality.

Self-Growth Capability At least by 50% since I will be working on my mentoring skills, learning skills, my performance as a facilitator, my reactions to confrontations, and improving my reading logs. While doing this, I will become a better wife, mother, friend, employee, and an instructor that students will enjoy working with. I am encouraged to help my students, to facilitate them to become the best nurse they can be, but also improve my skills to become a great instructor. I have much work to do but with the help of the Life Coach, I can do this.

Participant 9

Learning Performance Writing to think provided me with the means to write without inhibitions and to get more words on the page, thus creating additional information. I was also able to recall information and make connections faster than I did when we started.

Growth Capability (personal growth rate) Personal growth rate or increase in percentage points. I think I have increased at least 30%. Not sure how to measure yet, but I think that by using the skills of a collegiate learner, my assessment of skills would be stronger now than they were on Monday morning. I predict that my personal growth rate will be about 1 % per month. I will develop a rubric to have a more accurate assessment of what I am saying. By this time next year I will be closer to goals set and will be able to articulate factors that contributed to the growth and use the mentoring skills to grow the ones I need to improve most.

Participant 9

continued

Self-Growth Capability Working with the diverse team also contributed to my growth. Each person came with his / her own skillset. Listening to team mates analyze, helped me think I had grown my own analytical skills.

Participant 10

Learning Performance I increased my learner performance by approximately 33 percent. What it took me 60 minutes to do at the beginning took me 40 minutes at the end.

Participant 10

Learning Performance In the beginning I was at about a 1% learning performance, where as to now I feel as if I am at a 25% learning. The week has been very challenging to me. I really am trying to make sure I'm understanding all the information I am receiving.

Growth Capability (personal growth rate) My personal growth rate is increasing the quality of life. I want to increase my growth skills and have clear broad criteria which will strengthen my knowledge of being a self-grower. I believe I can now set better growth goals to help me along the way in producing better skills in my life.

Self-Growth Capability Next year I want to be at least at a 45 to 50% growth rate. With that being said, I will look more into the becoming a better learner, life-long learner, who have self-efficacy, and take the responsibility and ownership of my own learning. Being a collegiate learner, I will increase my growth rate faster. Also being a quality reader, learning how to work on my learning performance.

Participant 12

Learning Performance Learning Performance Improvement – 25%. My learning performance increased approximately 25% as I learned how to more effectively use my identity as a self-growth team member, focus on specific learning skills, while using current knowledge, and recognition of personal factors, within the context of the institute. My focus was primarily on self-challenging, committing to success, becoming self-efficacious, and taking risks. At the same time, I improved my effectiveness in reading and writing to think. In assessing my learning performance, I focused on validating strategies I can use to elevate my learning performance well into the future.

Growth Capability (personal growth rate) Growth Capability (Personal Growth Rate) – 30%. My personal growth rate has increased approximately 30% during the Institute. I know this because I am able to recognize and apply connections between various skills and how their development supports learning, growth, and self-growth. I arrived without a set of goals to work on. During this week, I developed two goals: to improve key learning skills and to strengthen my self-assessment skills. Both are essential to learning to learn and are foundational for growth and self-growth. I recognized that being analytical, reflecting, and meditating are essential skills to hone continuously in order to grow into the person that I want to be.

Self-Growth Capability Self-Growth Capability – 15% projected for this year. I now have a foundation for my personal growth, focusing on specific learning skills and challenging myself to move beyond my comfort zone. Over the coming year, I project that my personal growth rate will increase by 15%. I believe that is true because I will use the skills learned over this timeframe to examine where I am to set and achieve goals that will enable me to improve the quality of my life. I am particularly interested in growing my professional identity as a leader, coach, and speaker. Building a dynamic presence in these areas will require action plans, along with reflecting, self-mentoring and self-challenging. Staying positive and focusing on self-improvement will enable me to achieve the outcome that I desire – an enhanced quality of life.

Participant 13

Learning Performance

Reading +100%

Elevate learning + 40%

Problem solving +15%

Writing to Think +25%

Generalizing +20%

Metacognitive reasoning + 40%

Based on no measures, but based on my data, apparently my learning performance has increased by 240% (over past perf, NOT +percentage points). My reading has been strong, but now I can challenge my timing and performance to get the same meaning with a 50% reduction in time = 100%. Writing to think produces more meaningful insights faster, in about 75% of previous time. Elevating learning isn't twice as good as before, but growing rapidly.

Growth Capability (personal growth rate) What's the Δ personal growth rate? (imagined measure on 1-10)

1. Clarify QOL = 3 to 7
2. Life goals align milestones = 5 to 8
3. Growth skills = 5
4. Learning skills = 8
5. Broad criteria = 7
6. Strength of growth plan = 6
7. Performance coaches = 6
8. Life plan = 7
9. Professional char = 5
10. Use methodologies = 3
11. Perf dev method = 3
12. True self-growth mindset = 10
13. Awareness of risk factors = 8

Total = 83 out of 130

Self-Growth Capability Self-growth plan: 4 but will be at least 8. It's draft, and I see many ways to strengthen and will implement that.

1. Mentoring skills: 3 but can grow to at least 4-5 over next year
2. Self-Growth methodology: will be built into assessment plans, currently 3 but will be at least 6
3. Self-mentoring performance: growing quickly! Currently 4 but will target at least 6
4. Strength of Classification of Learning Skills = 6 because I helped with the paper
5. Quality of Life plan developed = 2, but need to strengthen in life plan (align to characteristics)
6. Effective life coach and use = 10 on life coach and 4 on use
7. Self-Growth mindset = 8 (close to 10 but working on self-evaluation barriers)
8. Implementation of self-growth plan. Target is 8! Expect will start at 4
9. Assessment and coaching of the development process. Expect will start at 4, target is at least 6

Participant 14

Learning Performance My learning performance increased by at least 50% by way of strategic reading strategies, observations, experiences, and as a result, the transformational learning that directly and indirectly impacts my quality of life.

Growth Capability (personal growth rate) My personal growth rate exceeded the course outcome. I have a personal growth rate of at least 25% as a result of my Life Plan focus. This was the Insight from my reflection: *Insight:* My personal growth rate directly impacts my transformational coaching skills. **At least 25% of the time, I consider what learning is possible, what occurs, and where I can employ the learning at a later date. In some areas, like personal interests, this occurs at a rate of about 50% to 75% of the time.**

Self-Growth Capability My self-growth capability exceeds the Institute's outcome. I have achieved a self-growth capability of 20% as I have found solid connections to all areas of my life. Mastering and performing the self-growth skills are modeled in all areas that affect my quality of life.